# Table of Contents

The University of Iowa 2013-14 General Catalog .......... 4
Academics at Iowa .................................................. 5
Undergraduate Study .............................................. 6
  Undergraduate Majors and Pre-majors .................. 7
  Undergraduate Certificates ............................... 10
  Undergraduate Minors .................................. 11
  General Education Program ............................ 12
  Four-Year Graduation Plan ......................... 13
Graduate and Professional Study .................. 14
Course Numbering .............................................. 15
Grading ............................................................... 19
Supporting Offices .............................................. 20
Colleges and Other Academic Units .................. 21
  College of Liberal Arts and Sciences .............. 22
    African American Studies .......................... 25
    Aging Studies .......................................... 31
    American Indian and Native Studies .......... 34
    American Sign Language ............................ 38
    American Studies .................................... 41
    Anthropology .......................................... 51
    Art and Art History ................................ 67
    Asian and Slavic Languages and Literatures .... 93
    Biochemistry ........................................... 112
    Biology .................................................. 118
    Chemistry ............................................... 132
    Cinema and Comparative Literature ............ 140
    Classics ................................................ 149
    Communication Sciences and Disorders ....... 163
    Communication Studies ............................. 175
    Comparative Literature ............................. 190
    Computer Science .................................... 192
    Creative Writing (Iowa Writers' Workshop) .... 207
    Critical Cultural Competence ..................... 209
    Dance ...................................................... 210
    Disability Studies ................................... 219
    Division of Performing Arts ....................... 221
    Division of World Languages, Literatures, and Cultures .... 222
    Earth and Environmental Sciences ............ 224
    Economics .............................................. 236
    Elementary Education ............................... 245
    English .................................................. 246
    English as a Second Language .................... 271
    Environmental Sciences ............................ 275
    Ethics and Public Policy ............................ 282
    French and Italian .................................. 285
    Fundraising and Philanthropy Communication .... 295
    Gender, Women's, and Sexuality Studies ....... 297
    General Education Program ....................... 306
    Geographical and Sustainability Sciences .... 315
    German .................................................... 330
    Global Health Studies ................................ 337
    Health and Human Physiology ..................... 342
    History .................................................... 360
    Interdepartmental Studies .......................... 377
    International Business ................................ 387
    International Studies ................................ 393
    Journalism and Mass Communication ............ 407
    Latin American Studies ............................. 418
    Leisure Studies ......................................... 421
    Linguistics ............................................. 430
    Mathematics ............................................ 436
    Medieval Studies ...................................... 448
    Microbiology ........................................... 451
    Museum Studies ....................................... 456
    Music ..................................................... 460
    Performing Arts Entrepreneurship ............... 483
    Philosophy .............................................. 485
    Physics and Astronomy ............................. 490
    Political Science ....................................... 504
    Psychology ................................................. 518
    Religious Studies ....................................... 530
    Rhetoric .................................................. 541
    Science Education ..................................... 544
    Second Language Acquisition ..................... 549
    Social Work ............................................. 555
    Sociology .................................................. 568
    Spanish and Portuguese ............................. 577
    Statistics and Actuarial Science ................. 594
    Theatre Arts ............................................. 605
    Translation ................................................ 616
    Writing ..................................................... 618
    Tippie College of Business ......................... 621
      Accounting ........................................... 626
      Bachelor of Business Administration ........ 632
      Doctor of Philosophy ............................. 640
The University of Iowa 2013-14 General Catalog

The General Catalog provides information about academic programs at The University of Iowa, one of three universities governed by the Board of Regents, State of Iowa. The Catalog also provides links to supporting offices at the University, a list of administrative officers, an A-Z list of University of Iowa faculty members, a University calendar, and information extracted from the Iowa Administrative Code regarding admission requirements and Iowa resident/nonresident standing.

The General Catalog is published for informational purposes and should not be construed as the basis of a contract between a student and The University of Iowa. Every effort is made to provide information that is accurate at the time of publication. However, information on courses, curricula, fees, policies, regulations, and other matters is subject to change any time during the period for which the Catalog is in effect.

This edition of the 2013-14 Catalog was published in October 2013. For PDF versions of archived back editions, visit Office of the Registrar/General Catalog and use the drop-down menu under "Catalog Snapshots."

The General Catalog is produced by the Office of the Registrar and the Office of University Communication and Marketing. Your comments and suggestions are welcome. Questions concerning the Catalog may be directed to the Office of the Registrar at registrar-publications@uiowa.edu.

The University of Iowa has been accredited by the North Central Association of Colleges and Schools since the association’s organization in 1913. The University is a member of the Association of American Universities and is associated with Indiana, Michigan State, Northwestern, Ohio State, Pennsylvania State, and Purdue Universities and the Universities of Illinois, Michigan, Minnesota, Nebraska, and Wisconsin in the Big Ten Conference. Along with the Big Ten universities, it also is associated with The University of Chicago in the Committee for Institutional Cooperation (CIC).

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information, contact the Office of Equal Opportunity and Diversity, 202 Jessup Hall, The University of Iowa, Iowa City, IA 52242-1316; 319-335-0705 (voice) and 319-335-0697 (text).
Academics at Iowa

The University of Iowa offers academic degree and nondegree programs at the undergraduate and graduate levels. It also offers postdoctoral study and other opportunities for nondegree study and research. The General Catalog describes the University’s degree and nondegree programs at the undergraduate and graduate levels.

The following pages provide global information about undergraduate, graduate, and professional study across the University. They include lists of all undergraduate majors (including tracks and emphases), certificates, and minors, with links to the relevant Catalog sections; a link to the College of Liberal Arts and Sciences’ undergraduate General Education Program; information about the undergraduate Four-Year Graduation Plan; information about graduate and professional study; descriptions of the University’s course numbering and grading systems; and contact information for supporting offices (admissions, registrar, housing, student financial aid, and equal opportunity).

- Undergraduate Study (p. 6)
  - Undergraduate Majors and Pre-majors (p. 7)
  - Undergraduate Certificates (p. 10)
  - Undergraduate Minors (p. 11)
  - General Education Program (p. 12)
  - Four-Year Graduation Plan (p. 13)
- Graduate and Professional Study (p. 14)
- Course Numbering (p. 15)
- Grading (p. 19)
- Supporting Offices (p. 20)

For information about degree and nondegree programs in specific disciplines and interdisciplinary areas, including graduation requirements and courses offered, see the links under Colleges and Other Academic Units (p. 21) in the Catalog.

To find the Catalog section for a specific academic department or program, use the Catalog’s A-Z Directory or the Catalog Contents index.
Undergraduate Study

University of Iowa undergraduate students may earn majors, certificates, and minors in more than 100 subject areas. Many majors have varied tracks or emphases, which students may choose according to their own educational goals and interests. Each program is described in the 2013-14 General Catalog, with information on courses and other graduation or completion requirements. Click on the program links under “Undergraduate Majors and Pre-majors,” “Undergraduate Certificates,” and “Undergraduate Minors.”

- Undergraduate Majors and Pre-majors (p. 7)
- Undergraduate Certificates (p. 10)
- Undergraduate Minors (p. 11)

Students enrolled in the College of Liberal Arts and Sciences must complete the college’s General Education Program in order to earn an undergraduate degree; other colleges also require General Education course work as part of their undergraduate curricula. For a detailed description of the program and its requirements, use the following link.

- General Education Program (p. 12)

Undergraduate students may participate in the Four-Year Graduation Plan, in which students agree to certain conditions that guide their study, and the University ensures availability of courses that students need in order to graduate in four years or provides remedies for delays in graduation due to lack of a course.

- Four-Year Graduation Plan (p. 13)
Undergraduate Majors and Pre-majors

The University of Iowa offers the following undergraduate majors, pre-majors, and preparatory course work for selected professional degrees. Some majors offer Teacher Education Programs or the opportunity to earn a degree with teacher licensure, as indicated below. Each major links to the appropriate section of the 2013-14 General Catalog. Additional information about all majors is available on the Office of Admissions web site under Undergraduate Areas of Study.

Majors and Tracks/Emphases

Accounting (p. 626) (B.B.A.)
Actuarial science (B.S.): see Statistics and Actuarial Science (p. 594)
African American studies (p. 25) (B.A.)
American studies (p. 41) (B.A.)
Ancient civilization (B.A.): see Classics (p. 149)
Egypt and the ancient Near East track
Anthropology (p. 51) (B.A., B.S.)
Cultural resource and heritage management emphasis
Gender and culture emphasis
Environmental anthropology emphasis
Medical anthropology emphasis
Teacher licensure
Applied physics (B.S.): see Physics and Astronomy (p. 490)
Art (B.A., B.F.A.): see Art and Art History (p. 67)
Ceramics concentration (B.F.A.)
Graphic design concentration (B.F.A.)
Jewelry and metal arts concentration (B.F.A.)
Intermedia concentration (B.F.A.)
Painting concentration (B.F.A.)
Photography concentration (B.F.A.)
Printmaking concentration (B.F.A.)
Sculpture concentration (B.F.A.)
Three-dimensional design concentration (B.F.A.)
Teacher licensure (B.A., B.F.A.)
Art history (B.A.): see Art and Art History (p. 67)
Teacher licensure
Asian languages and literature (B.A.): see Asian and Slavic Languages and Literatures (p. 93)
Chinese track
Hindi track
Japanese track
Sanskrit track
Teacher licensure
Astronomy (B.A., B.S.): see Physics and Astronomy (p. 490)
Athletic training (B.S.): see Health and Human Physiology (p. 342)
Bachelor of Applied Studies (p. 1188) (B.A.S.)
Bachelor of Liberal Studies (p. 1191) (B.L.S.)
Biochemistry (p. 1009) (B.A., B.S.)
Biology (p. 118) (B.A., B.S.)
Cell and developmental biology track
Comprehensive biology track
Evolutionary biology track
Genetics and biotechnology track
Neurobiology track
Plant biology track
Teacher licensure
Biomedical engineering (p. 824) (B.S.E.)
Bioinformatics/computational biology track
Biomaterials track
Cardiovascular biomechanics track
Cellular engineering track
Musculoskeletal biomechanics track
Pre-medicine track
Business administration (B.B.A.): see Business (p. 621)
Business analytics and information systems (B.B.A.): see Management Sciences (p. 669)
Chemical engineering (B.S.E.): see Chemical and Biochemical Engineering (p. 834)
Biochemical engineering track
Business track
Chemical process engineering track
Entrepreneurship track
Energy and environmental engineering track
Pharmaceuticals track
Polymers track
Pre-medicine track
Sustainability track
Chemistry (p. 132) (B.A., B.S.)
Teacher licensure
Cinema (B.A.): see Cinema and Comparative Literature (p. 140)
Civil engineering (B.S.E.): see Civil and Environmental Engineering (p. 844)
Civil subtrack
Environmental subtrack
Civil engineering practice track (civil or environmental)
Engineering sustainable world track (environmental)
Entrepreneurial career path track (civil or environmental)
Environmental health engineering track (environmental)
Environmental remediation and control track (environmental)
Human modeling and simulation track (civil)
Management track (civil or environmental)
Pre-architecture track (civil or environmental)
Structures, mechanics, and materials track (civil or environmental)
Transportation engineering track (civil or environmental)
Urban and regional planning track (civil or environmental)
Water resources engineering track (civil or environmental)
Classical languages (B.A.): see Classics (p. 149)
Teacher licensure
Communication studies (p. 175) (B.A.)
Comparative literature (B.A.): see Cinema and Comparative Literature (p. 140)
Literature and arts track
World languages and literature track
Computer science (p. 192) (B.A., B.S.)
Economics (p. 641) (B.A., B.B.A., B.S.)
Academics at Iowa

Analytical economics track
Business economics track
Policy economics track
Electrical engineering (B.S.E.): see Electrical and Computer Engineering (p. 857)
Computer subtrack
Electrical engineering subtrack
Elementary education (p. 245) (B.A., B.S.)
Teacher licensure
Engineering (p. 806) (B.S.E.)
English (p. 246) (B.A.)
Creative writing track
Teacher licensure
Environmental policy and planning (B.A., B.S.): see Geographical and Sustainability Sciences (p. 315)
Planning track
Policy track
Environmental sciences (p. 275) (B.A., B.S.)
Biosciences track (B.S.)
Chemical sciences track (B.S.)
Geosciences track (B.S.)
Hydrosciences track (B.S.)
Ethics and public policy (p. 282) (B.A.)
Economics specialization
Philosophy specialization
Political science specialization
Sociology specialization
Student-designed specialization
Finance (p. 654) (B.B.A.)
French (B.A.): See French and Italian (p. 285)
French and Arabic track
Language track
Literature and culture track
Teaching track
Gender, women’s, and sexuality studies (p. 297) (B.A.)
Geography (B.A., B.S.): see Geographical and Sustainability Sciences (p. 315)
Environmental studies track
Geographic information science track
Health and society track
Sustainability track
Teacher licensure
Geoscience (B.A., B.S.): see Earth and Environmental Sciences (p. 224)
German (p. 330) (B.A.)
Teacher licensure
Health and human physiology (p. 342) (B.A.)
Exercise science track
Health promotion track
Health studies track
History (p. 360) (B.A.)
Teacher licensure
Human physiology (B.S.): see Health and Human Physiology (p. 342)
Industrial engineering (B.S.E.): see Mechanical and Industrial Engineering (p. 867)
Computer and information systems track
Entrepreneurship track
Human factors and ergonomics track
Management track
Medical systems track
Informatics (B.A., B.S.): see Computer Science (p. 192)
Art cognate (B.A.)
Bioinformatics cognate (B.S.)
Economics cognate (B.A.)
Geoinformatics cognate (B.A.)
Health informatics cognate (B.A.)
Human-computer interaction cognate (B.A.)
Linguistics cognate (B.A.)
Medical informatics cognate (B.S.)
Music cognate (B.A.)
Social informatics cognate (B.A.)
Individualized cognates (B.A., B.S.)
Interdepartmental studies (p. 377) (B.A.)
Applied human services track
Business studies track
Health science track
Individualized plan of study track
International relations (B.A., B.S.): see Political Science (p. 504)
Conflict and foreign policy track
International business and economic relations track
Regional politics and relationships track
Transnational issues track
Self-defined track
International studies (p. 393) (B.A.)
African studies track
Caribbean studies track
Development track
East Asian studies track
European studies track
Global artistic tradition and change track
Global health studies track
Global resources and the environment track
Human rights track
International business track
International communication and information track
Latin American studies track
Middle Eastern and Islamic studies track
Postcolonial and diasporic studies track
Russian, East European, and Eurasian studies track
South Asian studies track
Self-directed track
Italian (B.A.): see French and Italian (p. 285)
Teacher licensure
Journalism and mass communication (p. 407) (B.A., B.S.)
Leisure studies (p. 421) (B.S.)
Child life track
Recreation and sport business track
Therapeutic recreation track
Linguistics (p. 430) (B.A.)
Teaching English as a second language (TESL) emphasis
Management (B.B.A.): see Management and Organizations (p. 664)
Entrepreneurial management track
Human resource management track
Leadership and management track
Marketing (p. 673) (B.B.A.)
Mathematics (p. 436) (B.A., B.S.)
General track (Program A)
Math education track (Program B)
Specialization areas track (Program C)
Teacher licensure
Mechanical engineering (B.S.E.): see Mechanical and Industrial Engineering (p. 867)
Energy and utilization track
Manufacturing and materials processing track
Mechanical engineering design track
Medical Laboratory Science (p. 1037) (B.S.)
Microbiology (p. 1040) (B.S.)
Music (p. 460) (B.A., B.M.)
Brass/woodwind track (B.M.)
Composition track (B.M.)
Jazz studies track (B.M.)
Music therapy track (B.M.)
Organ track (B.M.)
Percussion track (B.M.)
Piano track (B.M.)
String track (B.M.)
Voice track (B.M.)
Teacher licensure
Nuclear medicine technology (p. 1052) (B.S.)
Nursing (p. 1105) (B.S.N.)
Articulation option TCV
Articulation option EVC
Pharmacy (p. 1123) (Pharm.D.)
Philosophy (p. 485) (B.A.)
Physics (B.A., B.S.): see Physics and Astronomy (p. 490)
Teacher licensure
Political science (p. 504) (B.A., B.S.)
Teacher licensure
Portuguese (B.A.): see Spanish and Portuguese (p. 577)
Teacher licensure
Psychology (p. 518) (B.A., B.S.)
Teacher licensure
Radiation sciences (p. 1090) (B.S.)
Religious studies (p. 530) (B.A.)
Russian (B.A.): see Asian and Slavic Languages and Literatures (p. 93)
Teacher licensure
Science education (p. 769) (B.S.)
All science emphasis
Biology emphasis
Chemistry emphasis
Earth science emphasis
Physics emphasis
Teacher licensure
Social work (p. 555) (B.A.)
Sociology (p. 568) (B.A., B.S.)
Criminology track
Spanish (B.A.): see Spanish and Portuguese (p. 577)
Teacher licensure
Speech and hearing science (B.A.): see Communication Sciences and Disorders (p. 163)
Sport studies (B.A.): see American Studies (p. 41)
Statistics (B.S.): see Statistics and Actuarial Science (p. 594)
Mathematical statistics track
Statistical computing track
Statistics in business, industry, government, and research track
Theatre arts (p. 605) (B.A.)
Women's studies: see Gender, Women's, and Sexuality Studies (p. 297) (B.A.)

Pre-majors
For information about the following pre-majors and preparatory course work for selected professional degrees, see the Office of Admissions web site Undergraduate Areas of Study.

Pre-chiropractic
Dentistry (preparatory course work for the D.D.S.)
Law (preparatory course work for the J.D.)
Medicine (preparatory course work for the M.D.)
Pre-mortuary science
Pre-occupational therapy
Pre-optometry
Pharmacy (preparatory course work for the Pharm.D.)
Physical therapy (preparatory course work for the D.P.T.)
Physician assistant (preparatory course work for the M.P.A.S.)
Pre-podiatry
Pre-veterinary medicine
Undergraduate Certificates

The University of Iowa offers a number of certificates for undergraduates, most in interdisciplinary areas. Colleges offering undergraduate certificates include the College of Liberal Arts and Sciences, the Tippie College of Business, the College of Engineering, the College of Public Health, and University College.

Certificate in Aging Studies (p. 31)
Certificate in American Indian and Native Studies (p. 34)
Certificate in American Sign Language and Deaf Studies: see American Sign Language (p. 38)
Certificate in Critical Cultural Competence (p. 209)
Certificate in Disability Studies (p. 219)
Certificate in Entrepreneurial Management (p. 650)
Certificate in Fundraising and Philanthropy Communication (p. 295)
Certificate in Global Health Studies (p. 337)
Certificate in Human Rights (p. 1202)
Certificate in International Business (p. 387)
Certificate in Latin American Studies (p. 418)
Certificate in Leadership Studies (p. 1211)
Certificate in Medieval Studies (p. 448)
Certificate in Museum Studies (p. 456)
Certificate in Nonprofit Management (p. 1222)
Certificate in Performing Arts Entrepreneurship (p. 483)
Certificate in Public Health (p. 1146)
Certificate in Risk Management and Insurance (p. 682)
Certificate in Sustainability (p. 1242)
Certificate in Technological Entrepreneurship (p. 886)
Certificate in Wind Energy (p. 887)
Certificate in Writing (p. 618)
Undergraduate Minors

Undergraduate minors are offered in numerous disciplines and interdisciplinary areas by the College of Liberal Arts and Sciences, the Tippie College of Business, and the College of Education.

African American studies (p. 25)
Aging studies (p. 31)
American Indian and native studies (p. 34)
American Sign Language (p. 38)
American studies (p. 41)
Ancient civilization: see Classics (p. 149)
Anthropology (p. 51)
Arabic: see French and Italian (p. 285)
Art: see Art and Art History (p. 67)
Art history: see Art and Art History (p. 67)
Asian languages (emphasis in Chinese, Hindi, Japanese, or Sanskrit): see Asian and Slavic Languages and Literatures (p. 93)
Astronomy: see Physics and Astronomy (p. 490)
Biology (p. 118)
Business administration: see "Undergraduate Programs" in Business (p. 621)
Chemistry (p. 132)
Cinema: see Cinema and Comparative Literature (p. 140)
Classical languages: see Classics (p. 149)
Communication sciences and disorders (p. 163)
Communication studies (p. 175)
Comparative literature: see Cinema and Comparative Literature (p. 140)
Computer science (p. 192)
Dance (p. 210)
Economics (p. 641)
Educational psychology: see Psychological and Quantitative Foundations (p. 737)
English (p. 246)
Environmental policy and planning: see Geographical and Sustainability Sciences (p. 315)
Environmental sciences (p. 275)
French: see French and Italian (p. 285)
Gender, women's, and sexuality studies (p. 297)
Geographic information science: see Geographical and Sustainability Sciences (p. 315)
Geography: see Geographical and Sustainability Sciences (p. 315)
Geoscience: see Earth and Environmental Sciences (p. 224)
German (p. 330)
Global health studies (p. 337)
Greek: see Classics (p. 149)
Human physiology; see Health and Human Physiology (p. 342)
History (p. 360)
Human relations: see Rehabilitation and Counselor Education (p. 755)
Informatics: see Computer Science (p. 192)
International relations: see Political Science (p. 407)
International studies
Italian: see French and Italian (p. 285)
Latin: see Classics (p. 149)
Latin American studies (p. 418)
Leisure studies (p. 421)
Linguistics (p. 430)
Mass communication: see Journalism and Mass Communication (p. 407)
Mathematics (p. 436)
Microbiology (p. 1040)
Music (p. 460)
Philosophy (p. 485)
Physical activity and nutrition science: see Health and Human Physiology (p. 342)
Physics: see Physics and Astronomy (p. 490)
Political science (p. 504)
Portuguese: see Spanish and Portuguese (p. 577)
Psychology (p. 518)
Religious studies (p. 530)
Russian: see Asian and Slavic Languages and Literatures (p. 93)
Social work (p. 555)
Sociology (p. 568)
Spanish: see Spanish and Portuguese (p. 577)
Sport studies: see American Studies (p. 41)
Statistics: see Statistics and Actuarial Science (p. 594)
Theatre arts (p. 605)
General Education Program

All students entering the College of Liberal Arts and Sciences who wish to earn a Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), or Bachelor of Music (B.M.) degree must complete the CLAS General Education Program in addition to the requirements of their major and other requirements for graduation.

Undergraduate degree programs in other colleges include General Education requirements, which often may be satisfied with certain courses approved for the CLAS General Education Program.

For detailed information about CLAS General Education requirements and lists of courses approved in the CLAS General Education areas, see General Education Program (p. 306) (College of Liberal Arts and Sciences).
Four-Year Graduation Plan

The Four-Year Graduation Plan is a partnership between students and the University. Students who participate in the Four-Year Graduation Plan agree to a number of conditions that guide their studies and their progress toward a degree. The University’s colleges and departments also agree to certain conditions. They ensure the availability of courses that students need for graduation; they also guarantee that they will provide certain remedies to a student facing a delay in graduation due to lack of a course, as long as the student has met the conditions of the four-year plan. The Tippie College of Business and the Colleges of Engineering, Liberal Arts and Sciences, and Nursing participate in the four-year plan.

The University of Iowa Four-Year Graduation Plan is being revised. The original Four-Year Graduation Plan continues to apply to students who have already signed it. Students who commit to the four-year plan beginning fall 2013 will be held to the revised requirements. Information about the Four-Year Graduation Plan is located on the First-Year Experience web site.
Graduate and Professional Study

The University of Iowa offers graduate and professional degree programs and graduate certificate programs in a broad array of disciplines and interdisciplinary areas of study. Each of the University’s 11 colleges offers one or more master’s degree programs, and most offer doctoral degree programs. Degree programs are presented by individual colleges, with most graduate degrees being conferred by the Graduate College.

The Graduate (p. 888) College section of the Catalog provides a list of most University of Iowa graduate degree programs as well as information about interdisciplinary graduate degree programs, joint degree programs, and certificate programs.

For information about graduate and professional degree and nondegree programs in specific disciplines and interdisciplinary areas, including graduation requirements and courses offered, see the appropriate General Catalog sections: Tippie College of Business (p. 621), College of Dentistry (p. 684), College of Education (p. 715), College of Engineering (p. 806), Graduate (p. 888) College, College of Law (p. 962), College of Liberal Arts and Sciences (p. 22), College of Medicine (p. 993), College of Nursing (p. 1105), College of Pharmacy (p. 1123), and College of Public Health (p. 1138).

Prospective graduate and professional students should apply through the Office of Admissions.
Course Numbering

Each course offered by The University of Iowa has an identifying number, which consists of a three-digit numerical prefix showing the college, department, or program that administers the course, followed by a colon and a three-digit numerical suffix for the individual course. For example, 034:001 identifies the course numbered 001 in the Department of Sociology (034), titled Introduction to Sociology Principles. Course suffix numbers below 100 designate courses primarily for undergraduates, numbers 100-199 designate courses for undergraduate and graduate students, and numbers 200 and above designate courses primarily for graduate students.

The University is in the process of adopting a new course numbering system. In the new system, course numbers consist of an alphabetical prefix (up to four letters) showing the college, department, or program that administers the course, followed by a colon and a four-digit numerical suffix for the individual course. For example, SOC:1010 identifies the course numbered 1010 in the Department of Sociology (SOC), titled Introduction to Sociology Principles.

Course suffix numbers 0000-0999 designate remedial-level courses; numbers 1000-2999 designate lower-level undergraduate courses; numbers 3000-4999 designate courses for upper-level undergraduate and graduate students (except in the College of Engineering, where numbers 5000-5999 designate course for undergraduate and graduate students); numbers 6000-7999 designate graduate-level courses; and numbers 8000-9999 designate professional-level courses.

In this edition of the Catalog, the legacy (old) course numbers are followed by the new numbers in parentheses. The sociology course example listed above appears as 034:001 (SOC:1010) Introduction to Sociology Principles.

Tippie College of Business

06A (ACCT) Accounting
06B (BUS) Business Administration
06E (ECON) Economics
06F (FIN) Finance
06j (MGMT) Management and Organizations
06K (MSCI) Management Sciences
06M (MKTG) Marketing
06N (MBA) M.B.A. Program
06T (ENTR) Entrepreneurship
620 (BNDT) Business Nondepartmental

College of Dentistry

082 (OPER) Operative Dentistry
083 (ENDO) Endodontics
084 (PROS) Prosthodontics
086 (OPRM) Oral Pathology, Radiology, and Medicine
087 (OMFS) Oral and Maxillofacial Surgery
089 (ORDN) Orthodontics
090 (PEDO) Pediatric Dentistry
092 (PERI) Periodontics
111 (PCD) Preventive and Community Dentistry
112 (DENT) Dentistry Nondepartmental
114 (FAMD) Family Dentistry
151 (ORSC) Oral Science
223 (GSND) Geriatric and Special Needs Dentistry

College of Education

07B (EPLS) Educational Policy and Leadership Studies
07C (RCE) Rehabilitation and Counselor Education
07E (EDTE) Elementary Education
07P (PSQF) Psychological and Quantitative Foundations
07S (EDTL) Secondary Education
07U (EDTL) Special Education
07X (EALL) Education Interdepartmental
205 (REA) REACH Program

College of Engineering

051 (BME) Biomedical Engineering
052 (CBE) Chemical and Biochemical Engineering
053 (CEE) Civil and Environmental Engineering
055 (ECE) Electrical and Computer Engineering
056 (IE) Industrial Engineering
057 (ENGR) Engineering Core
058 (ME) Mechanical Engineering
059 (ENGR) Core Engineering

Graduate College

021 (SLIS) Library and Information Science
22A Applied Mathematical and Computational Sciences
102 (URP) Urban and Regional Planning
108 (UICB) Center for the Book
127 (GENE) Genetics
132 (NSCI) Neuroscience
142 (MCB) Molecular and Cellular Biology
148 (IMMU) Immunology
156 (BISC) Biosciences Program
160 (PORO) Rhetorics of Inquiry
163 (TBM) Translational Biomedicine
181 (IWP) International Writing Program
198 (TOX) Human Toxicology
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>002 (BIOL)</td>
<td>Biology</td>
</tr>
<tr>
<td>003 (CSD)</td>
<td>Communication Sciences and Disorders</td>
</tr>
<tr>
<td>004 (CHEM)</td>
<td>Chemistry</td>
</tr>
<tr>
<td>008 (ENGL)</td>
<td>English</td>
</tr>
<tr>
<td>009 (FREN)</td>
<td>French</td>
</tr>
<tr>
<td>010 (RHET)</td>
<td>Rhetoric</td>
</tr>
<tr>
<td>012 (GEOS)</td>
<td>Earth and Environmental Sciences</td>
</tr>
<tr>
<td>013 (GRMN)</td>
<td>German</td>
</tr>
<tr>
<td>13E (GRMN)</td>
<td>German in Translation</td>
</tr>
<tr>
<td>016 (HIST)</td>
<td>History</td>
</tr>
<tr>
<td>16A (HIST)</td>
<td>American History</td>
</tr>
<tr>
<td>16E (HIST)</td>
<td>European History</td>
</tr>
<tr>
<td>16W (HIST)</td>
<td>World History</td>
</tr>
<tr>
<td>018 (ITAL)</td>
<td>Italian</td>
</tr>
<tr>
<td>019 (JMC)</td>
<td>Journalism and Mass Communication</td>
</tr>
<tr>
<td>20E (CLSA)</td>
<td>Classics in English</td>
</tr>
<tr>
<td>20G (CLSL)</td>
<td>Greek</td>
</tr>
<tr>
<td>20L (CLSL)</td>
<td>Latin</td>
</tr>
<tr>
<td>22C (CS)</td>
<td>Computer Science</td>
</tr>
<tr>
<td>22M (MATH)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>22S (STAT)</td>
<td>Statistics and Actuarial Science</td>
</tr>
<tr>
<td>024 (MUSM)</td>
<td>Museum Studies</td>
</tr>
<tr>
<td>025 (MUS)</td>
<td>Music</td>
</tr>
<tr>
<td>026 (PHIL)</td>
<td>Philosophy</td>
</tr>
<tr>
<td>027 (HHP)</td>
<td>Health and Human Physiology</td>
</tr>
<tr>
<td>028 (HSS)</td>
<td>Health and Sport Studies</td>
</tr>
<tr>
<td>029 (ASTR)</td>
<td>Astronomy</td>
</tr>
<tr>
<td>029 (PHYS)</td>
<td>Physics</td>
</tr>
<tr>
<td>030 (POLI)</td>
<td>Political Science</td>
</tr>
<tr>
<td>031 (PSY)</td>
<td>Psychology</td>
</tr>
<tr>
<td>032 (RELS)</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>033 (SOC)</td>
<td>Sociology</td>
</tr>
<tr>
<td>035 (SPAN)</td>
<td>Spanish</td>
</tr>
<tr>
<td>036 (COMM)</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>038 (PORT)</td>
<td>Portuguese</td>
</tr>
<tr>
<td>039 (ASIA)</td>
<td>Asian and Slavic Languages and Literatures</td>
</tr>
<tr>
<td>039 (CHIN)</td>
<td>Chinese</td>
</tr>
<tr>
<td>039 (SOAS)</td>
<td>Southern Asia Studies</td>
</tr>
<tr>
<td>039 (JPNS)</td>
<td>Japanese</td>
</tr>
<tr>
<td>041 (SLAV)</td>
<td>Russian</td>
</tr>
<tr>
<td>042 (SSW)</td>
<td>Social Work</td>
</tr>
<tr>
<td>044 (GEOG)</td>
<td>Geographical and Sustainability Sciences</td>
</tr>
<tr>
<td>045 (AMST)</td>
<td>American Studies</td>
</tr>
<tr>
<td>048 (CCL)</td>
<td>Cinema and Comparative Literature (effective through Winter 2013-14)</td>
</tr>
<tr>
<td>048 (CINE)</td>
<td>Cinema (effective Spring 2014)</td>
</tr>
<tr>
<td>049 (THTR)</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>061 (MICR)</td>
<td>Microbiology</td>
</tr>
<tr>
<td>097 (SIED)</td>
<td>Science Education</td>
</tr>
<tr>
<td>099 (BIOC)</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>103 (LING)</td>
<td>Linguistics</td>
</tr>
<tr>
<td>113 (ANTH)</td>
<td>Anthropology</td>
</tr>
<tr>
<td>129 (AFAM)</td>
<td>African American Studies</td>
</tr>
<tr>
<td>130 (LAS)</td>
<td>Latin American Studies</td>
</tr>
</tbody>
</table>
Gender, Women’s, and Sexuality Studies
(DANC)
Interdepartmental Studies
(AINS) American Indian and Native Studies
Global Health Studies
Aging Studies Program
American Sign Language
Environmental Sciences
Medieval Studies Certificate
Second Language Acquisition
Leisure Studies
International Studies
Performing Arts Entrepreneurship
Arabic Language and Literature
Critical Cultural Competence
Swahili
English as a Second Language Programs
Anthropology Sub-Areas
Human Rights
Fundraising and Philanthropy Communication
Comparative Literature (effective Spring 2014)
Translation
Division of World Languages, Literatures, and Cultures
Disability Studies
Writing

Carver College of Medicine
Medicine Nondepartmental
Anatomy and Cell Biology
Microbiology
Dermatology
Neurology
Obstetrics and Gynecology
Ophthalmology and Visual Sciences
Otolaryngology--Head and Neck Surgery
Pathology
Pediatrics
Pharmacology
Molecular Physiology and Biophysics
Psychiatry
Radiology
Surgery
Orthopaedics and Rehabilitation
Free Radical and Radiation Biology
Internal Medicine
Urology

Biochemistry
Physical Therapy and Rehabilitation Science
Nuclear Medicine Technology
Family Medicine
Anesthesia
Physician Assistant Studies and Services
Neurosurgery
Emergency Medicine
Radiation Oncology
Cardiothoracic Surgery
Radiologic Technology Program
Orthoptics Teaching Program
Radiation Therapy Program
Diagnostic Medical Sonography
Magnetic Resonance Imaging
Vascular Imaging Technology
Computed Tomography Program
EMT--Paramedic Program
Breast Imaging Program
Radiation Sciences

College of Nursing
All courses

College of Pharmacy
All courses

College of Public Health
Master of Public Health Program
Biostatistics
Community and Behavioral Health
Epidemiology
Health Management and Policy
Occupational and Environmental Health

University College
Iowa Lakeside Laboratory
Military Science
Aerospace Studies
University of Iowa Honors Program
Study Abroad
Iowa Biosciences Advantage
University of Iowa Upward Bound
Center for Diversity & Enrichment
Iowa Young Writers’ Studio
College Success Initiatives
Intercollegiate Athletic Participation
Career Center Programs
<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>410</td>
<td>Lifetime Leisure Skills</td>
</tr>
<tr>
<td>412</td>
<td>Orientation Training</td>
</tr>
<tr>
<td>413</td>
<td>Student Services</td>
</tr>
<tr>
<td>414</td>
<td>Patient Care Practicum</td>
</tr>
<tr>
<td>416</td>
<td>Student Information Technology Skills</td>
</tr>
<tr>
<td>417</td>
<td>University Libraries</td>
</tr>
<tr>
<td>418</td>
<td>Secondary Student Training Program</td>
</tr>
<tr>
<td>420</td>
<td>First-Year Programs</td>
</tr>
<tr>
<td>421</td>
<td>Leadership Studies</td>
</tr>
<tr>
<td>422</td>
<td>Undergraduate Research Experiences</td>
</tr>
</tbody>
</table>
**Grading**

The University uses a letter grading system for individual courses, except for the College of Law, which uses a numeric system for course grading. In order to compute grade-point average, letter grades are converted according to the following numerical scale. Grade-point averages are displayed at the bottom of students’ grade reports and are truncated so as not to exceed 4.00. All of the following marks appear on the permanent record.

**Grade points for each semester hour:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

**Not used in computing grade-point average:**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUS</td>
<td>Audit Successful</td>
</tr>
<tr>
<td>AUU</td>
<td>Audit Unsuccessful</td>
</tr>
<tr>
<td>H</td>
<td>Honors (Medicine and Pharmacy)</td>
</tr>
<tr>
<td>H-</td>
<td>Near Honors (Medicine)</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>N</td>
<td>Nonpass</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Other marks on the permanent record:**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>O</td>
<td>No grade reported</td>
</tr>
<tr>
<td>R</td>
<td>Registered, no grade required</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>=</td>
<td>Changed grade</td>
</tr>
<tr>
<td>#</td>
<td>Grade not included in G.P.A.</td>
</tr>
<tr>
<td>*</td>
<td>Undergraduate honors section</td>
</tr>
</tbody>
</table>
Supporting Offices

Prospective undergraduate, graduate, and professional students should apply to the University through the Office of Admissions. Several other University of Iowa offices provide major services to entering and continuing students.

Application for admission (undergraduate, graduate, and professional programs):
Office of Admissions
The University of Iowa
107 Calvin Hall
Iowa City, IA 52242-1396
Phone: 1-319-335-3847
E-mail: admissions@uiowa.edu
Web site, undergraduate admissions: http://admissions.uiowa.edu
Web site, graduate and professional admissions: http://grad.admissions.uiowa.edu

Registration, residency status, transcripts, tuition and fees, services for veterans, verifications, general catalog, course offerings, classroom scheduling, graduation analysis, degree audits, diplomas and certificates:
Office of the Registrar
The University of Iowa
1 Jessup Hall
Iowa City, IA 52242-1316
Phone: 1-319-335-0238
E-mail: registrar@uiowa.edu
Web site: http://www.registrar.uiowa.edu

Student housing information, application:
University Housing and Dining
The University of Iowa
8 Burge Hall
Iowa City, IA 52242-1214
Phone: 1-319-335-3000
E-mail: reshall-housing@uiowa.edu
Web site: http://www.housing.uiowa.edu

Scholarships, grants, loans, student employment:
Office of Student Financial Aid
The University of Iowa
208 Calvin Hall
Iowa City, IA 52242-1315
Phone: 1-319-335-1450
E-mail: financial-aid@uiowa.edu
Web site: http://www.uiowa.edu/financial-aid

Equal opportunity/nondiscrimination:
Office of Equal Opportunity & Diversity
202 Jessup Hall
The University of Iowa
Iowa City, IA 52242-1316
Phone: voice 1-319-335-0705; text 1-319-335-0697
E-mail: diversity@uiowa.edu
Web site: http://diversity.uiowa.edu/eod/
Colleges and Other Academic Units

The University of Iowa offers academic programs and courses through its 11 colleges, University College, and the Division of Continuing Education. For information on each unit, including its constituent departments, programs, and schools and its academic programs (degrees, certificates, minors), click on the following links. University courses are listed under the units that offer them.

- College of Liberal Arts and Sciences (p. 22)
- Tippie College of Business (p. 621)
- College of Dentistry (p. 684)
- College of Education (p. 715)
- College of Engineering (p. 806)
- Graduate College (p. 888)
- College of Law (p. 962)
- Carver College of Medicine (p. 993)
- College of Nursing (p. 1105)
- College of Pharmacy (p. 1123)
- College of Public Health (p. 1138)
- University College (p. 1185)
- Division of Continuing Education (p. 1253)
College of Liberal Arts and Sciences

Dean
• Chaden Djalali

Associate dean for undergraduate programs and curriculum
• Helena Dettmer

Associate dean for research and development
• Joseph K. Kearney

Executive associate dean
• Raúl Curto

Undergraduate majors: B.A.; B.S.; B.F.A.; B.L.S.; B.M.
Graduate degrees: programs leading to M.A.; M.S.; M.F.A.; Ph.D. (degrees conferred by Graduate College)
Web site: http://www.clas.uiowa.edu/

The College of Liberal Arts and Sciences (CLAS) is the oldest and largest of the 11 colleges that make up The University of Iowa. Students from all over the United States and more than 50 other nations study together in the college. Every University of Iowa undergraduate takes courses offered by the college, and more than 75 percent of undergraduates earn their degrees from the College of Liberal Arts and Sciences.

The college provides a comprehensive liberal arts education, offering more than 70 majors and certificates as well as a wide variety of minors and opportunities for interdisciplinary work. Students also may design their own majors through the college’s Interdepartmental Studies Program.

In addition to their academic pursuits, students participate in the college in a variety of ways. They serve on the Dean’s Student Advisory Committee and as members of the Educational Policy Committee and the General Education Curriculum Committee—collegiate committees that advise the deans on important educational issues. Students are invited to serve on ad hoc committees within the college as well, and many departments have an undergraduate student group or association. CLAS students also serve in the University of Iowa Student Government. Interested students should contact the appropriate committee or office.

CLAS Web Site

The College of Liberal Arts and Sciences web site contains a wealth of information for students and faculty members.

The CLAS Office of Academic Programs & Student Development page is devoted to undergraduate students and their advisors. It provides information on academic policies and procedures, including requirements of the CLAS General Education Program (see Academic Policies Handbook). Information about scholarships, service opportunities, and upcoming deadlines also is available on this page and on the For Students pages.

The CLAS Departments and Divisions link provides a list of the college’s departments, programs, and schools as well as its undergraduate majors, minors, and certificates.

Faculty members turn to the CLAS web site for information about teaching, curriculum, and resources for advising and instructing students. They also find updates on important CLAS committees as well as a link to the Dean’s Office.

Office of Academic Programs & Student Development

Located in Schaeffer Hall, at the center of campus, the Office of Academic Programs & Student Development is an integral part of the College of Liberal Arts and Sciences. The office’s staff, led by the associate dean for undergraduate programs and curriculum, welcomes students wishing to declare or change majors; file second-grade-only options; or petition to register late, add or drop a course late, or withdraw an entire registration after the established deadlines.

The office’s staff members answer students’ questions concerning academic requirements and programs of study. They meet with students about General Education Program requirements, graduation requirements, collegiate policies that affect students, and a range of other issues, including academic probation and dismissal and strategies for the successful completion of a degree.

Students in the College of Liberal Arts and Sciences may petition for exceptions to CLAS rules and requirements in the Office of Academic Programs & Student Development. Students may discuss their questions and the petition process first with an associate director in the office.

The office works closely with students on academic probation and counsels them on strategies for success. It conducts semiannual reviews of students on academic probation, handles dismissals from the college, and considers requests for reinstatement.

The Office of Academic Programs & Student Development also oversees appropriate disciplinary action for academic misconduct, such as plagiarism, cheating, and forgery.

General Education Program

All students entering the College of Liberal Arts and Sciences who wish to earn a Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), or Bachelor of Music (B.M.) degree must complete the CLAS General Education Program in addition to the requirements of their major and other requirements for graduation.

For General Education requirements, related academic policies, and lists of approved courses, see General Education Program (p. 306) under “Index: Academic Programs” on this page.

CLAS Units and Academic Programs

The College of Liberal Arts and Sciences includes nearly 40 administrative units ranging across the fine and performing arts, humanities and letters, social sciences, and natural and mathematical sciences. These units offers 75 undergraduate majors and certificates as well as a wide
variety of minors. They also offer more than 50 graduate programs, with degrees granted by the Graduate College.

**Undergraduate Majors, Certificates, and Minors**

The college offers undergraduate majors in a broad range of disciplines. In addition, several majors are offered to CLAS students by other colleges at the University, with the College of Liberal Arts and Sciences granting the degrees. The Tippie College of Business offers a major in economics (B.A. and B.S.); the Carver College of Medicine offers majors in biochemistry (B.A. and B.S.) and in microbiology (B.S.); and the College of Education offers majors in elementary education (B.A. and B.S.) and in science education (B.S.). For descriptions of the majors and their requirements, see the links under "Index: Academic Programs" on this page.

The College of Education offers a Teacher Education Program leading to licensure at the secondary level for students who have completed certain CLAS majors, such as art, English, mathematics, the sciences, and world languages, and who wish to work with students in middle school or high school. Students must apply for admission to the Teacher Education Program; contact the College of Education’s Office of Education Services.

Students who begin their study in the College of Liberal Arts and Sciences may earn undergraduate degrees in clinical laboratory sciences, nuclear medicine technology, and radiation sciences; see the Carver College of Medicine (p. 993) section of the Catalog for information about those majors.

The College of Liberal Arts and Sciences offers a broad array of certificates and minors for undergraduate students. In addition, it partners with the Tippie College of Business to offer the Certificate in International Business and with the College of Engineering to offer the Certificate in Wind Energy. Link to information about CLAS certificates and minors under "Index: Academic Programs" on this page.

CLAS undergraduates may earn certificates and minors offered by other colleges as well. The Tippie College of Business offers the Certificate in Entrepreneurial Management, the Certificate in Risk Management and Insurance, and the minor in business administration. The College of Public Health offers the Certificate in Public Health. University College offers the Certificate in Leadership Studies, the Certificate in Nonprofit Management, and the Certificate in Sustainability. The College of Education offers minors in educational psychology and in human relations. For lists of all undergraduate certificates and minors offered by the University, see Certificates (p. 10) and Minors (p. 11) in the Academics at Iowa/Undergraduate Study section of the Catalog.

Undergraduates also may take courses in book arts from the Center for the Book (p. 915), a Graduate College program.

**Graduate Degrees and Certificates**

The College of Liberal Arts and Sciences offers graduate programs in most of its disciplines, with degrees conferred by the Graduate College. Students may earn degrees at the master’s and doctoral levels; graduate certificates are available in some areas of study. See the Graduate (p. 888) College section of the Catalog for a complete list of graduate degrees offered by the University.

For information about specific CLAS graduate programs, see the links under "Index: Academic Programs" on this page.

**Nondepartmental Courses**

Most College of Liberal Arts and Sciences courses are offered by the college’s departments, programs, and schools. They are listed and described in the corresponding General Catalog sections; see the links under "Index: Academic Programs" on this page.

The college also offers the following nondepartmental courses.

610:029 (CLAS:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

610:050 (CLAS:1400) Citizenship, Leadership & Service II 1 s.h.
Individual volunteer opportunities, participation in service learning projects; presentations by faculty and community members, visits to University and community resources. Requirements: member of Citizenship, Leadership & Service Living-Learning Community.

610:060 (CLAS:1600) Life Design: Building Your Future 1 s.h.
How interests and talents can be paired up to achieve a fulfilling life; what students are passionate about; address questions (i.e., How can you identify what you’re good at? How can you build a life of purpose and meaning? How can you cultivate mentors? What is the relationship between ambition, drive, and success? What major might be the best fit and how can University resources help your academic and personal success?); portfolio of reflective exercises, activities, journal assignments.

610:099 (CLAS:4100) Peer Mentoring 1-2 s.h.
Opportunities to participate in classroom and course activities as mentors for other students.

610:111 (CLAS:3111) Reimagining Downtown 3 s.h.
Interdisciplinary perspective; assist upper-level undergraduates apply their education and creativity toward a specific initiative, the Downtown Project, located in the Fremont East and Arts District areas of Las Vegas, Nevada. Requirements: junior or senior standing and admission by application.

610:126 (CLAS:3200) International Perspectives: Xicotepec 1-3 s.h.
Interdisciplinary service-learning course; Mexican culture and history through community-based service project, assigned readings, and discussion; includes a required spring break trip to Mexico.
610:175 (CLAS:4200) Undergraduate Internship

Professional and/or creative experience for writing certificate students; students must arrange an on- or off-campus internship with faculty advisor approval. Requirements: undergraduate standing and a minimum of 24 s.h. of course work with at least 12 s.h. in University of Iowa courses.

General Education

General Education Program (p. 306)

Departments, Programs, and Schools

African American Studies (p. 25)
American Studies (p. 41)
Anthropology (p. 51)
Art and Art History (p. 67)
Biology (p. 118)
Chemistry (p. 132)
Cinema and Comparative Literature (p. 140)
Classics (p. 149)
Communication Sciences and Disorders (p. 163)
Communication Studies (p. 175)
Computer Science (p. 192)
Creative Writing (Iowa Writers' Workshop) (p. 207)
Division of Performing Arts (p. 221)
  Dance (p. 210)
  Music (p. 460)
  Theatre Arts (p. 605)
Division of World Languages, Literatures, and Cultures (p. 222)
  American Sign Language (p. 38)
  Asian and Slavic Languages and Literatures (p. 93)
  Comparative Literature (p. 190)
  French and Italian (p. 285)
  German (p. 330)
  Second Language Acquisition (p. 549)
  Spanish and Portuguese (p. 577)
  Translation (p. 616)

Earth and Environmental Sciences (p. 224)

English (p. 246)

English as a Second Language (p. 271)

Environmental Sciences (p. 275)

Ethics and Public Policy (p. 282)

Gender, Women's, and Sexuality Studies (p. 297)

Geographical and Sustainability Sciences (p. 315)

Health and Human Physiology (p. 342)

History (p. 360)

Interdepartmental Studies (p. 377)

International Studies (p. 393)

Journalism and Mass Communication (p. 407)

Leisure Studies (p. 421)

Linguistics (p. 430)

Mathematics (p. 436)

Philosophy (p. 485)

Physics and Astronomy (p. 490)

Political Science (p. 504)

Psychology (p. 518)

Religious Studies (p. 530)

Rhetoric (p. 541)

Social Work (p. 555)

Sociology (p. 568)

Statistics and Actuarial Science (p. 594)

 Majors Offered with Other Colleges

Biochemistry (p. 1009)

Economics (p. 641)

Elementary Education (p. 245)

Microbiology (p. 1040)

Science Education (p. 769)

Certificate Programs

Aging Studies (p. 31)

American Indian and Native Studies (p. 34)

American Sign Language (p. 38)

Critical Cultural Competence (p. 209)

Disability Studies (p. 219)

Fundraising and Philanthropy Communication (p. 295)

Global Health Studies (p. 337)

International Business (p. 387)

Latin American Studies (p. 418)

Medieval Studies (p. 448)

Museum Studies (p. 456)

Performing Arts Entrepreneurship (p. 483)

Wind Energy (p. 887)

Writing (p. 618)
African American Studies

Chair
- Horace Porter

Professors
- Horace Porter (F. Wendell Miller Professor; English/African American Studies), Leslie Schwalm (History/African American Studies/Gender, Women’s, and Sexuality Studies), Richard B. Turner (Religious Studies/African American Studies)

Associate professors
- Venise Berry (Journalism and Mass Communication/African American Studies), Tim Havens (Communication Studies/African American Studies), Lena Hill (English/African American Studies), Michael Hill (English/African American Studies), Katrina Sanders (Educational Policy and Leadership Studies/African American Studies), Miriam Thaggert (English/African American Studies), Deborah Whaley (American Studies/African American Studies)

Assistant professor
- Damani Phillips (Music/African American Studies)

Associate professor emeritus
- Michael Lomax

Undergraduate major: African American studies (B.A.)
Undergraduate minor: African American studies
Graduate degree: M.A. in African American world studies
Web site: http://www.uiowa.edu/~afam/index.html

African American studies focuses on the study of people of African descent in the United States and the African diaspora. The African American Studies Program originated in 1969 through courses intended to foster awareness of African Americans’ role in the development of the United States and the world. Because a thorough understanding of the African American experience cannot be achieved through study restricted to the perspective of a single discipline, all students are required to pursue courses in the humanities, social sciences, and performing arts.

The African American Studies Program draws upon faculty from American studies; communication studies; education; English; gender, women’s, and sexuality studies; health and human physiology; history; journalism and mass communication; religious studies; rhetoric; sociology; sport studies; and theatre arts.

Undergraduate Programs of Study
- Major in African American studies (Bachelor of Arts)
- Minor in African American studies

Bachelor of Arts
The Bachelor of Arts with a major in African American studies requires a minimum of 120 s.h., including at least 30 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in the major. Transfer credit is evaluated individually and is limited to a maximum of 9 s.h. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

INTRODUCTORY COURSES
Students are required to complete two of the following introductory courses.

129:060 (AFAM:1030) Introduction to African American Society 3 s.h.
129:061 (AFAM:1020)/045:030 (AMST:1030) Introduction to African American Culture 3 s.h.
129:062 (AFAM:1010) Foundations in African American Studies 3 s.h.

Foundations in African American Studies
[129:062 (AFAM:1010)] explores the history and the methodology of African American studies. Starting with readings related to the formation of the discipline, the course shows students what an African American studies approach to interpretation entails and culminates in a research paper.

Introduction to African American Society
[129:060 (AFAM:1030)] examines the construction of social and historical institutions in the United States and the African diaspora (e.g., Black church, Black family, gender, sexuality). The course may include readings in political science, religion, history, sociology, geography, anthropology, and other disciplines.

Introduction to African American Culture
[129:061 (AFAM:1020)] presents themes in African American cultural studies. It includes readings in literature, music, film studies, religious studies, and the visual and performing arts.

AFRICAN AMERICAN STUDIES CORE
In addition to the two required introductory courses, all students must complete at least two courses from each of the three topical areas below (minimum of 18 s.h.). Additional courses may be approved for the topical areas; consult with an African American studies advisor.

History, Religion, and the Diaspora
Two of these:

07B:126 (EPLS:5126) Twentieth-Century Educational Movements 2-3 s.h.
129:008 (AFAM:1365)/08G:014 (ENGL:1365) Literatures of the African Peoples 3 s.h.
129:050 (AFAM:1250)/032:034 (RELS:1350) Introduction to African American Religions 3 s.h.
129:065 (AFAM:2265)/16A:065 (HIST:2265) Introduction to African American History 3 s.h.
129:093 (AFAM:2600) Black Culture and Experience (when topic is history, religion, and the diaspora) 3 s.h.
129:123 (AFAM:3245)/032:126 (RELS:3745) Twentieth-Century African American Religion: Civil Rights to Hip-Hop 3 s.h.
129:137 (AFAM:4275)/16A:147 (HIST:4275) History of Slavery in the U.S.A. 3-4 s.h.
129:140 (AFAM:3900) Topics in African American Studies (when topic is history, religion, or the diaspora) arr.
129:158 (AFAM:3555)/008:157 (ENGL:3555) Topics in African Cinema 3 s.h.
129:163 (AFAM:4310)/16W:120 (HIST:4710) Pre-Colonial African History 3 s.h.
129:164 (AFAM:4715)/16W:121 (HIST:4715) African History Since 1880 3 s.h.
129:189 (AFAM:4295)/16A:185 (HIST:4294) Themes in African American History 3 s.h.

Literature and Performing Arts
Two of these:

129:069 (AFAM:2465)/008:069 (ENGL:2465) Selected African American Authors 3 s.h.
129:081 (AFAM:2781)/008:080 (ENGL:2460) Black Literature and Politics: Controversies of National Allegiance 3 s.h.
129:093 (AFAM:2600) Black Culture and Experience (when topic is literature or performing arts) 3 s.h.
129:116 (AFAM:3459)/008:116 (ENGL:3459) African American Literature Before 1900 3 s.h.
129:117 (AFAM:3460)/008:117 (ENGL:3460) African American Literature After 1900 3 s.h.
129:140 (AFAM:3900) Topics in African American Studies 3 s.h.
129:150 (AFAM:3710)/131:137 (GWSS:3710) African American Women Writers 3 s.h.
129:162 (AFAM:4710)/008:162 (ENGL:4410) Midwest African American Literature and Culture 3 s.h.
129:175 (AFAM:3810)/049:190 (THTR:3410) African American Theatre I 3 s.h.
129:182 (AFAM:3840)/049:182 (THTR:3403) Free Style Writing: Poetry, Plays, and Performances 3 s.h.
129:183 (AFAM:4500)/049:183 (THTR:4413) Black Feminist Tradition and Culture 3 s.h.
129:186 (AFAM:3462)/008:186 (ENGL:3462)/049:186 (THTR:3462) African American Drama 3 s.h.
129:191 (AFAM:3811)/049:191 (THTR:3411) African American Theatre II 3 s.h.

Media, Politics, and Social Institutions
Two of these:

129:070 (AFAM:2070)/036:069 (COMM:2069) Black TV Drama: The Wire 3 s.h.
129:076 (AFAM:2076)/036:076 (COMM:2076) Race, Ethnicity, and Media 3 s.h.
129:079 (AFAM:2079)/028:079 (SPST:2079) Race and Ethnicity in Sport 3 s.h.
129:093 (AFAM:2600) Black Culture and Experience (when topic is media, politics, and social institutions) 3 s.h.
129:097 (AFAM:2610)/169:097 (LEIS:1097) Race, Sport, and Globalization 3 s.h.
129:102 (AFAM:3400)/045:102 (AMST:3400) Black Popular Music 3 s.h.
129:122 (AFAM:3925)/019:165 (JMC:3825) African Americans and the Media 3 s.h.
129:126 (AFAM:3130) Black American Cinema 3 s.h.
129:140 (AFAM:3900) Topics in African American Studies (when topic is media, politics, or social institutions) arr.
129:195 (AFAM:4001)/036:172 (COMM:4172) Television and African American Culture 3 s.h.

ELECTIVES
Students also must take two elective courses (minimum of 6 s.h.) selected from the three topical areas listed above. With the approval of an African-American studies advisor, students may substitute relevant courses offered by other departments for one or both electives; the substituted courses may not be cross-referenced with African American studies. Students must gain the advisor’s approval before enrolling in a substitute course.

Two electives selected from the three topical areas above, or approved substitutes 6 s.h.

LANGUAGE REQUIREMENT
The language requirement for the African American studies major is the same as the World Languages requirement of the College of Liberal Arts and Sciences General Education Program (p. 306). Students are encouraged, but not required, to take African language courses (Swahili is currently offered) or Spanish language courses to fulfill the World Languages requirement.

Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

During the first year of study, students should focus on completing the General Education Program, perhaps including Swahili or Spanish course work to begin satisfying the World Languages requirement.

Before the fifth semester begins: at least three courses in the major, including 129:062 (AFAM:1010) Foundations in African American Studies, and 129:060 (AFAM:1030) Introduction to African American Society or 129:061 (AFAM:1020) Introduction to African American Culture

Before the seventh semester begins: four more courses in the major (for a total of seven) and the completion of 90 s.h. toward the degree

Before the eighth semester begins: at least nine courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major
Honors in the African American studies major offers students the opportunity to pursue special interests and individual in-depth research. Honors students in African American studies must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

Honors students in African American studies complete all of the required course work for the major (30 s.h.). Those who wish to graduate with honors in the African American studies major are encouraged to register for up to 6 s.h. in 129:095 (AFAM:4990) Honors Project. Work in this course enhances the student’s ability to complete
honors projects under the guidance of the supervising faculty member. Students take 129:095 (AFAM:4990) with the approval of their African American studies advisor, who typically supervises the course. Students may count up to 6 s.h. earned in 129:095 (AFAM:4990) toward the 30 s.h. required for the major.

Under the guidance of the African American studies advisor, the honors student defines a research project (thesis) using primary, secondary, or archival sources. Students make project proposals by the end of their junior year. Each student completes a thesis under the guidance of a supervising faculty member and presents the results as a senior essay to a committee of three faculty members, including the supervising African American studies faculty member and two other African American studies faculty members of the student’s choice. The student’s committee may choose to hear an oral defense of the honors thesis, usually during the student’s last semester.

Students should use one or more of their elective courses to develop the honors thesis.

Minor
The minor in African American studies requires a minimum of 15 s.h., including 12 s.h. taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Course work done for another major or minor may not be counted toward the minor in African American studies.

Students must take 129:062 (AFAM:1010) Foundations in African American Studies. In consultation with their advisors, they should select either 129:060 (AFAM:1030) Introduction to African American Society or 129:061 (AFAM:1020) Introduction to African American Culture, and one course in each of the three topical areas listed under “African American Studies Core” above (total of three topical area courses, 9 s.h.): history, religion, and the diaspora; literature and performing arts; and media, politics, and social institutions. Two of the three topical area courses must be taken at The University of Iowa.

Graduate Program of Study
- Master of Arts in African American world studies
- African American studies is not accepting graduate students in 2013-14.

Cocurricular Activities

Afro-American Cultural Center
African American studies encourages students to use facilities of the Afro-American Cultural Center. The center serves as a museum and library of educational and cultural artifacts and exhibits of African American culture, providing cultural enrichment for the Iowa City community and promoting diversity among all members of the University community. It also provides a cultural meeting place for African American students.

African American Studies Student Association
The African American Studies Student Association aims to promote knowledge about people of African descent by sponsoring programs on various topics. Any University of Iowa student interested in African American studies is eligible to become a member.

Graduate Seminar
Graduate students from a range of disciplines in the College of Liberal Arts and Sciences are encouraged to participate in the program’s interdisciplinary graduate seminar, which is dedicated to advanced readings, scholarly books, and articles in African American studies.

Graduate Student Mentoring and Advising
African American studies sponsors several intellectual and social gatherings for graduate students across disciplines. During these events, students connect with others interested in African Americans studies and receive advice about becoming faculty members and being productive members of the academic profession.

Seminar and Lecture Series
The African American Studies Seminar Series and the Darwin Turner Lecture bring important scholars and creative artists to the University of Iowa campus. Guests of the lecture and seminar series have included Amiri Baraka, Michelle Wallace, and Valerie Smith.

The New Research in African American Studies lecture series, sponsored by the College of Liberal Arts and Sciences, focuses on research by faculty in the African American Studies Program.

Courses
For Undergraduates

129:008 (AFAM:1365) Literatures of the African Peoples
Works in English by authors of African descent from America, continental Africa, the Caribbean. Prerequisites: 010:003 (RHET:1030) and 08G:001 (ENGL:1200). GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity. Same as 08G:014 (ENGL:1365).

129:029 (AFAM:1000) First-Year Seminar
Small discussion class; topics chosen by instructor. Requirements: first-year standing.

129:050 (AFAM:1250) Introduction to African American Religions
GE: Values, Society, and Diversity. Same as 032:034 (RELS:1350).

129:060 (AFAM:1030) Introduction to African American Society
Social and cultural history of African Americans through framework of general works in anthropology, sociology, history. GE: Social Sciences; Values, Society, and Diversity.

129:061 (AFAM:1020) Introduction to African American Culture
Interdisciplinary look at Black culture in the United States through significant contributions of the humanities (music, art, literature, drama, philosophy) to development of Black culture. GE: Values, Society, and Diversity. Same as 045:030 (AMST:1030).

129:062 (AFAM:1010) Foundations in African American Studies
3 s.h.
Introduction to interdisciplinary methods in African American studies; overview of the discipline's central branches, including literature, religion, media and performing arts, history, political science. GE: Values, Society, and Diversity.

129:063 (AFAM:1230) African American Islam
3 s.h.
Same as 032:063 (RELS:2730).

129:065 (AFAM:2265) Introduction to African American History
3 s.h.

129:069 (AFAM:2465) Selected African American Authors
3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 008:069 (ENGL:2465).

129:070 (AFAM:2070) Black TV Drama: The Wire
3 s.h.
Social and political impact of television dramas featuring people of African descent in the West; HBO's The Wire series—a social commentary, commercial, and aesthetic force—has pioneered new ways of thinking about the relationship between media and society at large while revolutionizing ways in which black urban life is portrayed in today's world; focus on complex intersections between urban poverty, education, and political system, crime, mediation in Western society. Same as 036:069 (COMM:2069).

129:076 (AFAM:2076) Race, Ethnicity, and Media
3 s.h.
Introduction to debates about media portrayals of race and ethnicity; focus primarily on entertainment media; use of general analytic perspectives (stereotype analysis, aesthetic analysis, history) applied to real-world examples; address one or more racial/ethnic groups in the United States. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 036:076 (COMM:2076).

129:079 (AFAM:2079) Race and Ethnicity in Sport
3 s.h.
Structural and ideological barriers to racial and ethnic equality in sport, with focus on African American sport experiences; historical and contemporary issues, media representations. Same as 028:079 (SPST:2079).

129:081 (AFAM:2781) Black Literature and Politics: Controversies of National Allegiance
3 s.h.
Black literature born amid political controversy, from slave narratives to award-winning texts of late 20th century; evolving politics of African American writers; changing political landscape of this expansive period and representative literature; how African American writers shape U.S. political debate; surprising politics of many canonical African American writers. English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:080 (ENGL:2460).

129:082 (AFAM:1820) Everybody is a Star: Black Celebrity Since 1968
3 s.h.
How shifts in social access after 1968 meant that renowned blacks no longer automatically saw themselves as freedom fighters; effects of change shown in Michael Jackson's career, Barack Obama's election, and fame of Beyoncé, Lil' Wayne, and Oprah; analysis of black celebrity from 1968 to 2012 with focus on Muhammad Ali, Diana Ross, Whitney Houston, Denzel Washington, Michael Jordan, Stevie Wonder, T.D. Jakes, Condoleezza Rice, Jay Z, LeBron James; black celebrity influence on post-civil rights understandings of gender, class, sexuality, politics; biographies, cultural criticism, music videos, movies, documents.

129:083 (AFAM:1830) Music of the African American Diaspora
3 s.h.
History and characteristics of music styles emerging from African American culture from time of slavery to present; beginning with Negro spiritual, exploration of origins and musical anatomy of relevant music styles (blues, gospel, jazz, rhythm and blues, funk); ubiquitous role music plays in civil, cultural, and political unrest amongst African American community throughout 20th century.

129:093 (AFAM:2600) Black Culture and Experience
3 s.h.
Topics vary.

129:095 (AFAM:4990) Honors Project
arr.
Independent research and writing on interdisciplinary topic.

129:097 (AFAM:2610) Race, Sport, and Globalization
3 s.h.
Introduction to current discussion surrounding the link between sport, race, and globalization; critical cultural studies perspective used to examine the meaning of race and sport within a global context: labor migration of talented athletes, identity; calitics, and dynamics of equality in sport along such lines as race, class, and gender; examination of African American diaspora within a sport context to study political, economic, and social construction of race and sport on African and Asian continents. Same as 169:097 (LEIS:1097).
For Advanced Undergraduate and Graduate Students

129:102 (AFAM:3400) Black Popular Music  
History and expressive culture of people of African descent living in America through popular music forms; historical time span between the 17th and 21st centuries; poetry, music, cultural analysis, film, and art as sources for the study of Black music; genres covered include spirituals and gospel, blues, jazz, rock, rhythm and blues, Afropunk, alternative and neo soul, and hip-hop. Recommendations: 045:030 (AMST:1030) and 129:060 (AFAM:1030). Same as 045:102 (AMST:3400).

129:108 (AFAM:3500) Malcolm X, King, and Human Rights  
Religion and politics of Malcolm X and Martin Luther King, Jr. in the context of U.S. civil rights and international human rights in West Africa and the Muslim world; emphasis on civil rights connections to Gandhi, the Nobel Peace prize, and other international experiences that have impacted Pan Africanists, such as Stokely Carmichael, who worked on human rights. Recommendations: international studies major or undergraduate standing. Same as 032:108 (RELS:3808).

129:116 (AFAM:3459) African American Literature Before 1900  
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature. Same as 008:116 (ENGL:3459).

129:117 (AFAM:3460) African American Literature After 1900  
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 008:117 (ENGL:3460).

129:119 (AFAM:3550) African Literature  
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as 008:119 (ENGL:3550).

129:122 (AFAM:3925) African Americans and the Media  
GE: Values, Society, and Diversity. Same as 019:165 (JMC:3825).

129:123 (AFAM:3245) Twentieth-Century African American Religion: Civil Rights to Hip-Hop  
Twentieth-century African American religious history; major political and cultural movements, such as civil rights, black power, black feminism/womanism, hip-hop. Same as 032:126 (RELS:3745).

129:126 (AFAM:3130) Black American Cinema  
Major historical and cultural movements in Black cinema; independent and early Hollywood films, animation, Blaxploitation, the Black Renaissance, Black auteurs (e.g., Spike Lee, Julie Dash), hip-hop cinema, womanist films, 21st-century developments in film (e.g., theatre to film adaptions of Tyler Perry), new media’s effect on film and cinema; particular attention given to gender, sexualities, region, ethnicity, and class. Same as 045:126 (AMST:3130).

129:137 (AFAM:4275) History of Slavery in the U.S.A.  
Origins, development; focus on labor, family, gender, community, culture, resistance; South’s defense of slavery; wartime collapse, destruction of slavery. Same as 16A:147 (HIST:4275).

129:140 (AFAM:3900) Topics in African American Studies  
Different topic each semester.

129:150 (AFAM:3710) African American Women Writers  
Introduction to major African American women authors of the 19th, 20th, and 21st centuries; major debates of black feminist literary scholarship; analyze African American literary representations by reading novels, poetry, short stories, plays, relevant historical and critical texts. GE: Values, Society, and Diversity. Same as 131:137 (GWSS:3710).

129:153 (AFAM:3053) The Civil Rights Movement  

129:158 (AFAM:3555) Topics in African Cinema  
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as 008:157 (ENGL:3555).

129:162 (AFAM:4710) Midwest African American Literature and Culture  
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 008:162 (ENGL:4410).

129:163 (AFAM:4310) Pre-Colonial African History  
Africa to 1880; oral tradition, other sources; political development, ecological change, slavery and slave trade. GE: Historical Perspectives. Same as 16W:120 (HIST:4710).

129:164 (AFAM:4715) African History Since 1880  
Africa in colonial, post-colonial period; economics, political structures of colonialism; social change, political life in the 20th century. GE: International and Global Issues. Same as 16W:121 (HIST:4715).

129:170 (AFAM:4195) African American History  
1619-1865  Race and African American history, from the rise of racial slavery to the Civil War; advanced course. Same as 16A:187 (HIST:4295).

129:175 (AFAM:3810) African American Theatre I  
Works by African American playwrights and relevant historical documents, Africa through Black Renaissance; themes: history, sociopolitical context; artists forging theatrical paths under oppressive conditions; exploration through discussion, performance; literature-based course, workshop approach. Same as 049:190 (THTR:3410).
129:176 (AFAM:4910) Special Topics  3 s.h.
Selected topics, issues, and debates about various components of African American culture including literature, sociology, psychology, media, history, rhetoric, theater, sports, health, and education.

129:179 (AFAM:4980) Independent Study  arr.
Topics vary.

English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 008:137 (ENGL:3465).

129:182 (AFAM:3840) Free Style Writing: Poetry, Plays, and Performances  3 s.h.
Creative writing lab experience in reading, writing, and performing poetry and short plays; expansion of students’ horizons of the self; arc of innovation in African American literature from Harlem Renaissance to present, with texts from Langston Hughes and Zora Neale Hurston to Saul Williams and Jill Scott; role of the artist in society and as outsider and insider; shifting perspectives on race, gender, class; musical influences and models, from blues to house music; sensuality, spirituality; artistic reflections on the cultural moment; effects of these on literary form and performance style; students create and perform a work for an audience. Same as 049:182 (THTR:3403).

129:183 (AFAM:4500) Black Feminist Tradition and Culture  3 s.h.
Survey of selected theoretical texts that chronicle shifting perspectives on feminism; comparative interdisciplinary survey of artistic works that reflect such perspectives. Same as 049:183 (THTR:4413).

129:186 (AFAM:3462) African American Drama  3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:186 (ENGL:3462), 049:186 (THTR:3462).

129:187 (AFAM:4298) African American History 1865-Present  3 s.h.
African American history since Reconstruction; survey of African American politics and society from Reconstruction to present. Same as 16A:188 (HIST:4296).

129:189 (AFAM:4295) Themes in African American History  3 s.h.
Same as 16A:185 (HIST:4294).

129:191 (AFAM:3811) African American Theatre II  3 s.h.
Works by African American playwrights and relevant historical documents, Black Renaissance to present; themes, history, sociopolitical context; artists forging theatrical paths under oppressive conditions; exploration through discussion, performance; literature-based course, workshop approach. Same as 049:191 (THTR:3411).

129:195 (AFAM:4001) Television and African American Culture  3 s.h.
Role of television in African American culture; examination of debates, stereotyping, authenticity, effects of programming, aesthetics, and television’s relationship to other forms of cultural expression. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work. Same as 036:172 (COMM:4172).

129:199 (AFAM:4900) Senior Seminar  3 s.h.
African American, African, and African Caribbean culture and experience; comparative approach to synthesize students’ earlier study. Requirements: African American studies senior standing.

For Graduate Students


129:212 (AFAM:5900) Advanced Readings in African American Culture  arr.
Textual, social, political analyses of works by Black authors.

129:231 (AFAM:6635) Crossing Borders Seminar  2-3 s.h.

Interpretations and methods applied by historians in various world regions to different forms of oral history, from old oral traditions to contemporary autobiographical testimony. Same as 016:259 (HIST:7710).

Aging Studies

Chair
• Edward J. Saunders

Coordinator
• Mercedes Bern-Klug

Undergraduate minor: aging studies
Undergraduate certificate: aging studies
Graduate certificate: aging studies
Web site: http://clas.uiowa.edu/socialwork/undergraduate-program/aging-studies-program/certificate-aging-studies

The Aging Studies Program offers undergraduate and graduate programs and a selection of courses open to students in all majors.

Undergraduate students in the College of Liberal Arts and Sciences who would like to focus on aging studies as their major or as a second major should consider the individualized plan of study track offered by the Interdepartmental Studies Program. See Interdepartmental Studies (p. 377) in the Catalog.

The Aging Studies Program is administered by the School of Social Work (p. 555).

Undergraduate and Graduate Programs of Study

• Certificate in Aging Studies (undergraduate and graduate)
• Minor in aging studies (undergraduate)

The College of Liberal Arts and Sciences grants the undergraduate certificate and minor; the Graduate College confers the graduate certificate.

Certificate

The Certificate in Aging Studies requires 21 s.h. The undergraduate certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. The graduate certificate program is open to University of Iowa graduate students with aging-related career interests and needs. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

Undergraduate students may earn the undergraduate certificate or the minor in aging studies, but not both.

The Certificate in Aging Studies takes a multidisciplinary approach to gerontology. Its course work has been coordinated and sequenced to provide a broad background in aging for students from varied disciplines. Students should talk with the Aging Studies Program coordinator about their intent to earn the certificate. They work with their academic advisors and the coordinator to develop an individual plan of study that complements their degree program and career interests.

The certificate’s required 21 s.h. must be earned in Aging Studies Program courses [prefix 153 (ASP)] and other courses approved for the program. With permission from the Aging Studies Program coordinator, students also may be able to use other aging-related courses for the certificate. Students must earn at least 18 s.h. of certificate credit in courses numbered 100 (3000) and above, and they must earn at least 15 s.h. toward the certificate at The University of Iowa.

Certificate requirements include a core curriculum of six courses and an additional 5 s.h. of elective course work from the list of approved aging-related courses. Students may take core courses before or concurrently with other courses in the program, but they should complete the core courses before they enroll in the internship and internship seminar. Students who complete an aging-related internship or practicum in their major field may be able to count that experience as their Aging Studies Program internship; consult with the Aging Studies Program coordinator. Transfer credit requests are evaluated individually by the Aging Studies Program coordinator.

The Certificate in Aging Studies requires the following course work.

CORE COURSES

All certificate students must complete the following six core courses.

One of these: graduate students must choose 153:135 (ASP:3135):

153:135 (ASP:3135) Global Aging 3 s.h.
153:181 (ASP:2181) The Anthropology of Aging 3 s.h.

And all of these:

153:108 (ASP:3008) Basic Aspects of Aging 3 s.h.
153:150 (ASP:3150)/031:050 (PSY:2915) Psychology of Aging 3 s.h.
153:160 (ASP:3160) Biology of Aging 3 s.h.
153:189 (ASP:4189) Aging Studies Internship Seminar 1 s.h.
153:190 (ASP:4190)/042:190 (SSW:4190) Aging Studies Internship 3 s.h.

ELECTIVES

Students must complete an additional 5 s.h. of electives selected from courses offered by the Aging Studies Program [prefix 153 (ASP)] and/or from approved aging-related courses offered by other academic units. Practicum and/or research courses offered by other academic units may be accepted for elective credit if they focus on aging; students who wish to apply course work from other departments should consult the Aging Studies Program chair.

Minor

Undergraduate students in the Colleges of Liberal Arts and Sciences, Education, Engineering, Nursing, or the Tippie College of Business may earn the minor in aging studies. Students must have the approval of their college or major department in order to earn the minor.

Students may earn the minor or the undergraduate certificate in aging studies, but not both.

The minor in aging studies requires a minimum of 15 s.h. in aging-related course work, including 12 s.h. of courses numbered 100 (3000) and above taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The required introductory core course 153:108 (ASP:3008) Basic Aspects of Aging must be
included in the 12 s.h. of advanced course work. Courses must be approved by the Aging Studies Program. Students earning the minor may not enroll in 153:190 (ASP:4190) Aging Studies Internship.

Courses

153:029 (ASP:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

153:108 (ASP:3008) Basic Aspects of Aging 3 s.h.

153:120 (ASP:3920) Service Learning in Aging Studies 1 s.h.

153:124 (ASP:3900) Independent Study in Gerontology
Individual projects and/or research.

153:130 (ASP:4300) Aging Studies Colloquium--Undergraduate 1 s.h.
Current trends, practices, and research in gerontology and geriatrics. Requirements: aging studies enrollment.

153:135 (ASP:3135) Global Aging 3 s.h.
Demographic factors that contribute to the world wide phenomena of population aging in context of WHO Active Aging and the United Nation's Principles for Older Persons frameworks. Same as 042:135 (SSW:3135), 152:153 (GHS:3135).

153:144 (ASP:5750) Medicare and Medicaid Policy 3 s.h.
Health policies most pertinent to Americans over age of 65. Same as 174:144 (HMP:5750).

153:145 (ASP:8355) Introduction to Geriatric Dentistry 2 s.h.
Biological, psychological, and social aspects of aging; normal aging and disease processes associated with aging; pathological changes that affect oral health treatment of dental diseases and patient management. Requirements: D.D.S. enrollment or completion of dental hygiene program. Same as 112:145 (DENT:8355).

153:146 (ASP:3246) Health Promotion for Older Adults 3 s.h.
Problems, strategic efforts toward long-term goal of health promotion; disease prevention; slowing the decline caused by chronic conditions to extend independent, rewarding lives. Same as 096:146 (NURS:3246), 169:146 (LEIS:3246).

153:147 (ASP:3740) End-of-Life Care for Adults and Families 2-4 s.h.

153:150 (ASP:3150) Psychology of Aging 3 s.h.
The later years of human life viewed from perspectives of developmental psychology, biology, sociology. Prerequisites: 031:001 (PSY:1001), Same as 031:050 (PSY:2915).

153:151 (ASP:3151) The Anthropology of the Beginnings and Ends of Life 3 s.h.
Examination of diverse understandings of birth and death, drawing on anthropological analysis of personhood, kinship, ritual, and medicine; how social inequality and new technologies shape human experience at life’s margins. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100). Same as 113:151 (ANTH:3151), 152:156 (GHS:3151).

153:152 (ASP:3152) Anthropology of Caregiving and Health 3 s.h.
Diverse understandings and practices of care around the world; focus on relationships between caregiving practices and health across the life course. Same as 113:152 (ANTH:3152).

153:153 (ASP:3753) Programs and Services for Aging Adults 3 s.h.
Major gerontological programs and services, practitioners’ need for basic aging-practice competence; aging network; income, employment, health maintenance programs; continuum of care (preventive and well-elderly services, in-home services, community-based services, institutional care); assessment; major elder health issues, informal care; end-of-life care. Same as 042:153 (SSW:3753).

153:160 (ASP:3160) Biology of Aging 3 s.h.
Biogerontology; definition of aging and senescence, biological theories of aging, demographics, model systems foraging, premature aging syndromes, aging of organ systems in humans.

153:161 (ASP:3610) Rhetorical Issues in Health Care 3 s.h.

153:165 (ASP:4165) Communication Disorders and Aging 2 s.h.
Introduction to speech, language, and hearing processes and disorders among older adults; survey of characteristics of communication and communication breakdown, remediation, and strategies for improving communication with older adults with communication disorders; primarily for nonmajors and service providers other than speech-language pathologists and audiologists. Offered spring semesters of even years. Same as 003:165 (CSD:4165).

153:168 (ASP:3168) Aging and Leisure 3 s.h.
Status of the well elderly in relation to retirement issues, use of free time, and factors that support leisure activity; leisure services in long-term care. Same as 169:168 (LEIS:3168).
153:181 (ASP:2181) The Anthropology of Aging 3 s.h.
Comparative anthropological perspective on aging; ethnographies from diverse contexts used to examine intersections of kinship, religion, health, and medicine in later life. Same as 113:147 (ANTH:2181), 152:147 (GHS:2181).

153:185 (ASP:3785) Social Policy and the Elderly 3 s.h.
Public social policies, their affect on well-being of elderly, including women and minorities; U.S. and other nations policies. Prerequisites: 042:143 (SSW:4843). Requirements: an introductory course on aging, and junior or higher standing. Same as 153:185 (ASP:3785).

Introduction to death and dying; historical, cultural, societal, personal perspectives. Same as 042:186 (SSW:3786).

153:189 (ASP:4189) Aging Studies Internship Seminar 1 s.h.

153:190 (ASP:4190) Aging Studies Internship 2-3 s.h.
Opportunities for students in various disciplines to relate their areas of study to older adults and aging; interdisciplinary relationships, approaches to meeting needs of older adults. Same as 042:190 (SSW:4190).

153:195 (ASP:3501) Introduction to Nursing Homes 3 s.h.
Overview of nursing home roles in context of long-term care system, characteristics of nursing home residents. Same as 042:195 (SSW:3501).

153:211 (ASP:5211) Individual and Family Development: Life Span 3 s.h.
Infancy through senescence; families from their beginnings through their later years; theoretical, methodological issues. Same as 042:211 (SSW:5211).

153:219 (ASP:5219) Aging and the Family 2-3 s.h.
Research related to aging and the family; intergenerational relations, marital status in later life, diversity of older families, caregiving, elder abuse, policy issues. Same as 042:219 (SSW:5219).

153:230 (ASP:5000) Aging Studies Colloquium 1 s.h.
Current trends, practices, and research in gerontology and geriatrics.

153:241 (ASP:5401) The Care of the Frail Elderly 3 s.h.
Clinical management of the elderly; emphasis on economic considerations, principles of gerontological care, common syndromes, ethical issues; clinical application experience in a long-term care setting. Prerequisites: 096:224 (NURS:5029). Same as 096:241 (NURS:5401).

153:261 (ASP:6610) Epidemiology of Aging 1-2 s.h.
Epidemiologic methods for studying health and social problems of older persons; applications including research and public health practice and policy. Offered spring semesters. Prerequisites: 173:140 (EPID:4400). Same as 173:261 (EPID:6610).

153:410 (ASP:7400) State of the Science in Biobehavioral Research on Aging 3 s.h.
Analysis and evaluation of science in biobehavioral aging research; overview of aging research and interdisciplinary contributions; biobehavioral phenomena pertinent to aging populations; relevant epidemiologic research, population/community-based research, primary prevention research, qualitative and quantitative analyses, instrumentation, intervention research, measurement studies; ethical and methodological issues, context of care; identification of literature gaps and future research agendas that promote successful aging. Requirements: for 096:410 (NURS:7400) — doctoral standing; for 153:410 (ASP:7400) — Ph.D. enrollment. Recommendations: knowledge of psychopathology, research design, and statistics. Same as 096:410 (NURS:7400).

153:420 (ASP:7401) State of the Science in Geriatric Mental Health Research 3 s.h.
Analysis and evaluation of science in geriatric mental health research in nursing and other disciplines; cognitive and affective function, substance abuse, and caregiver health/support; relevant epidemiologic research, population/community-based research, primary prevention research, qualitative and quantitative analyses, instrumentation, intervention research, and measurement studies; review and analysis of program evaluation and services research, emphasis on ethical and methodological issues; identification of literature gaps and future research agendas that promote successful aging. Requirements: for 096:420 (NURS:7401) — doctoral standing; for 153:420 (ASP:7401) — Ph.D. enrollment. Recommendations: knowledge of psychopathology, research design, and statistics. Same as 096:420 (NURS:7401).
American Indian and Native Studies

Director
• Horace Porter

Coordinator
• Erica Prussing

Affiliated faculty
• Margaret Beck (Anthropology), Michelene Pesantubbee (Religious Studies/American Studies), Phillip Round (English/Interdisciplinary Programs)

Undergraduate minor: American Indian and native studies
Undergraduate certificate: American Indian and native studies
Graduate certificate: American Indian and native studies
Web site: http://www.uiowa.edu/~ainsp/

The American Indian and Native Studies Program (AINSP) is an interdisciplinary program that focuses on the histories, cultures, literatures, and contemporary legal and political issues of Native North Americans and other indigenous peoples of the Americas.

Students taking AINSP courses begin to understand historical and contemporary social issues among indigenous peoples of the Americas. They acquire expertise for employment involving cross-cultural work through experience with ethnic, social, and political diversity. They also gain a background for more specialized or advanced work in a variety of social science disciplines, including anthropology, economics, education, geography, history, political science, psychology, and religious studies.

A certificate in AINSP complements degrees in professional areas such as health care, business, social work, and law.

The American Indian and Native Studies Program is administered by the Department of American Studies (p. 41).

Undergraduate Programs of Study

• Certificate in American Indian and Native Studies
• Minor in American Indian and native studies

The College of Liberal Arts and Sciences grants the undergraduate certificate and minor.

Certificate

The undergraduate Certificate in American Indian and Native Studies requires a minimum of 21 s.h. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor's degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student's transcript.

A student may earn the certificate or the minor in American Indian and native studies, but not both.

Students plan their programs in close cooperation with AINSP faculty advisors. They may count a maximum of 6 s.h. of course work from their major toward the AINSP undergraduate certificate. Courses applied toward the AINSP certificate also may be used to complete the General Education Program (p. 306) or the requirements for a major or a minor.

The AINSP undergraduate certificate requires the following course work.

All of these:
149:049 (AINS:1049) Introduction to American Indian and Native Studies
149:102 (AINS:3002) Introduction to American Indian History and Policy
149:113 (AINS:3441) Native American Literature

At least 3 s.h. from these:
149:076 (AINS:3276) American Indian Environmentalism
149:110 (AINS:2165) Native Peoples of North America
149:195 (AINS:4095) Directed Cultural Experience
149:197 (AINS:4990) Independent Study
149:199 (AINS:4000) Special Topics: American Indian and Native Studies

And:
Electives chosen from the "Associated Courses" and "Courses" lists below

Minor

The minor in American Indian and native studies requires a minimum of 15 s.h., including 12 s.h. taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students may count a maximum of 6 s.h. of course work from a major toward the AINSP minor.

A student may earn the minor or the certificate in American Indian and native studies, but not both.

The minor includes the following course work.

149:049 (AINS:1049) Introduction to American Indian and Native Studies

One of these:
149:102 (AINS:3002) Introduction to American Indian History and Policy
149:113 (AINS:3441) Native American Literature

At least 3 s.h. from these:
149:076 (AINS:3276) American Indian Environmentalism
149:110 (AINS:2165) Native Peoples of North America
149:195 (AINS:4095) Directed Cultural Experience
149:197 (AINS:4990) Independent Study
149:199 (AINS:4000) Special Topics: American Indian and Native Studies

And:
Electives numbered 070 (2000) or above chosen from the "Associated Courses" and "Courses" lists below

Cultural Experience

The program highly recommends that students have an in-depth American Indian cultural experience, usually through study or volunteer work, before they complete their undergraduate requirements. Consult AINSP faculty advisors about available options.

Graduate Program of Study

• Certificate in American Indian and Native Studies

The Graduate College confers the graduate certificate.

Certificate

The graduate Certificate in American Indian and Native Studies requires a minimum of 20 s.h. in courses approved for AINSP and numbered 100 or above (see "Associated Courses" and "Courses" below). Graduate students must maintain a g.p.a. of at least 3.00 in work toward the certificate. They may count a maximum of 6 s.h. of course work from their major field of study toward the AINSP graduate certificate.

Graduate students must apply to the academic coordinator to be admitted to the AINSP graduate certificate program. Students who earned an undergraduate certificate in the program may not receive a graduate certificate.

The AINSP graduate certificate requires the following course work.

149:102 (AINS:3002) Introduction to American Indian History and Policy 3 s.h.
149:299 (AINS:6099) Independent Study Project 2 s.h.
Electives numbered 100 (3000) or above chosen from the "Associated Courses" and "Courses" lists below 15 s.h.

Graduate students may petition the AINSP steering committee to include a 2000-level course chosen from the "Associated Courses" and "Courses" lists.

Associated Courses

AINSP accepts the following courses as electives. Although these courses are not offered by AINSP, they are concerned in part with Native North Americans or other indigenous peoples of the Americas. Students may petition the AINSP faculty for permission to use other relevant courses as electives for the undergraduate or graduate certificate or the minor.

For course descriptions, see the appropriate department sections of the Catalog.

ANTHROPOLOGY

113:163 (ANTH:2220) Archaeology of Mesoamerica 3 s.h.
113:181 (ANTH:3265) Archaeology of the Great Plains 3 s.h.

ART AND ART HISTORY

01H:104 (ARTH:3130) American Indian Art 3 s.h.
01H:105 (ARTH:3120) Art of Pre-Columbian America 3 s.h.
01H:199 (ARTH:3990) Topics in Art History (when content is appropriate) 3 s.h.

EDUCATION

07B:123 (EPLS:5123) History of Ethnic/Minority Education 3 s.h.

ENGLISH

008:105 (ENGL:3419) Literature and Culture of Nineteenth-Century America 3 s.h.
008:108 (ENGL:3418) Literature and Culture of America Before 1800 3 s.h.

HISTORY

16A:131 (HIST:4220) The Frontier in American History to 1840 3 s.h.
16A:132 (HIST:4221) The Frontier in American History 1840-Present 3 s.h.
16W:111 (HIST:4510) Colonial Latin America 3 s.h.

SPANISH AND PORTUGUESE

035:149 (SPAN:3220) Visual Culture: Colonial Spanish America 3 s.h.
035:173 (SPAN:4330) Colonial Spanish American Literature 3 s.h.

Courses

149:005 (AINS:1355) Literatures of Native American Peoples 3 s.h.
Genres of Native American literature, including oral literature; focus on written literature (fiction, essays, poetry, drama). Prerequisites: 010:003 (RHET:1030) and 08G:001 (ENGL:1200). Requirements: successful completion of the rhetoric requirement and then 08G:001 (ENGL:1200). GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity. Same as 08G:005 (ENGL:1355).

149:049 (AINS:1049) Introduction to American Indian and Native Studies 3 s.h.
Themes and methodologies in the study of American Indians and other indigenous peoples; approaches from anthropology, history, law, literature, other disciplines. Offered fall semesters. GE: Values, Society, and Diversity. Same as 045:049 (AMST:1049).

149:060 (AINS:1600) Sacred World of Native Americans 3 s.h.
GE: Values, Society, and Diversity. Same as 032:060 (RELS:2700).

149:065 (AINS:1700) Sex, Gender, and Nature in the Culture of Native America 3 s.h.
Historical notions of gender, sexuality, and marriage among selected Native American cultures; how these beliefs conflicted with colonial European Christian beliefs; native peoples' sacred stories of creation and human origins compared with Euro-Christian perspectives; how Europeans' sexual and gender violence toward native peoples served as a tool of colonial oppression and conquest.

149:076 (AINS:3276) American Indian Environmentalism 3 s.h.
Same as 032:076 (RELS:3976).

149:082 (AINS:2078) American Indian Women: Myth, Ritual, and Sacred Power 3 s.h.
Participation of women and girls in native religious traditions; obstacles to knowing and understanding native women's religious roles and experiences. Same as 032:078 (RELS:2778).

149:085 (AINS:2085) Native American Material Culture 3 s.h.
Overview of American collectors and collections of Indian objects, prehistoric to contemporary. Same as 045:085 (AMST:2085).

149:099 (AINS:2999) Powwow Culture and History 3 s.h. Service learning experience working on the American Indian powwow at The University of Iowa; academic study of history and culture of Native American powwows.

149:102 (AINS:3002) Introduction to American Indian History and Policy 3 s.h. Same as 16A:110 (HIST:3002).

149:107 (AINS:4502) History of Mexico 3 s.h. Mexican history since the eve of the Spanish invasion, with focus on the national period; may include ethnic groups, conquest and demographic disaster, native survival, labor and migration, social protest and rebellions, nationhood, regional differences, religions, popular culture, economic growth and distribution, state building, international relations; survey. Same as 16W:107 (HIST:4502).


149:113 (AINS:3441) Native American Literature 3 s.h. English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 008:153 (ENGL:3441).


149:154 (AINS:3554) Native Histories and Endurance in the Greater Midwest 3 s.h. Indigenous histories in the Great Lakes region; colonization and decolonization as ongoing processes rather than historic events.

149:155 (AINS:3555) Exploring American Icons: Cowboys, Indians, Bikers 3 s.h. Cowboys, Indians, and bikers as cultural icons from historic to contemporary times; examination of ideologies that circulate within and through these three groups as part of expressions of American identities.

149:158 (AINS:4560) Native American Women and Religious Change 3 s.h.

Native women’s diverse experiences and their roles in native societies, examined through contact experiences between native and nonnative peoples; changes in women’s roles in context of interactions between native people, missionaries, European colonists, and Americans; approaches to re-imaging women’s early contact roles presented in cultural narratives, archaeology, history, ethnography, and missionary records. Same as 131:159 (GWSS:4560), 032:158 (RELS:4920).

149:159 (AINS:3258) Southwestern Archaeology 3 s.h. Anthropological overview of prehistoric cultures of the American Southwest; emphasis on understanding archaeological arguments concerning major processes in the past. Same as 113:159 (ANTH:3258).

149:160 (AINS:4289) The Atlantic World c. 1450-1850 3 s.h. Interactions between peoples of Europe, Africa, and the Americas between the 15th and mid-19th centuries, interconnected system of exchange that defied national and imperial boundaries; encounters between Native Americans, Africans, and Europeans in different parts of the Americas; forced and voluntary resettlement of Africans and Europeans overseas; development of plantation slave societies; biological consequences of transatlantic contact; circulation of people, goods, and ideas; development of creole societies; era of revolutions; abolition of slavery. Same as 16W:160 (HIST:4289).


149:163 (AINS:4272) Native Americans in the Age of Empires, ca. 1500-1815 3 s.h. Overview of major issues in Native American history during the period of European Imperialism in North America. Recommendations: junior or senior standing. Same as 16A:163 (HIST:4272).

149:167 (AINS:3257) North American Archaeology 3 s.h. Prehistoric cultural development north of Mexico from initial occupation to European contact and conquest; emphasis on dynamics of culture change. Same as 113:167 (ANTH:3257).

149:178 (AINS:8593) Federal Indian Law 3 s.h. Specialized body of law that allocates power and authority in Indian country and has grown up around Native American peoples and their reservations; sovereignty arrangements, jurisdiction, federal Indian policy, tribal self-government. Same as 091:303 (LAW:8593).

149:195 (AINS:4095) Directed Cultural Experience arr. In-depth American Indian cultural experience, usually study or volunteer work, under supervision of an AINSP faculty member.

149:197 (AINS:4990) Independent Study arr.

Completion of a significant scholarly project that addresses the scope, goals, and ongoing development of American Indian and native studies as an academic field; findings presented on campus (e.g., AINSP steering committee or in association with an AINSP-sponsored event) or at an academic conference.
American Sign Language

Director, Division of World Languages, Literatures, and Cultures
- Russell Ganim

Coordinator, American Sign Language Program
- Richard Hurtig

Affiliated faculty
- Douglas Baynton (History), Rebecca Furland (World Languages, Literatures, and Cultures), Freeman Harper (World Languages, Literatures, and Cultures), Richard Hurtig (International Programs/Communication Sciences and Disorders), AmyRuth McGraw (Communication Sciences and Disorders), Kelly Neppl (World Languages, Literatures, and Cultures), Timothy Sheets (World Languages, Literatures, and Cultures), Robert Vizzini (World Languages, Literatures, and Cultures)

Undergraduate minor: American Sign Language
Undergraduate certificate: American Sign Language and deaf studies
Web site: http://clas.uiowa.edu/dwllc/asl

The American Sign Language Program offers two undergraduate programs of study. It also offers a number of courses open to all students. They include a four-semester course sequence in American Sign Language (ASL), courses for teacher licensure (see "Hearing Impaired Endorsement for Teachers" below), and courses on fingerspelling, deaf culture, ASL literature, ASL interpreting, and other topics. The four-course ASL sequence satisfies the World Languages requirement of the General Education Program (see "Language for General Education" below). Classroom instruction is supplemented by video materials and interactive software in the Language Media Center.

The American Sign Language Program is one of the academic units in the Division of World Languages, Literatures, and Cultures (p. 222).

HEARING IMPAIRED ENDORSEMENT FOR TEACHERS

The American Sign Language Program offers courses that fulfill requirements for the Hearing Impaired Endorsement offered by the College of Education. The University of Iowa currently is the only institution in Iowa that offers this endorsement program. Holders of the endorsement are authorized to serve deaf and hard-of-hearing students from birth to age 21. The program is open to undergraduate and graduate students; applicants must hold or be in the process of completing requirements for an elementary or secondary teaching license. Contact the College of Education Office of Education Services to learn more.

Undergraduate Programs of Study
- Certificate in American Sign Language and Deaf Studies
- Minor in American Sign Language

Certificate

The Certificate in American Sign Language and Deaf Studies requires 34 s.h. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript; it confirms for potential employers and prospective graduate schools that the student has specialized knowledge in the field.

Students may earn the Certificate in American Sign Language and Deaf Studies or the minor in American Sign Language, but not both.

The certificate program teaches students about the history, culture, and language of the American deaf community. It is interdisciplinary, permitting students to link study in two or more disciplines into an organized investigation of a language and culture. Through their study of American Sign Language, students learn a language that is semantically and grammatically very different from their own and that operates in a different sensory channel. They also encounter a rich and complex culture, including a rapidly growing literature recorded on film and videotape since the early 20th century.

Certificate requirements include the four-course American Sign Language sequence (16 s.h.) or demonstration of equivalent proficiency; 6 s.h. of core courses; and 12 s.h. of focused electives in two or more disciplines.

Students may use each course required for the certificate to satisfy only one certificate requirement. But they may use a course to satisfy a certificate requirement as well as a requirement for a major or for a minor in another discipline. Courses used to satisfy certificate requirements may not be taken pass/nonpass.

A maximum of 6 s.h. of transfer credit may be accepted toward certificate requirements, with the approval of the American Sign Language and deaf studies advisor.

Students must declare their intention to pursue the certificate with the American Sign Language and deaf studies advisor. They also must submit a plan of study.

The Certificate in American Sign Language and Deaf Studies requires the following course work.

LANGUAGE SEQUENCE

Certificate students must complete the following sequence or be able to demonstrate equivalent proficiency. Students must demonstrate 75 percent proficiency in the expressive and receptive elements of each course in order to register for the next course in the sequence.

- 158:011 (ASL:1001) American Sign Language I 4 s.h.
- 158:012 (ASL:1002) American Sign Language II 4 s.h.
- 158:014 (ASL:2002) American Sign Language IV 4 s.h.

CORE COURSES

Students complete at least two of these (minimum of 6 s.h.):

- 158:100 (ASL:4201)/16A:104 (HIST:4201) History of the American Deaf Community 3-4 s.h.
- 158:101 (ASL:3200) Topics in Deaf Studies 3 s.h.
FOCUSED ELECTIVES

Students earn a total of at least 12 s.h. in courses chosen from the lists below. They must choose courses from at least two different disciplines.

American Studies
045:001 (AMST:1010) Understanding American Cultures 3 s.h.
045:025 (AMST:2025) Diversity and American Identities 3 s.h.

Anthropology
113:014 (ANTH:1401) Language, Culture, and Communication 3 s.h.
113:045 (ANTH:1040) Language Rights 3 s.h.

Communication Sciences and Disorders
003:117 (CSD:3117) Psychology of Language 3 s.h.
003:118 (CSD:3118) Language Acquisition 1-3 s.h.
003:185 (CSD:3185) Hearing Loss and Audiometry 3 s.h.

English
08P:182 (ENGL:3190) Language and Learning 2-3 s.h.

History
16A:104 (HIST:4201)/158:100 (ASL:4201) History of the American Deaf Community 3-4 s.h.
16A:106 (HIST:4203) Disability in American History 3 s.h.

Linguistics
103:011 (LING:1010) Language and Society 3 s.h.
103:020 (LING:1020) Introduction to the Study of Language 3 s.h.
103:045 (LING:1040) Language Rights 3 s.h.
103:055 (LING:1060) Languages of the World 3 s.h.
103:100 (LING:3001) Introduction to Linguistics 3 s.h.
103:137 (LING:3670) Language Processes 3 s.h.
103:150 (LING:3100) Language and Gender 3 s.h.
103:156 (LING:3030) Child Language-Linguistic Perspectives 3 s.h.
103:157 (LING:4080) Linguistic Theory and Second Language Acquisition 3 s.h.
103:172 (LING:3117) Psychology of Language 3 s.h.
103:176 (LING:3118) Language Acquisition 1-3 s.h.

Psychology
031:122 (PSY:3085) Language Development 3 s.h.
031:137 (PSY:3670) Language Processes 3 s.h.

Social Work
042:147 (SSW:3847) Discrimination, Oppression, and Diversity 3 s.h.

Special Education
07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
075:182 (EDTL:3382) Language and Learning 2-3 s.h.

Courses
158:011 (ASL:1001) American Sign Language I 4 s.h.
158:012 (ASL:1002) American Sign Language II 4 s.h.
158:014 (ASL:2002) American Sign Language IV 4 s.h.

Minor
The minor in American Sign Language requires 15 s.h. of ASL course work, including 12 s.h. in courses numbered 100 or above taken at The University of Iowa, except 158:106 (ASLE:2500) Introduction to ASL Interpreting, which does not count toward the minor. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor must include 158:014 (ASL:2002) American Sign Language IV or demonstrated equivalent proficiency. Students may count a maximum of one course taught in English toward the minor, 158:100 (ASL:4201) History of the American Deaf Community or 158:110 (ASLE:3905) Teaching Deaf and Hard of Hearing Students, and must enroll in the 4 s.h. option with discussion conducted in ASL.

Students may earn the minor in American Sign Language or the Certificate in American Sign Language and Deaf Studies, but not both.

Language for General Education

The following four-course sequence satisfies the World Languages requirement of the College of Liberal Arts and Sciences General Education Program (p. 306). Students must demonstrate 75 percent proficiency in the expressive and receptive elements of each course in order to register for the next course in the sequence.

158:011 (ASL:1001) American Sign Language I 4 s.h.
158:012 (ASL:1002) American Sign Language II 4 s.h.
158:014 (ASL:2002) American Sign Language IV 4 s.h.

Prerequisites: 158:011 taken at The University of Iowa, except ASL course work, including 12 s.h. in courses numbered 100 or above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor requires 15 s.h. of ASL course work, including 12 s.h. in courses numbered 100 or above taken at The University of Iowa, except 158:106 (ASLE:2500) Introduction to ASL Interpretation, which does not count toward the minor. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor may include 158:014 (ASL:2002) American Sign Language IV or demonstrated equivalent proficiency. Students may count a maximum of one course taught in English toward the minor, 158:100 (ASL:4201) History of the American Deaf Community or 158:110 (ASLE:3905) Teaching Deaf and Hard of Hearing Students, and must enroll in the 4 s.h. option with discussion conducted in ASL.

Language for General Education

The following four-course sequence satisfies the World Languages requirement of the College of Liberal Arts and Sciences General Education Program (p. 306). Students must demonstrate 75 percent proficiency in the expressive and receptive elements of each course in order to register for the next course in the sequence.

158:011 (ASL:1001) American Sign Language I 4 s.h.
158:012 (ASL:1002) American Sign Language II 4 s.h.
158:014 (ASL:2002) American Sign Language IV 4 s.h.

Prerequisites: 158:011 taken at The University of Iowa, except ASL course work, including 12 s.h. in courses numbered 100 or above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor requires 15 s.h. of ASL course work, including 12 s.h. in courses numbered 100 or above taken at The University of Iowa, except 158:106 (ASLE:2500) Introduction to ASL Interpretation, which does not count toward the minor. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor may include 158:014 (ASL:2002) American Sign Language IV or demonstrated equivalent proficiency. Students may count a maximum of one course taught in English toward the minor, 158:100 (ASL:4201) History of the American Deaf Community or 158:110 (ASLE:3905) Teaching Deaf and Hard of Hearing Students, and must enroll in the 4 s.h. option with discussion conducted in ASL.

Language for General Education

The following four-course sequence satisfies the World Languages requirement of the College of Liberal Arts and Sciences General Education Program (p. 306). Students must demonstrate 75 percent proficiency in the expressive and receptive elements of each course in order to register for the next course in the sequence.

158:011 (ASL:1001) American Sign Language I 4 s.h.
158:012 (ASL:1002) American Sign Language II 4 s.h.
158:014 (ASL:2002) American Sign Language IV 4 s.h.

Prerequisites: 158:011 taken at The University of Iowa, except ASL course work, including 12 s.h. in courses numbered 100 or above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor requires 15 s.h. of ASL course work, including 12 s.h. in courses numbered 100 or above taken at The University of Iowa, except 158:106 (ASLE:2500) Introduction to ASL Interpretation, which does not count toward the minor. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor may include 158:014 (ASL:2002) American Sign Language IV or demonstrated equivalent proficiency. Students may count a maximum of one course taught in English toward the minor, 158:100 (ASL:4201) History of the American Deaf Community or 158:110 (ASLE:3905) Teaching Deaf and Hard of Hearing Students, and must enroll in the 4 s.h. option with discussion conducted in ASL.
158:014 (ASL:2002) American Sign Language IV  4 s.h.

158:015 (ASL:1101) Fingerspelling and Numbers I  1 s.h.
Development of expressive and receptive American Sign Language fingerspelling, loan sign, and number skills based on word, phrase, and number recognition. Eight weeks. Prerequisites: 158:011 (ASL:1001).

158:016 (ASL:1102) Fingerspelling and Numbers II  1 s.h.
Development of expressive and receptive American Sign Language fingerspelling, loan sign, and number skills based on word, phrase, and number recognition. Eight weeks. Prerequisites: 158:015 (ASL:1101).

158:100 (ASL:4201) History of the American Deaf Community  3-4 s.h.

158:101 (ASL:3200) Topics in Deaf Studies  3 s.h.
Current topics in deaf studies; skill development in communicative fluency in ASL. Taught in American Sign Language. Corequisites: 158:014 (ASL:2002), if not taken as a prerequisite.

158:102 (ASL:3300) American Deaf Culture  3 s.h.

158:103 (ASL:3600) American Sign Language Literature  3 s.h.
Introduction to the world of ASL literature, as recorded on videotape or film and in live performance; traditional folklore, storytelling, poetry, drama, oratory, jokes, and nonfiction narrative; analysis of genres in their social and cultural contexts as expressions of deaf experience; how historical and current issues in deaf culture are represented in literary form. Taught in American Sign Language. Corequisites: 158:014 (ASL:2002), if not taken as a prerequisite.

158:104 (ASL:3400) Issues in ASL and Deaf Studies  3 s.h.
Current issues in American Sign Language and the American deaf community, such as linguistics, culture, literacy. Corequisites: 158:014 (ASL:2002), if not taken as a prerequisite.

158:105 (ASL:3500) Deafness in the Media  3 s.h.
Exploration of the construct of deafness through mainstream media (e.g., commercial television, movies, fictional and nonfictional literature in print and on the Internet); various ways deaf people are constructed and presented for hearing audiences from the past 20 years, including deaf as long-suffering victims, deaf as heroes overcoming adversity, deaf as rebels against the mainstream, and deaf as lonely outcasts. Taught in American Sign Language. Prerequisites: 158:014 (ASL:2002).

158:106 (ASLE:2500) Introduction to ASL Interpreting  3 s.h.
Introduction to sign language interpreting; history and current nature of the field, available opportunities, certification, training, ethics. Corequisites: 158:013 (ASL:2001), if not taken as a prerequisite.

An American Sign Language/deaf studies topic; individual study.

158:110 (ASL:3905) Teaching Deaf and Hard of Hearing Students  3-4 s.h.
Issues in deaf education—management techniques, communication strategies, teaching strategies, instructional materials, hands-on activities, assessments, parent involvement; use of technology, ethnic and cultural diversity, classroom management, pre-reading techniques, literacy development, educational program options. Taught in American Sign Language. Corequisites: 158:014 (ASL:2002), if not taken as a prerequisite. Same as 07U:110 (EDTL:3905).

158:111 (ASL:3100) American Sign Language Conversation  3 s.h.
Improvement of receptive and expressive conversational ASL skills through small group discussion, class presentations. Taught in American Sign Language. Corequisites: 158:014 (ASL:2002), if not taken as a prerequisite.
American Studies

Chair
- Horace Porter

Professors
- Susan Birrell (American Studies/Gender, Women’s, and Sexuality Studies), Kim Marra (American Studies/Theatre Arts), Horace A. Porter (F. Wendell Miller Professor; English/American Studies), Lauren Rabinovitz (American Studies/Cinema and Comparative Literature)

Associate professors
- Lafayette Adams (English/American Studies), Catriona Parratt, Laura Rigal (English/American Studies), Deborah Whaley (American Studies/African American Studies), Nicholas Yablon

Assistant professors
- Thomas Oates (American Studies/Journalism and Mass Communication), Travis Vogan (Journalism and Mass Communication/American Studies)

Lecturer
- Nikolas Dickerson

Professors emeriti
- Richard P. Horwitz, John Raeburn

Undergraduate majors: American studies (B.A.); sport studies (B.A.)
Undergraduate minors: American studies; sport studies
Graduate degrees: M.A. in American studies; Ph.D. in American Studies (optional sport studies subtrack)
Web site: http://clas.uiowa.edu/american-studies/

The Department of American Studies provides an interdisciplinary introduction to American culture, past and present. It helps students acquire a broad familiarity with the dynamics of cultural experience and explore aspects of life in the United States, such as sport, popular and fine arts, institutions, values, gender and ethnic relations, artifacts, and the everyday life of a diverse citizenry.

The department offers undergraduate programs of study in American studies and in sport studies as well as graduate programs of study in American studies, with a sport studies subtrack available in the Ph.D.

The department also is the administrative home of the American Indian and Native Studies Program, which offers an undergraduate certificate and minor and a graduate certificate; see American Indian and Native Studies (p. 34) in the Catalog.

Undergraduate Programs of Study
- Major in American studies (Bachelor of Arts)
- Major in sport studies (Bachelor of Arts)
- Minor in American studies
- Minor in sport studies

Bachelor of Arts: American Studies

The Bachelor of Arts with a major in American Studies requires a minimum of 120 s.h., including 36 s.h. of work for the major. Students must earn at least 24 s.h. for the major at The University of Iowa. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major in American studies stresses broad training in cultural analysis and communication. Although it offers no explicit vocational training, the program provides preparation for careers in business, education, government, journalism, or social service; for advanced study in the humanities, the social sciences, theology, or business; or for professional study in law or medicine. American studies students may arrange internships through the University’s Pomerantz Career Center.

A distinctive feature of the American studies major is the opportunity to develop broad training in cultural analysis as well as emphasis of particular interests within the study of American culture. With the help of their American studies advisors, students may elect to pursue one of five focus areas within American studies, or they may create an individual plan of study. Each focus area allows students to group courses in American studies and other departments around a specific interdisciplinary theme, topic, or set of social issues; see “American Studies Focus Areas” below.

Shortly after declaring the major, a student should meet with his or her faculty advisor to explore the range of course work available and to begin shaping an individual plan of study. By the student’s second term in the major, the student and advisor should have agreed upon a plan of study and focus area for completing the requirements for the major.

The major in American Studies usually requires the following 12 courses.
- 045:020 (AMST:2000) Sources for American Studies 3 s.h.
- 045:025 (AMST:2025) Diversity and American Identities 3 s.h.
- 045:090 (AMST:3090) Seminar in American Cultural Studies 3 s.h.
- Two additional 100-level American studies courses 6 s.h.
- Three additional American studies core courses (any level) 9 s.h.

Special interest focus area: four courses in American studies and/or other departments 12 s.h.

American Studies Focus Areas

Students should consult regularly with the Department of American Studies about courses offered by American studies and other departments that count toward each focus area. A maximum of two courses from a single department outside American studies may be counted toward a single focus area.

ETHNIC STUDIES, DIVERSITY, AND DIFFERENCES

Students choose this focus to develop interdisciplinary understanding of an individual ethnic and/or racial group (e.g., Latino/a studies, Jewish-American studies) or to examine broadly gender, race, sexuality, social class, region, national origins, and age in the United States. Emphasis is on the historic emergence of categories
of social difference, especially as revealed in cultural practices and artifacts, geography and cityscapes, leisure, and popular expression.

AMERICAN ARTS, LITERATURE, AND POPULAR CULTURE
Students who choose this focus examine artistic creations to discover how they are shaped by cultural preconceptions, norms, and standards, and how in turn these expressive forms affect ongoing developments in cultural life. Emphasis is on skills in the formal analysis of artistic artifacts, historical inquiry, and cultural contextualization.

AMERICAN SOCIETY, POLITICS, AND EVERYDAY LIFE
Students who choose this focus consider the dynamics of social change, the emergence and fate of political movements, and the forms and practice of everyday life in America. The area encompasses the tradition of revolution in America, the effects of technological and economic change, and the roles of the family, workplace, and community from the colonial era to the digital age.

THE POLITICS OF NATURE: ENVIRONMENT, SUSTAINABILITY, AND LANDSCAPE
Students who choose this focus explore how Americans from pre-Columbian times to the present have shaped and regarded the natural environment. Topics might include the perception of wilderness in early America; the relationship of Native American peoples to the land; the impact of industrialization and urban growth on the environment; the emergence of a cult of nature; the treatment and representation of animals; the mass production, distribution, and consumption of food; and the growing movement for sustainability in agriculture, architecture, urban planning, and individual lifestyles.

SPORT AND POPULAR AMUSEMENT
Students who choose this focus examine the various sports, recreational activities, and popular amusements enjoyed in the United States from colonial and early America to the present. They examine the relationship between work and play, the role of technology and the media, the commercialization of sport, and the politics of gender, race, class, sexuality, and disability.

INDIVIDUALLY DESIGNED FOCUS AREAS
Individually designed focus areas may concentrate on an interdisciplinary topic, theme, group of people, or time period. Students who wish to design their own interdisciplinary focus area should consult with their American studies advisor for appropriate courses.

Bachelor of Arts: Sport Studies
The Bachelor of Arts with a major in sport studies requires a minimum of 120 s.h., including 45 s.h. of work for the major (30 s.h. in sport studies and 15 s.h. in an outside specialization area or a minor). At least 24 s.h. of credit for the major must be earned at The University of Iowa. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The sports studies major examines sport in its historical and contemporary cultural contexts. Course work provides students with the critical skills necessary to understand the cultural significance of sport as it relates to the media, the economy, the political system, and the educational system. A focus on the race, class, and gender differences in the sport experience is central to the major.

Many students use their experience in the program to prepare for graduate school. For others, the required second concentration area or minor serves as an introduction to careers in a number of fields, such as sport journalism, sport management, or coaching.

The major in sport studies requires the following course work.

SPORT STUDIES FOUNDATION
Students should complete the foundation courses as early as possible.

Both of these:

028:074 (SPST:1074) Inequality in American Sport 3 s.h.
045:001 (AMST:1010) Understanding American Cultures 3 s.h.

SPORT STUDIES CORE
Students must complete one course from each of the following four content areas (total of 12 s.h.).

Diversity in sport—one of these:

028:078 (SPST:2078) Women, Sport, and Culture 3 s.h.
028:079 (SPST:2079) Race and Ethnicity in Sport 3 s.h.

International dimensions—one of these:

028:176 (SPST:3176) Sport and Nationalism 3 s.h.
028:177 (SPST:3177) Sport in the Western World 3 s.h.

Contemporary sport in America—one of these:

028:175 (SPST:3175) Sport and the Media 3 s.h.
028:188 (SPST:3179) American Sport Since 1900 3 s.h.

History of sport and leisure in America—one of these:

028:178 (SPST:3178) American Sport to 1900 3 s.h.
028:179 (SPST:3174) The American Vacation 3 s.h.

ELECTIVES
Students must complete at least 12 s.h. of approved elective courses; the department suggests courses from the following list. Students also may include courses from the sport studies core (above) that they have not already taken.

06E:165 (ECON:3390) Sports Economics 3 s.h.
06T:151 (ENTR:4450) Professional Sports Management 3 s.h.
019:091 (JMC:1200) Media History and Culture 3 s.h.
019:164 (JMC:3820) Images and Society 3 s.h.
20E:075 (CLSA:1875) Ancient Sports and Leisure 3 s.h.
027:035 (HHP:2150) Stress Management 3 s.h.
027:076 (HHP:2500) Psychological Aspects of Sport and Physical Activity 3 s.h.
028:171 (SPST:3171) Baseball in America 3 s.h.
028:084 (SPST:2084)/045:084 (AMST:2084) Sport and Film 3 s.h.
028:180 (SPST:2081) Theory and Ethics of Coaching 3 s.h.
028:193 (SPST:3193) Independent Study 1-3 s.h.
028:194 (SPST:4999) Honors Project 1-3 s.h.
028:198 (SPST:4900) Topics in Sport Studies 1-3 s.h.
034:066 (SOC:2810) Social Inequality 3 s.h.
045:020 (AMST:2000) Sources for American Studies 3 s.h.
B.A.: Sport Studies

Before the fifth semester begins: declaration of the major

Before the sixth semester begins: area of specialization determined

Before the seventh semester begins: at least six sport studies courses and the completion of 90 s.h. earned toward the degree

Before the eighth semester begins: at least eight sport studies courses

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major

Honors programs in the American studies and sport studies majors offer students the opportunity to pursue special interests in individual, in-depth research. Honors students in either major must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

Honors students carry out a research project. Working under the guidance of an undergraduate advisor, each student defines a research project and then makes a project proposal, ideally by the end of the junior year. The student completes the project under the guidance of a supervising faculty member. American studies honors students register for up to 6 s.h. in 045:095 (AMST:4999) Honors Project. Sport studies honors students register for up to 3 s.h. in 028:194 (SPST:4999) Honors Project.

Contact the American studies honors advisor for more information about honors in either major.

Minor: American Studies

The minor in American studies requires a minimum of 15 s.h. in American studies courses (prefix 045 (AMST)), including 12 s.h. in advanced courses taken at The University of Iowa. For the minor, courses numbered above 045:001 (AMST:1010) Understanding American Cultures are considered advanced. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students interested in earning the American studies minor should consult with one of the department’s faculty members.

Minor: Sport Studies

The minor in sport studies requires a minimum of 15 s.h. in University of Iowa sport studies courses (prefix 028 (SPST)), including at least 6 s.h. in 100-level courses. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Transfer credit may not be counted toward the minor. Students select courses for the minor according to their interests and the recommendation of the undergraduate coordinator.
Certificate in American Indian and Native Studies

The Department of American Studies administers the American Indian and Native Studies Program, which offers a certificate for undergraduate and graduate students and a minor for undergraduates; see American Indian and Native Studies (p. 34) in the Catalog.

Graduate Programs of Study

- Master of Arts in American studies (with or without thesis)
- Doctor of Philosophy in American studies (optional sport studies subtrack)

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Master of Arts

The Master of Arts program in American studies requires a minimum of 36 s.h. of graduate credit. The degree generally is offered without thesis; students must petition the director of graduate studies for permission to pursue the thesis option.

Each M.A. student designs an interdisciplinary field of concentration in consultation with his or her American studies advisor. The M.A. in American studies requires the following work.

- 045:200 (AMST:5000) Theory and Practice of American Studies I 3 s.h.
- 045:201 (AMST:5001) Theory and Practice of American Studies II 3 s.h.
- Two graduate seminars in American studies 6 s.h.
- Five courses in the interdisciplinary field of concentration 15 s.h.
- Electives 9 s.h.

M.A. portfolio

Each student must complete an M.A. portfolio, which includes a research paper, faculty evaluations for all courses taken during the student’s first full year of graduate study, and a self-evaluation essay. The research paper is a graduate seminar paper that demonstrates the student’s skills as a research scholar and writer and represents his or her strongest work. The paper should be 25-30 pages, including a bibliography.

The self-evaluation essay summarizes the American studies methods and materials that have shaped the student’s interdisciplinary work in the field and states how the master’s degree work in American studies has contributed to, challenged, or complicated the student’s goals and ambitions beyond the degree.

Students assemble the M.A. portfolio under the guidance of their advisors and should submit it no later than December 1 of their third semester in residency. The portfolio is evaluated on a satisfactory/unsatisfactory (S/U) basis by a three-person American studies faculty committee. Students whose portfolio receives a U may resubmit the portfolio during their fourth semester of residency.

For students who wish to continue their education with doctoral study, the M.A. portfolio serves as the application for admission to the Ph.D. program in American studies. The department informs applicants whether they have been accepted into the Ph.D. program by the end of the fall semester in which they submit their M.A. portfolio; admission is contingent upon successful completion of the M.A. during the student's fourth semester of residency.

Doctor of Philosophy

The Doctor of Philosophy program in American studies requires a minimum of 72 s.h. of graduate credit. Students may focus in American studies or choose the sport studies subtrack.

Each student works with his or her faculty advisor to map out a coherent plan of study that reflects the student’s particular interests. Students are permitted considerable flexibility in constructing their study plan, but they must meet certain basic requirements, which include foundation courses, area foundation courses, two interdisciplinary fields of concentration, a research skills course, elective course work, and a dissertation.

The two fields of concentration may be defined to correspond with the student’s strongest intellectual interests, but they must be interdisciplinary in concept and multidisciplinary in scope. Each must include course work from more than one of the University’s departments and programs. The two concentration areas may, and usually should, have an intellectual relationship with each other.

Students are expected to address the cultural diversity of American life in their course work and reading.

The Doctor of Philosophy requires the following work. Some course requirements are different for American studies and sport studies.

COURSE WORK

Required Foundation Courses

All students complete the required foundation courses and should take them as early as possible.

- 045:200 (AMST:5000) Theory and Practice of American Studies I 3 s.h.
- 045:201 (AMST:5001) Theory and Practice of American Studies II 3 s.h.

Area Foundation Courses

American studies students:

- Two American studies graduate seminars 6 s.h.

Sport studies students:

- 028:276 (SPST:6276) Sport in U.S. Culture 3 s.h.
- 028:374 (SPST:6074) Seminar in Sport History 3 s.h.

First Field of Concentration

American studies students:

- Courses in an interdisciplinary field with a historical concentration, designed with the advisor and approved by the department’s Plan of Study Committee 18 s.h.

Sport studies students:

- 028:278 (SPST:6078) Seminar: Women in Sport 3 s.h.
- 028:378 (SPST:6072) Seminar in Cultural Studies of Sport 3 s.h.

Interdisciplinary sport studies courses 12 s.h.
Internships

Qualified graduate students in American studies can arrange internships with a number of local agencies, including the State Historical Society of Iowa, the Division of Historic Preservation, the University of Iowa Museum of Art, the Iowa Humanities Board, Brucemore, the Herbert Hoover Presidential Library and Museum, and the Putnam Museum. With special permission, candidates conducting research during such on-the-job training may receive academic credit through 045:320 (AMST:7994) Independent Study. Other internships with social agencies, government, or business also may be arranged.

Second Field of Concentration

American studies and sport studies students:

Courses in an interdisciplinary field designed with the advisor and approved by the department’s Plan of Study Committee

Research Skills

American studies students:

045:550 (AMST:7085) Dissertation Writing Workshop 3 s.h. (taken three times)

Sport studies students:

028:295 (SPST:7070) Sport Studies Workshop 1 s.h.

Additional Requirements

American studies and sport studies students:

Dissertation work (045:600 (AMST:7090) Ph.D. Thesis) 21 s.h.

and electives

ADMISSION TO PH.D. CANDIDACY

Admission to Ph.D. candidacy signifies that the department judges the doctoral student qualified to take the comprehensive examination. Doctoral students advance to Ph.D. candidacy based on a review conducted during their second year in the Ph.D. program (typically during fall semester); the review assesses the student’s readiness to complete his or her studies through the comprehensive examination and the dissertation, which is an original work of scholarship. In addition to judging the student’s readiness for Ph.D. candidacy, the review provides a progress report on the student’s work and a tentative prognosis for future prospects in the field.

COMPREHENSIVE EXAMINATION

The comprehensive examination comprises three written exams and one oral exam.

The first exam is taken under the supervision of an American studies faculty member, who also chairs the comprehensive examination. The candidate takes a timed, take-home written exam of no less than four hours and no longer than two days; the exam details the candidate’s approach to American studies (methods and models), including his or her position and critical engagement with models of American studies scholarship.

The remaining two written exams explore the candidate’s major fields; these are at least four hours long and may be given on a take-home basis at the examiner’s discretion.

The oral exam covers material from the written exams.

DISSERTATION

The final requirement for the Ph.D. in American studies is the dissertation, a substantive book-length manuscript that involves interdisciplinary research and analysis and that represents an original contribution to knowledge. All Ph.D. dissertations must be approved by a committee of five faculty members, including at least two from the Department of American Studies.

Courses

American Studies, Primarily for Undergraduates

045:001 (AMST:1010) Understanding American Cultures 3 s.h.
The United States in historical, contemporary, and transnational perspective; social and cultural diversity and conflict in American life; debates on concepts of America, the American Dream, national culture, citizenship. GE: Values, Society, and Diversity.

045:005 (AMST:1050) American Issues 3 s.h.
Representative issues: radio and American culture; cultural history of the Civil War era; American history, literature, culture.

045:020 (AMST:2000) Sources for American Culture 3 s.h.
Variety of historic and contemporary sources, such as literature, law, photography, painting, film, TV, music, fashions, environments, events of everyday life.

045:025 (AMST:2025) Diversity and American Identities 3 s.h.
History and variety of American identities, examined through citizenship, culture, social stratification; conflict and commonalities among groups according to race, ethnicity, gender, class, sexuality; how art, literature, music, film, photography, and other cultural artifacts represent diversity of identities.

045:030 (AMST:1030) Introduction to African American Culture 3 s.h.
Interdisciplinary look at Black culture in the United States through significant contributions of the humanities (music, art, literature, drama, philosophy) to development of Black culture. GE: Values, Society, and Diversity. Same as 129:061 (AFAM:1020).

045:049 (AMST:1049) Introduction to American Indian and Native Studies 3 s.h.
Themes and methodologies in the study of American Indians and other indigenous peoples; approaches from anthropology, history, law, literature, other disciplines. Offered fall semesters. GE: Values, Society, and Diversity. Same as 149:049 (AIFS:1049).

045:050 (AMST:1154) Food in America 3 s.h.
Cultural significance of production, distribution, and consumption of food in the United States. GE: Values, Society, and Diversity.

045:060 (AMST:1060) Sex and Popular Culture in the Postwar U.S. 3 s.h.
Critical and historical introduction to representation of human sexuality in American popular culture from World War II to the present. GE: Values, Society, and Diversity. Same as 131:061 (GWSS:1060), 008:003 (ENGL:1410).
045:065 (AMST:1065) Disney in America 3 s.h.
How Walt Disney Corporation has influenced American cultural values, ideals, and experiences through its evolution from an animation company in the 1920s, to a theme park company and television producer in the 1950s, to a media conglomerate today; the corporation’s national importance, Hollywood’s contributions to the Depression and World War II, postwar urban and community planning, America’s changing leisure behavior, advertising and childhood, modern business history, and exportation of American culture. Same as 048:062 (CCL:1632).

045:074 (AMST:1074) Inequality in American Sport 3 s.h.
Sport experiences, barriers to participation based on sexism, racism, classism, ageism, heterosexism. Same as 028:074 (SPST:1074), 131:074 (GWSS:1074).

045:075 (AMST:1075) American Popular Music 3 s.h.

045:080 (AMST:1080) American Political Humor 3 s.h.
How political humor reflects and influences American attitudes regarding government institutions, elected officials, the democratic process; how humor works; examples from Revolutionary War present and from varied media, including cartoons, fiction, film, television, the Internet.

045:084 (AMST:2084) Sport and Film 3 s.h.
Exploration of sport films using narrative and formal analysis; focus on U.S. films. Same as 028:084 (SPST:2084).

045:085 (AMST:2085) Native American Material Culture 3 s.h.
Overview of American collectors and collections of Indian objects, prehistoric to contemporary. Same as 149:085 (AINS:2085).

045:090 (AMST:3090) Seminar in American Cultural Studies 3 s.h.
Interdisciplinary perspectives on a single theme or period.

045:095 (AMST:4999) Honors Project arr.
Independent interdisciplinary research, writing.

045:100 (AMST:3994) Independent Study arr.

American Studies for Undergraduate and Graduate Students

045:102 (AMST:3400) Black Popular Music 3 s.h.
History and expressive culture of people of African descent living in America through popular music forms; historical time span between the 17th and 21st centuries; poetry, music, cultural analysis, film, and art as sources for the study of Black music; genres covered include spirituals and gospel, blues, jazz, rock, rhythm and blues, Afropunk, alternative and neo soul, and hip-hop. Recommendations: 045:030 (AMST:1030) and 129:060 (AFAM:1030). Same as 129:102 (AFAM:3400).

045:105 (AMST:2165) Native Peoples of North America 3 s.h.

045:118 (AMST:4401) American Women Playwrights: 1776-Present 3 s.h.
How women in the United States have expressed themselves in theatre since 1776; diversity of voices in works by African American, Asian American, Latina, Native American, European American, lesbian playwrights; female-authored drama and production in relation to concurrent male-authored traditions and socioeconomic, political, cultural phenomena. Same as 049:118 (THTR:4401).

045:123 (AMST:3480) American Literature and History 3 s.h.
Examination of fictional histories (novels about history), their relationship to historical interpretation. English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:123 (ENGL:3480).

045:126 (AMST:3130) Black American Cinema 3 s.h.
Major historical and cultural movements in Black cinema; independent and early Hollywood films, animation, Blaxploitation, the Black Renaissance, Black auteurs (e.g., Spike Lee, Julie Dash), hip-hop cinema, womanist films, 21st-century developments in film (e.g., theatre to film adaptions of Tyler Perry), new media’s effect on film and cinema; particular attention given to gender, sexualities, region, ethnicity, and class. Same as 129:126 (AFAM:3130).

Whiteness as a socially constructed racial category with material effects in everyday life; race as a category with salience in determining public policy, forming identities, and shaping people’s actions; interdisciplinary approach using social history, philosophy, science, law, literature, autobiography, film, and the expressive arts.

045:139 (AMST:3039) Reading the West 3 s.h.
How race, gender, and class shape cross-cultural encounter and imperial expansion on regional frontiers; how frontiers are represented in literature, art, and film.

045:140 (AMST:3040) American Subcultures 3 s.h.
Theories and practices of youth subcultures, mainly 1970s-90s American (e.g., punks, skinheads, rappers); how youth subcultures, as popular generational forms of identification, intersect with other compelling markers of collective identity, especially race, class, gender, and sexuality; relevant texts from varied media and genres, including fiction, sociology, film, music, popular fashion, others.

045:145 (AMST:3045) Immigration and American Culture 3 s.h.
Immigrants and immigrant communities.
045:147 (AMST:3047) American Disasters 3 s.h.
Fault lines of American society and culture as exposed during catastrophe; history of American disaster investigated through methods from cultural history, visual theory, sociology, and media studies; varied disasters 1800 to present, including those involving cities (Chicago fire, San Francisco earthquake, Chicago heat wave), transportation (Titanic, Challenger, Columbia), and environment (Union Carbide and Bhopal, Exxon Valdez); causes of catastrophes; how Americans react and are drawn to catastrophe (e.g., disaster films, jokes); related topics, including technology, urbanism, race, class, apocalyptic religion, journalism, popular culture.

045:148 (AMST:3148) American Monuments 3 s.h.
How Americans enshrine certain memories in form of public monuments; why Americans began building large-scale monuments in 19th century (Bunker Hill, Washington Monument); subsequent monuments to wars, Indian massacres, the Confederacy, the civil rights movements; recent trends, including counter-monuments (9/11 memorial), spontaneous and temporary monuments, and online memorials; roles monuments play in American society, why they attract so much controversy, how some become sites for popular protests or for depositing artifacts, and how they compare with those in other countries (Holocaust memorials in Germany).

045:150 (AMST:3050) Topics in American Cultural Studies 3 s.h.
Special topics in American history, literature, culture.

045:151 (AMST:3051) American Business Cultures 3 s.h.
Historical and contemporary records of business and corporate experiences as part of American life and thought, including representations of business in American novels, movies, history, autobiography; emphasis on questions of relationships between gender, ethnicity, class, and sexuality and corporate identities.

045:152 (AMST:2152) Fairs and Amusement Parks 3 s.h.
Nineteenth- and twentieth-century international expositions, amusement parks, and theme parks as cultural events of U.S. self-definition.

045:153 (AMST:3053) The Civil Rights Movement 3 s.h.
History of the American civil rights movement. Same as AFAM:3053.

045:160 (AMST:3060) American Cityscapes 3 s.h.
Changing conventions in representation of American cities between the 1830s and 1930s; fiction and nonfiction, visual and audiovisual culture.

045:162 (AMST:3162) Production and Consumption of Alcohol and Drugs in the United States from Pre-Columbian to Present 3 s.h.
History of alcohol and other drugs in the United States from pre-Columbian times to present; production and distribution of alcohol and drugs; efforts by the state to regulate or prohibit them; rise of temperance movement; social history of alcohol and drug consumption within various (sub)cultures and periods; role in constructing racial, ethnic, class, gender, and sexual identities; exploration of these themes in novels, film, songs, and other cultural texts.

045:163 (AMST:3063) American Ruins 3 s.h.
Emergence and development of American fascination with ruins, from indigenous to urban-industrial remains; actual ruins and depiction of imagined ruins in art, literature, cinema.

045:165 (AMST:3065) The Culture of Nature 3 s.h.
How ideas of "the natural" and "the cultural" underpin beliefs, laws, and social practices; relationship between these two concepts; construction of notions of a natural world; idea of landscape and nature as a resource to be used, appreciated, articulated, or enjoyed; focus on analysis of relationships to animals.

045:167 (AMST:3067) Reading and Writing the History of the Environment 3 s.h.
Culture and society bind human communities to the natural world that supports them; local landforms and waterways in Iowa have shapen, and been shaped by, human uses and meanings; the past inheres in present-day struggles over land and water use, see local landscapes historically; deploy skills of environmental history to understand the historical and cultural roots of present-day conflicts over land use and appreciate how beliefs, rituals, recreational practices, and technologies attach human beings to places in which they live.

045:171 (AMST:3171) Baseball in America 3 s.h.
Forces that influenced political, economic, and social development of professional baseball in the United States; rise of major league baseball, its relationship to the minor leagues, and development of organized baseball industry. Same as 028:171 (SPST:3171).

045:173 (AMST:4283) U.S. Women's History as the History of Human Rights 3-4 s.h.
History of human rights in the United States traced through the perspective of women; aspects of women's experience (social, political, intellectual) related to fundamental human rights—right to a nationality, right to life, liberty and personal security, right to freedom of movement, right to take part in the government of their country, right to own property; these and other rights specified by the United Nations in the Universal Declaration of Human Rights, 1948; different history of men and women enjoying these rights; how human rights have been constructed and experienced in the United States from the era of colonial settlement to present. Same as 16A:173 (HIST:4283), 131:173 (GWSS:4283), 216:173 (HRTS:4283).

045:174 (AMST:3630) The American Vacation 3 s.h.
Social history of vacations; cultural significance of contemporary patterns; focus on how experiences and meanings are shaped by race, class, gender. Same as 028:179 (SPST:3174).

045:178 (AMST:3178) American Sport to 1900 3 s.h.
Growth and institutionalization of sport from colonial times to 1900. Same as 028:178 (SPST:3178).

045:188 (AMST:3179) American Sport Since 1900 3 s.h.
Historic development of sport in the United States since 1900; economic forces, professionalization, growth of media. Same as 028:188 (SPST:3179).

045:193 (AMST:3093) American Photography 3 s.h.
Popular and art photographs as expressions of American life, thought.
045:195 (AMST:3195) American Cultures and American Photography  
3 s.h.  
Introduction to visual, cultural, and historical frameworks to view and interpret photographs as material artifacts.

American Studies, Primarily for Graduate Students

045:200 (AMST:5000) Theory and Practice of American Studies I  
3 s.h.  
Theories, methods, cases in culture studies; emphasis on social science approaches. Requirements: American studies graduate standing.

045:201 (AMST:5001) Theory and Practice in American Studies II  
3 s.h.  
Requirements: American studies graduate standing.

045:202 (AMST:5002) Critical Theories for Sport  
3 s.h.  
Application of critical theories to cultural meanings and issues of sport, health, physical activity. Same as 028:202 (SPST:5002).

045:230 (AMST:6030) Seminar: Performing Arts in American Culture  
3 s.h.  
American theater, dance, music, and performance.

045:250 (AMST:6050) Seminar: Topics in American Studies  
3 s.h.  
American cultural history; urbanization, mass media, pluralism, assimilation.

045:258 (AMST:6058) Seminar: Technology and American Culture  
3 s.h.  

045:276 (AMST:6276) Sport in U.S. Culture  
3 s.h.  
Sport as a significant cultural form in the United States; focus on role of sport in cultural reproduction; institutional relationships between sport and politics, economy, education, and media. Same as 028:276 (SPST:6276).

045:278 (AMST:6078) Seminar: Women in Sport  
3 s.h.  
Women’s sport involvement from ancient times to present; focus on social class, attitudes, religion, race, ethnicity, medical opinion, economic considerations, political events, educational philosophies that have influenced women’s participation. Same as 131:254 (GWSS:6710), 028:278 (SPST:6078).

045:296 (AMST:7077) Sport Studies Workshop  
1 s.h.  
Development of individual research projects for group discussion. Same as 028:295 (SPST:7070).

045:298 (AMST:6070) Seminar: Topics in Sport Studies  
1-3 s.h.  
Special topics on sport in historical or contemporary contexts. Same as 028:298 (SPST:6070).

045:299 (AMST:6099) American Studies Proseminar  
1-2 s.h.  
Intensive reading on American cultural analysis topics; may include screenings, field trips, guest speakers, special events.

045:300 (AMST:6080) American Film and American Culture  
3 s.h.  
Relationships between film and culture as developed in a particular approach, period, subject. Same as 048:300 (CCL:6080).

045:320 (AMST:7994) Independent Study  
arr.

045:450 (AMST:7080) M.A. Thesis  
0-6 s.h.

045:550 (AMST:7085) Dissertation Writing Workshop  
1 s.h.  
Dissertation preparatory work with peer and faculty critiques, including preparation of a prospectus, research activities, and chapter writing. Requirements: American studies graduate standing with postcomprehensive examination status.

045:600 (AMST:7090) Ph.D. Thesis  
arr.

Sport Studies, Primarily for Undergraduates

028:029 (SPST:1000) First-Year Seminar  
1-2 s.h.  
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

028:074 (SPST:1074) Inequality in American Sport  
3 s.h.  
Sport experiences, barriers to participation based on sexism, racism, classism, ageism, heterosexism. Same as 045:074 (AMST:1074), 131:074 (GWSS:1074).

028:078 (SPST:2078) Women, Sport, and Culture  
3 s.h.  
Feminist analysis of girls’ and women’s sports experiences, including reproduction of gender through sport, recent changes in women’s intercollegiate athletics, media representations of women’s sport, feminist critiques, alternatives to sport. Same as 131:078 (GWSS:2078).

028:079 (SPST:2079) Race and Ethnicity in Sport  
3 s.h.  
Structural and ideological barriers to racial and ethnic equality in sport, with focus on African American sport experiences; historical and contemporary issues, media representations. Same as 129:079 (AFAM:2079).

028:084 (SPST:2084) Sport and Film  
3 s.h.  
Exploration of sport films using narrative and formal analysis; focus on U.S. films. Same as 045:084 (AMST:2084).
## Sport Studies for Undergraduate and Graduate Students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>028:171</td>
<td>Baseball in America</td>
<td>3 s.h.</td>
<td>Forces that influenced political, economic, and social development of professional baseball in the United States; rise of major league baseball, its relationship to the minor leagues, and development of organized baseball industry. Same as 045:171 (AMST:3171).</td>
</tr>
<tr>
<td>028:175</td>
<td>Sport and the Media</td>
<td>3 s.h.</td>
<td>Representations of sport in television, the press, fiction, films, biographies, adolescent fiction.</td>
</tr>
<tr>
<td>028:176</td>
<td>Sport and Nationalism</td>
<td>3 s.h.</td>
<td>Role of sport in the phenomenon of nationalism; selected theories; case studies on Ireland, Australia, British West Indies, Cold War U.S., fascist Europe.</td>
</tr>
<tr>
<td>028:177</td>
<td>Sport in the Western World</td>
<td>3 s.h.</td>
<td>Development of Western sport; relation to social, political, economic, intellectual factors.</td>
</tr>
<tr>
<td>028:178</td>
<td>American Sport to 1900</td>
<td>3 s.h.</td>
<td>Growth and institutionalization of sport from colonial times to 1900. Same as 045:178 (AMST:3178).</td>
</tr>
<tr>
<td>028:179</td>
<td>The American Vacation</td>
<td>3 s.h.</td>
<td>Social history of vacations; cultural significance of contemporary patterns; focus on how experiences and meanings are shaped by race, class, gender. Same as 045:174 (AMST:3630).</td>
</tr>
<tr>
<td>028:180</td>
<td>Theory and Ethics of Coaching</td>
<td>3 s.h.</td>
<td>Philosophical bases, ethical issues; theoretical, practical applications.</td>
</tr>
<tr>
<td>028:188</td>
<td>American Sport Since 1900</td>
<td>3 s.h.</td>
<td>Historic development of sport in the United States since 1900; economic forces, professionalization, growth of media. Same as 045:188 (AMST:3179).</td>
</tr>
<tr>
<td>028:191</td>
<td>Sport Studies Internship</td>
<td>3 s.h.</td>
<td>Application and synthesis of classroom concepts in the professional practice setting; setting arranged by student in an agency under close supervision of professionals in student’s area of study (i.e., agency supervisor evaluates internship from practice perspective, UI supervisor evaluates internship from academic perspective); active learning course, includes academic assignments and projects. Recommendations: 85 s.h. and g.p.a. of 2.50 or above.</td>
</tr>
<tr>
<td>028:194</td>
<td>Honors Project</td>
<td>1-3 s.h.</td>
<td></td>
</tr>
<tr>
<td>028:198</td>
<td>Topics in Sport Studies</td>
<td>1-3 s.h.</td>
<td>Special topics on sport in historical or contemporary contexts.</td>
</tr>
</tbody>
</table>

## Sport Studies, Primarily for Graduate Students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>028:202</td>
<td>Critical Theories for Sport</td>
<td>3 s.h.</td>
<td>Application of critical theories to cultural meanings and issues of sport, health, physical activity. Same as 045:202 (AMST:5002).</td>
</tr>
<tr>
<td>028:276</td>
<td>Sport in U.S. Culture</td>
<td>3 s.h.</td>
<td>Sport as a significant cultural form in the United States; focus on role of sport in cultural reproduction; institutional relationships between sport and politics, economy, education, and media. Same as 045:276 (AMST:6276).</td>
</tr>
<tr>
<td>028:278</td>
<td>Seminar: Women in Sport</td>
<td>3 s.h.</td>
<td>Women’s sport involvement from ancient times to present; focus on social class, attitudes, religion, race, ethnicity, medical opinion, economic considerations, political events, educational philosophies that have influenced women’s participation. Same as 131:254 (GWSS:6710), 045:278 (AMST:6078).</td>
</tr>
<tr>
<td>028:295</td>
<td>Sport Studies Workshop</td>
<td>1 s.h.</td>
<td>Development of individual research projects for group discussion. Same as 045:296 (AMST:7077).</td>
</tr>
<tr>
<td>028:298</td>
<td>Seminar: Topics in Sport Studies</td>
<td>1-3 s.h.</td>
<td>Special topics on sport in historical or contemporary contexts. Same as 045:298 (AMST:6070).</td>
</tr>
<tr>
<td>028:299</td>
<td>Independent Study</td>
<td>arr.</td>
<td></td>
</tr>
<tr>
<td>028:374</td>
<td>Seminar in Sport History</td>
<td>3 s.h.</td>
<td>Topics in sport history; theoretical and methodological issues.</td>
</tr>
<tr>
<td>028:378</td>
<td>Seminar in Cultural Studies of Sport</td>
<td>3 s.h.</td>
<td>Current theoretical debates in sociology of sport; applications of cultural studies to critical analysis of sport.</td>
</tr>
</tbody>
</table>
028:398 (SPST:7080) Thesis: M.A. 1-6 s.h.

Anthropology

Chair
• James Enloe

Professors
• Michael Chibnik, Russell Ciochon (Pediatric Dentistry/Anthropology), James Enloe, Robert Franciscus, Ellen Lewin (Gender, Women’s, and Sexuality Studies/Anthropology), Sonia Ryang, Toni Tripp Reimer (Anthropology/Nursing)

Associate professors
• Margaret Beck, Laura Graham, Meena R. Khandelwal (Gender, Women’s, and Sexuality Studies/International Programs/Anthropology), Katina Lillios, Erica Prussing (Anthropology/Community and Behavioral Health), Scott Schnell, Christian Simon (Anthropology/Internal Medicine/), Glenn Storey (Anthropology/Classics)

Assistant professors
• Elana Buch, Matthew E. Hill, Andrew Kitchen, Emily Wentzell

Adjunct professor
• Frank Salomon

Adjunct associate professor
• Kevin Kelly

Adjunct assistant professors
• John Doershuk, Nathan Holton, Stephen C. Lensink, Dongwang Liu, Melody K. Pope, William Whittaker

Adjunct instructors
• Joe A. Artz, Shirley J. Schermer

Professors emeriti
• Melanie Dreher, E. Paul Durrenberger, Mac Marshall, Margery Wolf

Associate professor emeritus
• Douglas Midgett

Undergraduate major: anthropology (B.A., B.S.)
Undergraduate minor: anthropology
Graduate degrees: M.A. in anthropology; Ph.D. in anthropology
Web site: http://clas.uiowa.edu/anthropology/

Anthropology is the comparative study of peoples and cultures past and present. The discipline’s four major subfields—cultural anthropology, biological anthropology, linguistic anthropology, and archaeology—have important connections to other social sciences, physical and biological sciences, and to the arts and humanities.

Anthropology provides a framework for understanding the relation of human beings to their natural environment and to the social and cultural worlds they create and inhabit. The field provides insight into biological and sociocultural evolution and includes a focus on economic, social, and political organizations, symbolic systems, and social systems. Comparative studies of these and other aspects of past and present cultures yield information on regularities and differences.

In addition to offering undergraduate and graduate degree programs, the Department of Anthropology administers the University’s Museum Studies (p. 456) Program, which offers an undergraduate certificate.

Undergraduate Programs of Study

• Major in anthropology (Bachelor of Arts, Bachelor of Science)
• Minor in anthropology

The major in anthropology prepares individuals for advanced training or careers in anthropology, allied fields, and professional programs. Students who complete an anthropology major gain special understanding of human relations and expertise for jobs involving international or cross-cultural work, cultural resource management, and social and ethnic diversity in the United States.

Upon graduation, anthropology majors embark on careers in government, international affairs, conservation, economic development, public health, cultural resource management, urban and regional planning, social work, museum work, and education. Many go on to help resolve contemporary world problems by working with international or domestic organizations such as Americorps, the Peace Corps, and Teach for America. Some pursue graduate study in anthropology or related social sciences while others earn degrees in business, law, or the health sciences.

Bachelor of Arts, Bachelor of Science

The Bachelor of Arts with a major in anthropology requires a minimum of 120 s.h., including 33 s.h. of work for the major. The B.A. is designed to offer a comprehensive overview of anthropology’s four main subfields and the broadest possible cross-cultural background.

The Bachelor of Science with a major in anthropology requires a minimum of 120 s.h., including 42 s.h. of work for the major. The B.S. is appropriate for students with interests in any of anthropology’s subfields; it offers enhanced opportunities to gain experience and develop skills in research methods and scientific reasoning.

B.A. and B.S. students in anthropology may elect to complete one of four optional emphases; see "Undergraduate Emphasis Areas" below.

All undergraduates majoring in anthropology, including transfer students, must earn a minimum of 15 s.h. for the major at The University of Iowa. Students may apply credit earned at approved field schools offered by other institutions toward the major, with Department of Anthropology approval.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students who declare anthropology as their major when they are admitted to the College of Liberal Arts and Sciences are advised at the Academic Advising Center until they have earned 24 s.h. Students who have earned more than 24 s.h. are advised in the department. Students are assigned an advisor based on faculty advisor loads and student interests.
Common Requirements
All anthropology majors (B.A. or B.S.) must complete the following requirements:

113:003 (ANTH:1101) Cultural Anthropology 3 s.h.
113:012 (ANTH:1201) Introduction to Prehistory 3 s.h.
113:013 (ANTH:1301) Human Origins 3 s.h.
113:014 (ANTH:1401) Language, Culture, and Communication 3 s.h.
113:050 (ANTH:1001) Issues in Anthropology 3 s.h.
One course in archaeology (area or topical) or biological anthropology numbered 100 (3000) or above and not used to fulfill the area studies requirement 3 s.h.
One course in sociocultural or linguistic anthropology numbered 100 (3000) or above 3 s.h.
One course in area studies numbered 100 (3000) or above and not used to fulfill the archaeology requirement 3 s.h.
Three electives numbered 100 (3000) or above 9 s.h.

Anthropology electives offer many options, including courses dealing with environment and culture, expressive culture (art, verbal arts, literature, music, and dance), gender and sexuality, human evolution, human osteology, human prehistory, identity, language and culture, medical anthropology, molecular genetics, primatology, psychological anthropology, religion and ritual, and urban anthropology. Department faculty members offer area studies courses that focus on Latin America, Europe, Japan, South Asia, and Native North America.

Additional Bachelor of Arts Requirements
Bachelor of Arts students are strongly encouraged to take courses and participate in archaeological field and laboratory research, biological anthropology laboratory research, ethnographic research methods in sociocultural anthropology, and multimedia research in linguistic anthropology.

Additional Bachelor of Science Requirements
Bachelor of Science students must fulfill additional requirements in the following three areas.

Quantitative, mathematical, or formal reasoning tool
Directed laboratory or field research
Allied topical course work

QUANTITATIVE, MATHEMATICAL, OR FORMAL REASONING TOOL
Bachelor of Science students must complete two courses (a minimum of 6 s.h.) in statistics, computing, logic, and/or mathematics in addition to the course they take to fulfill the General Education Program’s Quantitative and Formal Reasoning requirement. The department accepts the following courses to fulfill the tool requirement. Students who would like to use other courses should consult their advisors.

22C:005 (CS:1110) Introduction to Computer Science 3 s.h.
22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
22M:015 (MATH:1440) Mathematics for the Biological Sciences 5 s.h.
22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
22M:025 (MATH:1850) Calculus I 5 s.h.
22S:002 (STAT:1010) Statistics and Society 3 s.h.
22S:025 (STAT:1020)/(PSQF:1020) Elementary Statistics and Inference 3 s.h.
22S:101 (STAT:3510) Biostatistics 3 s.h.
026:036 (PHIL:1636) Principles of Reasoning: Argument and Debate 3 s.h.
036:017 (COMM:1117) Theory and Practice of Argument 4 s.h.
103:013 (LING:1050) Language and Formal Reasoning 3 s.h.
143:080 (HONR:1800) Honors Seminar in Quantitative and Formal Reasoning 3 s.h.

DIRECTED LABORATORY OR FIELD RESEARCH
Bachelor of Science students complete an approved directed research requirement (minimum of 3 s.h.) consisting of one of the following.

Laboratory research: a laboratory practicum in anthropology research labs or independent, faculty-guided, laboratory research, including use of the collections of the Office of the State Archaeologist.

Field research project: faculty-advisted projects involving the collection of primary archaeological, biological, ethnographic, and/or linguistic data in a fieldwork setting.

A University of Iowa field archaeological school program or approved equivalent.

An approved internship: internships typically involve work in cultural resource management firms, museums, and public health research or education projects; to receive research credit for an internship, students must make a final report to their faculty advisor, summarizing the work accomplished or presenting materials that document the nature of the work.

ALLIED TOPICAL COURSE WORK
Bachelor of Science students complete a topical specialization in one of the following allied fields: biology, chemistry, computer science, economics, geography, geoscience, global health studies, health and human physiology, health promotion, linguistics, mathematics, psychology, science education, sport studies, or statistics and actuarial science. Minors (or at least five courses) in other fields, chosen in consultation with the student’s advisor, also may be applied toward this requirement.

Optional Undergraduate Emphasis Areas
The department offers four optional undergraduate emphasis areas: gender and culture, cultural resource and heritage management, environmental anthropology, and medical anthropology. Students majoring in anthropology may use an emphasis area to provide a particular focus in their study plan.

Each emphasis area reflects broad issues bridging subfields in and outside of anthropology. Completion of an emphasis area indicates the achievement of considerable expertise and is noted on the student’s transcript.

Each emphasis requires five courses (15 s.h.). With careful course selection, students majoring in anthropology can complete an emphasis area without adding to the semester hours required for graduation.
GENDER AND CULTURE EMPHASIS

Anthropological research regarding gender and sexuality has grown dramatically in recent years, enhancing and drawing from other theoretical and methodological approaches within the discipline. Such studies contribute a cross-cultural perspective to the discussion surrounding these fundamental aspects of human experience, both in academia and in public life.

The gender and culture emphasis requires five courses (15 s.h.) chosen from the following list. Each course provides an integrated overview of essential theoretical and topical issues in the field.

Five of these:

113:102 (ANTH:3106) Ethnography and Auto/Biography 3 s.h.
113:105 (ANTH:3300) Mothers and Motherhood 3 s.h.
113:107 (ANTH:2108) Gendering India 4 s.h.
113:108 (ANTH:2102) Anthropology of Marriage and Family 3 s.h.
113:112 (ANTH:3101) Anthropology of Sexuality 3 s.h.
113:127 (ANTH:3121) South Asian Sexual Cultures 3 s.h.
113:133 (ANTH:4140) The Anthropology of Women’s Health 3 s.h.
113:137 (ANTH:2101) The Anthropology of Love 3 s.h.
113:140 (ANTH:3118) Politics of Reproduction 3 s.h.
113:141 (ANTH:3140) Feminist Anthropology 3 s.h.
113:154 (ANTH:3119) Anthropology of Sexual Minorities 3 s.h.
113:182 (ANTH:3141) Women, Health, and Healing 3 s.h.

CULTURAL RESOURCE AND HERITAGE MANAGEMENT EMPHASIS

In North America and throughout much of the rest of the world, modern land use continually threatens evidence of past land use. Most archaeological excavations are conducted as cultural resource management (CRM), so it is essential that all researchers who work with archaeological data and individuals committed to site preservation have a basic understanding of CRM. Students who choose this emphasis learn about the field and about how to address related ethical issues as well as technical and theoretical challenges.

The cultural resource and heritage management emphasis requires five courses (15 s.h.): a fundamental overview course, two area electives, a technical/practical elective, and a field school course. Students may use some of these courses to satisfy requirements for the major, such as the 100-level course in archaeology and the 100-level courses to satisfy requirements for the major, such as anthropology.

Overview—this course:

113:170 (ANTH:3240) Cultural Resources Management: Archaeology: Practice and Practicalities 3 s.h.

Area electives—two of these (or one of these and one other Department of Anthropology area course):

113:110 (ANTH:2165) Native Peoples of North America 3 s.h.
113:159 (ANTH:3258) Southwestern Archaeology 3 s.h.
113:167 (ANTH:3257) North American Archaeology 3 s.h.
113:179 (ANTH:3260) Pleistocene Peopling of the Americas 3 s.h.
113:181 (ANTH:3265) Archaeology of the Great Plains 3 s.h.

Technical/practical elective—one of these:

113:124 (ANTH:3237) Politics of the Archaeological Past 3 s.h.
113:158 (ANTH:3207) Animal Bones in Archaeology 3 s.h.

113:160 (ANTH:3255) Introduction to Archaeological Ceramics 3 s.h.
113:162 (ANTH:2290) Practicum in Archaeology 3 s.h.
113:168 (ANTH:2205) Archaeological Methods 3 s.h.
113:173 (ANTH:3256) Household Archaeology and Anthropology 3 s.h.
113:189 (ANTH:4620) Approaches to Geoarchaeology 3 s.h.
113:190 (ANTH:3221) Beyond the Map: Introduction to Geographic Information Systems (GIS) in Anthropology 3 s.h.
213:190 (ANTH:3305) Human Osteology 3 s.h.

Field school—one of these:

113:199 (ANTH:3295) Field Research in Archaeology 3 s.h.
An equivalent course from another university

ENVIRONMENTAL ANTHROPOLOGY EMPHASIS

The interaction between humans and the environments they inhabit has long been a central issue in anthropology, and environmental degradation is a worldwide concern today. Pollution, loss of biodiversity, and global warming recognize no political boundaries, but attitudes and behaviors involving the natural environment vary widely from culture to culture. Understanding and incorporation of these varied perspectives will be vital to the development and successful use of workable solutions.

The environmental anthropology emphasis requires five courses (15 s.h.): two theory courses, which deal primarily with human-environmental interactions; and three area or topical electives, which deal in part with environment, ecology, and subsistence technologies. The following are sample courses in each area.

Theory courses:

113:113 (ANTH:2261) Human Impacts on the Environment 3 s.h.
113:114 (ANTH:3112) Environmentalisms 3 s.h.
113:139 (ANTH:4130) Religion and Environmental Ethics 3 s.h.
113:143 (ANTH:3103) Environment and Culture 3 s.h.

Area or topical electives:

113:125 (ANTH:2175) Japanese Society and Culture 3 s.h.
113:126 (ANTH:3282) Animals, Culture, and Food 3 s.h.
113:130 (ANTH:3238) Archaeology of the Iberian Peninsula 3 s.h.
113:131 (ANTH:2110) Latin American Economy and Society 3 s.h.
113:150 (ANTH:3239) Tribes and Chiefdoms of Ancient Europe 3 s.h.
113:157 (ANTH:2216) Foodways and Cuisine in the Past 3 s.h.
113:158 (ANTH:3207) Animal Bones in Archaeology 3 s.h.
113:161 (ANTH:3205) Prehistoric People of the Ice Age 3 s.h.
113:164 (ANTH:4205) Comparative Prehistory 3 s.h.
113:178 (ANTH:6205) Hunter-Gatherer Ethnoarchaeology 3 s.h.
113:181 (ANTH:3265) Archaeology of the Great Plains 3 s.h.
113:187 (ANTH:3283) Cultures in Collision 3 s.h.
113:189 (ANTH:4620) Approaches to Geoarchaeology 3 s.h.
113:196 (ANTH:3275) The Archaeology of Ancient Egypt 3 s.h.

MEDICAL ANTHROPOLOGY EMPHASIS

Human experiences of sickness and suffering are universal yet profoundly shaped by cultural and historical contexts. Medical anthropology explores cultural and biological diversity in sickness, health, and healing through approaches that include examining individual experiences of disrupted well-being, considering how biological and...
cultural factors interact to promote health or produce sickness, analyzing political-economic causes of health inequalities, and applying research to improve health research and services in an increasingly global world. Course work in medical anthropology helps students prepare for a range of health professions and social services careers and for work in diverse settings that increasingly include nongovernmental organizations devoted to improving health.

The medical anthropology emphasis requires five courses (15 s.h.): one overview course and four electives that focus on particular topics.

Overview—this course:

- 113:185 (ANTH:3102) Medical Anthropology 3 s.h.

Electives—four of these:
- 113:112 (ANTH:3101) Anthropology of Sexuality 3 s.h.
- 113:119 (ANTH:3111) Health in Mexico 3 s.h.
- 113:121 (ANTH:3110) Health of Indigenous Peoples 3 s.h.
- 113:133 (ANTH:4140) The Anthropology of Women’s Health 3 s.h.
- 113:140 (ANTH:3118) Politics of Reproduction 3 s.h.
- 113:147 (ANTH:2181) The Anthropology of Aging 3 s.h.
- 113:151 (ANTH:3151) The Anthropology of the Beginnings and Ends of Life 3 s.h.
- 113:152 (ANTH:3152) Anthropology of Caregiving and Health 3 s.h.
- 113:182 (ANTH:3141) Women, Health, and Healing 3 s.h.
- 213:090 (ANTH:2320) Anthropological Perspectives on Human Infectious Disease: Origins and Evolution 3 s.h.
- 213:153 (ANTH:3326) Infectious Disease and Human Evolution 3 s.h.

B.A. or B.S. with Teacher Licensure

Anthropology majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

Bachelor of Arts

Before the fifth semester begins: at least two courses in the major

Before the seventh semester begins: at least seven courses in the major and the completion of 90 s.h. earned toward the degree

Before the eighth semester begins: at least eight courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Bachelor of Science

Before the third semester begins: at least one anthropology course or other course in the major

Before the fifth semester begins: at least four anthropology courses or other courses in the major, one course in the minor area, one course for the quantitative or formal reasoning tool requirement

Before the seventh semester begins: at least seven courses in the major, three courses in the minor area, the second quantitative or formal reasoning tool course, and the completion of 90 s.h. earned toward the degree

Before the eighth semester begins: at least nine courses in the major, including the directed research requirement and four courses in the minor area

During the eighth semester: enrollment in all remaining course work in the major and in the minor area, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors

The department offers outstanding students the opportunity to graduate with honors in the anthropology major. Departmental honors students must have a g.p.a. of at least 3.50 in anthropology. To graduate with honors in the major, they must conduct an independent research project that culminates in a 30-50 page thesis. The project includes completion of 6 s.h. divided between 113:186 (ANTH:4995) Honors Research Seminar (offered only in fall semesters) and 113:176 (ANTH:4996) Honors Research, typically taken the next semester. Honors students also must take one of their anthropology courses at the graduate level.

Students working toward a B.S. may count their directed research project or laboratory practicum toward the requirements for graduation with honors, but fulfilling the research requirement for the B.S. does not by itself fulfill the honors research requirement. Students must work with their honors thesis advisor to structure their research so that it meets the added requirements of honors work.

Contact the department’s director of undergraduate studies to learn more about honors in anthropology.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

Minor

The minor in anthropology requires a minimum of 15 s.h. in anthropology courses, including 12 s.h. in University of Iowa Department of Anthropology courses (prefix 113 or 213 (ANTH)) numbered 100 (3000) or above. Students must maintain a g.p.a. of at least 2.00 in the minor.

Courses for the minor may not be taken pass/nonpass.

Students may create a focus for the minor by completing an emphasis; see “Optional Undergraduate Emphasis Areas” above.
Certificate in Museum Studies

The Department of Anthropology administers the University’s Museum Studies Program, which offers an undergraduate certificate; see Museum Studies (p. 456) in the Catalog.

Graduate Programs of Study

- Master of Arts in anthropology
- Doctor of Philosophy in anthropology

Graduate study in anthropology is open to individuals with varied undergraduate majors and training backgrounds. Students normally are admitted directly to the Ph.D. program; once they complete requirements for the M.A., their committees recommend whether or not they should continue to work toward the Ph.D.

Graduate students become competent in the discipline’s four major subfields: sociocultural anthropology, linguistic anthropology, archaeology, and biological anthropology. Ph.D. students develop professional specialization for independent research and teaching in one of the subfields and may elect to pursue a concentration in feminist anthropology or paleoanthropology. Students also may choose to earn a terminal M.A. with a focus on cultural resource management—archaeology (CRM), which prepares them for a professional career in that field.

Master of Arts

The Master of Arts program in anthropology requires 30-36 s.h. of graduate credit, depending on the student’s previous anthropological training. Students may count a maximum of 9 s.h. earned in courses outside anthropology toward the M.A. in anthropology. The degree normally is awarded to students after two years in the graduate program.

Master's degree students who choose to focus on cultural resource management—archaeology (CRM) normally do not go on to earn a Ph.D. in anthropology.

During the first semester of the M.A. program, students are advised by the director of graduate studies. By the end of the second semester, they must select an advisor and begin forming an M.A. committee. In consultation with the committee, the student develops a research project and writes an M.A. paper. The committee must approve the M.A. paper by the end of the fourth semester of study. The student also presents the paper publicly. As an alternative to the M.A. paper, students may choose to write a formal M.A. thesis, which must follow the Graduate College thesis guidelines. Students must submit a final copy of their M.A. thesis or paper to the department.

Master's degree students who intend to earn a doctorate should consider taking 113:210 (ANTH:5110) Anthropological Data Analysis or another statistics course during their M.A. study.

GENERAL COURSE WORK

M.A. students must complete core seminars in at least three of four subfields (total of 9 s.h.). They choose core seminars from the following.

113:240 (ANTH:5101) Seminar Sociocultural Anthropology 3 s.h.
113:268 (ANTH:5201) Seminar: Archaeological Theory and Method 3 s.h.

ELECTIVES

In consultation with their advisor and committee members, students select additional course work to complete the remaining semester hours required for the M.A. Elective hours may include courses in other disciplines, directed study, or up to 6 s.h. of M.A. thesis credit for students who choose the thesis option.

Doctor of Philosophy

The Doctor of Philosophy program in anthropology requires a minimum of 72 s.h. of graduate credit. The Ph.D. balances the general anthropological competence obtained at the M.A. level with professional specialization and competence for independent research and teaching in one of four subfields: sociocultural anthropology, linguistic anthropology, archaeology, and biological anthropology.

Ph.D. students also may elect to pursue a concentration in feminist anthropology or paleoanthropology; see "Graduate Concentrations" below.

To ensure focus on the student’s research interests, the department has an integrated process of simultaneous preparation of reading lists, research proposals for submission to granting agencies, dissertation proposal, and position papers. In order to complete the degree, all doctoral students are required to complete appropriate course work and the Ph.D. comprehensive process, carry out original anthropological research, and write and defend a dissertation. Students work closely with their advisor and committee at all stages.

In the first semester after completing the M.A. (or the first semester in the program for students who enter with an M.A. in anthropology from another institution), the student selects an advisor. By the end of the second semester, the student selects a committee to oversee his or her completion of the comprehensive process.

Students immediately begin consulting with their advisor, and eventually their committees, to start compiling an annotated bibliography of works relevant to future research. The annotated bibliography is a working document for the student’s use in the Ph.D. program; it is not a formal requirement and does not require formal review.

In the third and fourth semesters of the program, the student completes the comprehensive process. Then he or she may select a dissertation committee.

All doctoral students must demonstrate reading and/or speaking knowledge of one language other than English. They must meet this requirement before beginning dissertation research.

REQUIRED COURSE WORK

Students should take all lecture courses and seminars that are relevant to the areas they intend to cover in their dissertation papers. They may count a maximum of 18 s.h. earned in non-anthropology courses toward the 72 s.h. required for the Ph.D., including the maximum of 9 s.h. that may be counted toward the master’s degree. Students may count a maximum of 9 s.h. of independent study courses beyond the master’s degree toward the Ph.D.

All doctoral students are required to take 113:210 (ANTH:5110) Anthropological Data Analysis or
another statistics course within the first three years of graduate study, preferably during the M.A. program (first two years).

Students must take at least one theory course beyond the course they took to fulfill the master’s degree requirements in their specialization subfield. This course should be chosen from one of the following lists.

**Sociocultural Anthropology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>113:240</td>
<td>ANTH:5101 Seminar Sociocultural Anthropology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:244</td>
<td>ANTH:6410 Seminar: Semiotics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:250</td>
<td>ANTH:6107 Seminar: Ritual and Performance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:251</td>
<td>ANTH:6117 Seminar: Resistance in Theory and Practice</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Most graduate seminars offered in the feminist anthropology concentration also may be used to fulfill this requirement (see "Feminist Anthropology Concentration" below).

**Linguistic Anthropology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>113:244</td>
<td>ANTH:6410 Seminar: Semiotics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:271</td>
<td>ANTH:5401 Seminar: Linguistic Anthropology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:273</td>
<td>ANTH:6415 Seminar: Language, Gender, and Sexuality</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Archaeology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>113:164</td>
<td>ANTH:4205 Comparative Prehistory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:174</td>
<td>ANTH:3206 Seminar: Taphonomy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:178</td>
<td>ANTH:6205 Hunter-Gatherer Ethnoarchaeology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:258</td>
<td>ANTH:6230 Seminar: Zooarchaeology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:268</td>
<td>ANTH:5201 Seminar: Archaeological Theory and Method</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Biological Anthropology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>213:151</td>
<td>ANTH:3325 Human Evolutionary Genetics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>213:165</td>
<td>ANTH:3308 Human Variation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>213:169</td>
<td>ANTH:4315 Human Evolutionary Anatomy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>213:170</td>
<td>ANTH:4310 Primate Evolutionary Biology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>213:187</td>
<td>ANTH:4305 Human Evolution</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>213:188</td>
<td>ANTH:3310 Primate Behavior and Ecology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>213:285</td>
<td>ANTH:5301 Seminar: Biological Anthropology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>213:288</td>
<td>ANTH:6505 Seminar: Paleoenthropology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**THE PH.D. COMPREHENSIVE PROCESS**

The comprehensive process consists of preparing a research proposal and prospectus defense and writing comprehensive essays. According to individual needs and in consultation with his or her committee, a student selects the order of completing these two tasks. Successful completion of both tasks advances the student to Ph.D. candidacy.

To remain in good academic standing, students must complete the comprehensive process by the end of the fourth semester in the Ph.D. program. Students who do not adhere to this timeline are placed on departmental probation.

Working closely with his or her committee, each student drafts a research proposal for the program of dissertation research and defends a research prospectus before the Ph.D. committee. The defense is open to students and faculty. A copy of the student’s dissertation prospectus must be made available in the department office one week before the defense.

Each student must write two comprehensive essays, which must be of publishable quality. One essay must concern the student’s geographical area of specialization; the other must deal with his or her primary topical area. In some fields (e.g., biological anthropology), a geographical area may not be relevant. The essays are responses to questions the committee prepares in consultation with the student.

Comprehensive essays should demonstrate analysis, evaluation, synthesis, and control of a body of information (knowledge and comprehension). They should critique a major problem or debate (application and analysis), and they should develop a position on an issue and provide an explanation or theoretical justification for the position (evaluation and synthesis).

Doctoral students who have completed the comprehensive examination process are encouraged to enroll in 113:382 (ANTH:7501) Dissertation Writing Seminar to enhance timely progress on their dissertations.

**DISSERTATION**

All Ph.D. candidates are required to carry out original anthropological research. Students typically conduct dissertation research after defending their research prospectus and writing comprehensive essays. Dissertations usually are based on fieldwork. Some are based on data from archival collections, laboratory projects, collections, or other source materials.

**Graduate Concentrations**

In addition to their required course work in the four Ph.D. subfields, students may complete a concentration in feminist anthropology or paleoanthropology. Each concentration reflects broad issues bridging subfields in and outside of anthropology.

Completion of a concentration indicates substantial expertise. It is recognized as a department credential and may be added to a student’s curriculum vitae.

**FEMINIST ANTHROPOLOGY CONCENTRATION**

The feminist anthropology concentration offers broad training in a growing specialization area that enhances and draws from other theoretical approaches in anthropology. Graduate students in anthropology and other disciplines may explore particular aspects of the field by taking feminist anthropology courses.

Course work in the concentration emphasizes feminist perspectives, theories, methods, and analytic techniques in anthropology. It improves students’ academic job prospects in anthropology and other fields, especially women’s studies and gender studies. It also helps students prepare for careers in applied or public anthropology.

Feminist anthropology students take 15 s.h. of course work in the concentration in addition to their regular core requirements. The 15 s.h. should be divided between graduate seminars and elective courses as noted below. Concentration courses may fulfill requirements for graduate electives in anthropology.

Feminist anthropology was offered as a track in the Master of Arts in academic year 2006-07 and earlier. Students who took courses as part of the M.A. track may count them toward the Ph.D. concentration.

The following list of approved courses is subject to change; contact the Department of Anthropology for
updates. Students may petition to count other courses in anthropology or other disciplines toward the concentration, if the courses or the students' work in them includes significant relevant content. Petitions are reviewed by the feminist anthropology faculty.

**Graduate Seminars**

Students complete at least two of these (minimum of 6 s.h.) and may count additional graduate seminar courses as elective credit.

- **113:221 (ANTH:6125) Seminar: Feminist Ethnography** 3 s.h.
- **113:222 (ANTH:5120) Reading Transnational Feminist Theory** 3 s.h.
- **113:273 (ANTH:6415) Seminar: Language, Gender, and Sexuality** 3 s.h.
- **113:290 (ANTH:6310) Anthropology of Science, Technology, and Gender** 3 s.h.

**Electives**

Students must earn a minimum of 9 s.h. in electives and may count extra credit earned in graduate seminars toward the elective requirement.

- **113:102 (ANTH:3106) Ethnography and Auto/Biography** 3 s.h.
- **113:105 (ANTH:3300) Mothers and Motherhood** 3 s.h.
- **113:107 (ANTH:2108) Gendering India** 4 s.h.
- **113:133 (ANTH:4140) The Anthropology of Women’s Health** 3 s.h.
- **113:140 (ANTH:3118) Politics of Reproduction** 3 s.h.
- **113:141 (ANTH:3140) Feminist Anthropology** 3 s.h.
- **113:154 (ANTH:3119) Anthropology of Sexual Minorities** 3 s.h.
- **113:182 (ANTH:3141) Women, Health, and Healing** 3 s.h.

**PALEOANTHROPOLOGY CONCENTRATION**

The paleoanthropology concentration offers broad training that combines archaeological and biological anthropology, two traditional subfields of anthropology important in understanding the biocultural factors that have been critical in human evolution. The concentration combines course work in both biological and archaeological anthropology, complementing the specialized training that students from either subfield receive in their own specialization. Paleoanthropology courses emphasize integration of biological and cultural factors in the evolution of hominid species up to and including modern humans. They encompass primate and human evolutionary anatomy, technology and subsistence in Paleolithic archaeology, and modern human hunter-gatherers.

Paleoanthropology students take 15 s.h. of course work in the concentration in addition to their regular core requirements. The 15 s.h. should be divided between graduate seminars and elective courses as noted below.

Students may choose core seminars to fulfill requirements for both the M.A. general course work and the paleoanthropology concentration.

The following list of approved courses is subject to change; contact the Department of Anthropology for updates. Students may petition to count other courses in anthropology or other disciplines toward the concentration, if the courses or the students' work in them includes significant relevant content. Petitions are reviewed by the paleoanthropology faculty.

**Graduate Seminars**

All of these (9 s.h.):

- **113:268 (ANTH:5201) Seminar: Archaeological Theory and Method** 3 s.h.
- **213:285 (ANTH:5301) Seminar: Biological Anthropology** 3 s.h.
- **213:288 (ANTH:6505) Seminar: Paleoanthropology** 3 s.h.

**Electives**

At least two of these (6 s.h. minimum):

- **113:178 (ANTH:6205) Hunter-Gatherer Ethnoarchaeology** 3 s.h.
- **113:179 (ANTH:3260) Pleistocene Peopling of the Americas** 3 s.h.
- **113:258 (ANTH:6230) Seminar: Zooarchaeology** 3 s.h.
- **213:151 (ANTH:3325) Human Evolutionary Genetics** 3 s.h.
- **213:169 (ANTH:4315) Human Evolutionary Anatomy** 3 s.h.
- **213:170 (ANTH:4310) Primate Evolutionary Biology** 3 s.h.
- **213:187 (ANTH:4305) Human Evolution** 3 s.h.
- **213:190 (ANTH:3305) Human Osteology** 3 s.h.

**Admission**

Applicants for admission to the graduate program in anthropology are considered regardless of their undergraduate major or previous field of training. Students without previous training in anthropology may be expected to perform additional work necessary to achieve competence expected for their degree objective.

Students normally are admitted directly to the Ph.D. program. For students without an M.A. in anthropology, the first two years of the Ph.D. program are devoted to fulfilling the requirements of the M.A. After those requirements are completed, the student’s committee recommends to the faculty whether the student should continue to work toward the Ph.D.

Students with an M.A. in anthropology from another institution may proceed directly into a Ph.D. program organized around their special research interests.

Applicants for admission to the graduate program must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog.

Applicants must submit the following:

- a completed University application form;
- transcripts of all previous undergraduate and graduate work;
- three letters of recommendation from individuals competent to judge the applicant’s potential for graduate training;
- Graduate Record Examination (GRE) scores;
- at least one written example of previous work (for example, a term paper).

Applicants whose first or official language is not English and whose previous academic degrees were not earned at an English-language institution must submit scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Applicants with an M.A. from another university must submit a copy of their master’s thesis; applicants who earned an M.A. without thesis or whose thesis is not yet
complete should submit written copies of three papers completed in graduate school.

Financial Support

Financial assistance, usually in the form of teaching and research assistantships, may be offered to doctoral and potential doctoral students in good standing for up to five years. Students making satisfactory and timely progress through the graduate program are in good standing. Eligibility for financial aid is reduced after two years in the M.A. program, after two years in the Ph.D. program, or after one year of postdoctoral fieldwork or research enrollment. The amount and types of aid depend on departmental needs. The department usually awards financial aid to most entering graduate students every year.

Students are notified in writing of a provisional financial award before the semester or summer session for which the award has been granted. Although awards are made before the end of the previous semester, each award is contingent upon satisfactory completion of that semester’s work by the awardee.

Archaeological Field Research

Under the direction of University archaeologists, students acquire skills in data recovery and interpretive techniques. Opportunities are available for students to participate in archaeological field research in France, the Netherlands, Portugal, Sicily, the U.S. Southwest, or at various sites in the U.S. Midwest. Occasional fieldwork in East and Southeast Asia is available to graduate students in the paleoanthropology research program.

Resources, Facilities

The department has access to the Iowa Archaeological Collections through the Office of the State Archaeologist and maintains its own archaeological collections (midwestern prehistoric and historical and comparative faunal material).

The department maintains a documented human osteology teaching collection amassed by the University of Iowa Carver College of Medicine and the Department of Anatomy and Cell Biology, and it holds a substantial documented human osteology research collection originally from Stanford University's medical school that is maintained jointly with the Office of the State Archaeologist.

Individual faculty members maintain field laboratories and conduct research outside the United States, maintaining ties with research institutions in foreign countries, including the Laboratoire d’Ethnologie Préhistorique at Pincevent; the Centre de Recherches Archéologiques at Verberie, in France; the National Museum of Ethnology in Japan; the Institute of Technology Bandung (ITB), in Indonesia; the Gemeente Nijmegen, Bureau Archeologie, Nijmegen, the Netherlands, and the Deutsches Archäologisches Institut of Madrid in Spain.

The department also has well-equipped laboratories for the study of archaeology, biological anthropology, a state-of-the-art multimedia linguistic anthropology laboratory, and a GIS/quantitative analysis laboratory.

The University is a charter member of the Human Relations Area Files (HRAF), an extensively annotated set of source materials on the peoples of the world--their environments, behavioral patterns, social lives, and cultures. Through HRAF and other library resources, anthropology students have access to source materials on more than 400 different cultures.

The University’s exchange programs for Iowa students provide opportunities and some scholarships for study abroad.

Faculty

Members of the anthropology faculty have studied and lived in Africa, Asia, the Caribbean, Europe, Mexico and Central America, Pacific Islands, South America, and the United States. Recent field research has been conducted in Belgium, Brazil, Cameroon, China, Czech Republic, Ecuador, Fiji, France, Greece, Honduras, India, Indonesia, Italy, Japan, Mexico, Myanmar (formerly Burma), Namibia, the Netherlands, New Zealand, Peru, Philippines, Portugal, Russia, the Gambia, the United States, and Vietnam.

Current faculty interests include patterns of political and economic development of emerging nations; the trade in Mexican folk art, material culture, human rights; indigenous movements; visual culture and indigenous media; gender and the cultural politics surrounding sobriety in native North America; lesbian and gay families in the United States; the cultural production of scientific knowledge about racial/ethnic infant mortality disparities in U.S. public health; power, memory, and social inequality in ancient Iberia; language and gender; expressive culture and performance in the Brazilian Amazon; language and social justice; colonial linguistics, cultural politics of language, religion, and ethnicity; spiritual tourism in India; community and conflict, ritualization, localized religion, and environmentalism in Japan; ethnic minorities in Japan; diasporas, love, and romantic relations, culture, and totalitarianism in North Korea; paleoanthropological investigations of Pleistocene karst caves in China and northern Vietnam; geological and paleoanthropological field surveys of the Plio-Pleistocene Sangiran Dome, in Java; Neanderthal craniofacial form, function, and evolutionary history; anatomical modernity and the origins of modern humans; historical archaeology of Iowa; primate evolutionary history; faunal and spatial analyses from Paleolithic sites in France, middle Stone Age adaptations in Namibia; regional interaction and migration in late-prehistoric North America; peopling of the Americas; human impacts on the environment in North America.

Courses

For Undergraduates

113:003 (ANTH:1101) Cultural Anthropology 3 s.h.

Comparative study of culture, social organization. GE: Social Sciences; Values, Society, and Diversity. Same as 187:008 (IS:1101).

113:010 (ANTH:2100) Anthropology and Contemporary World Problems 3 s.h.

Selected world problems from an anthropological perspective; current dilemmas and those faced by diverse human groups in recent times and distant past. GE: International and Global Issues; Social Sciences.
113:012 (ANTH:1201) Introduction to Prehistory 3 s.h.
Data, theories of evolution of human cultures from end of Pleistocene to emergence of complex societies; emphasis on prehistoric cultural information from world areas from which relatively complete sequences are available. GE: Historical Perspectives.

113:013 (ANTH:1301) Human Origins 3 s.h.
Processes, products of human evolution from perspectives of heredity and genetics, evolutionary theory, human biological characteristics, fossil record, artifactual evidence, biocultural behaviors. GE: Natural Sciences without Lab.

113:014 (ANTH:1401) Language, Culture, and Communication 3 s.h.
Human language in context of animal communication; development, acquisition of language; biological base; language as a linguistic system in cultural social context. GE: Social Sciences.

113:029 (ANTH:1000) First-year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

113:041 (ANTH:1061) Origins of Life in the Universe (Part 2) 4 s.h.
Fundamental questions (How old is the universe? What is the nature of life? How has life evolved on Earth? What are our human origins? Are there other habitable planets in the universe?) that revolve around understanding origins from different perspectives (i.e., astronomy, physics, geoscience, biology, chemistry, anthropology); work with faculty from several departments to investigate these questions; inquiry-based activities to build success in critical thinking, teamwork, and effective written and oral communication; second of a two-part sequence. Prerequisites: 029:040 (ASTR:1060) or 002:050 (BIOL:1060) or 012:045 (GEOG:1060). Recommendations: first-year or sophomore standing. GE: Natural Sciences with Lab. Same as 029:041 (ASTR:1061), 012:046 (GEOG:1061), 002:051 (BIOL:1061).

113:045 (ANTH:1040) Language Rights 3 s.h.

113:050 (ANTH:1001) Issues in Anthropology 3 s.h.
In-depth exploration of methodological and theoretical issues in contemporary anthropology; emphasis on critical reading of primary texts.

113:060 (ANTH:1305) Forensic Anthropology and CSI 3 s.h.
Role and range of techniques used in forensic anthropology; how analysis of skeletal and nonskeletal remains is used in crime scene investigation; case studies.

113:062 (ANTH:1003) Anthropology of Violence 3 s.h.
Sources and manifestations of violence; violence in varied contexts—war, genocide, colonialism, state violence, terrorism, domestic violence; anthropological perspective considering structural, economic, and symbolic violence.

113:066 (ANTH:1007) The Anthropology of Virtual Worlds 3 s.h.
How virtual reality intertwines with social existence; anthropological exploration of virtual worlds, from checking e-mail to setting up bar crawls on Facebook; forms of virtual identity, how virtual life affects language.

113:067 (ANTH:1008) Anthropology of Immigration 3 s.h.
Anthropological study of movements of people, goods, ideas around the world, drawing upon recent theory and ethnographic examples; topics include citizenship, family/parenting, gender, labor, economy, religion.

113:081 (ANTH:1310) Human Genetics in the Twenty-First Century 3 s.h.
Heredity in human families, populations; genetic basis of normal, abnormal traits; chromosome behavior; molecular basis of genetics; sex determination. GE: Natural Sciences without Lab. Same as 002:081 (BIOL:1311).

213:090 (ANTH:2320) Anthropological Perspectives on Human Infectious Disease: Origins and Evolution 3 s.h.
Origin and evolution of important infectious diseases in human history; biological evolution of infectious agents and biocultural responses to emerging infectious diseases; primary focus on viruses and bacteria; selected world problems from an anthropological perspective; current dilemmas and those faced by diverse human groups in recent times and distant past. Same as 152:090 (GHS:2320).
113:091 (ANTH:2164) Culture and Healing for Future Health Professionals

Health professions increasingly focused on how to best provide health care to culturally diverse populations; introduction to key cultural and social influences on sickness and healing; worldwide examples. Same as 152:091 (GHS:2164).

Advanced Courses

General Anthropology

113:103 (ANTH:3001) Introduction to Museum Studies
Overview of museum history, function, philosophy, collection, and curatorial practices; governance and funding issues; exhibition evaluation and audience studies; examples from Museum of Art, Museum of Natural History, Old Capitol Museum, and Medical Museum. GE: Social Sciences. Same as 07S:112 (EDTL:3001), 097:115 (SIED:3001), 024:102 (MUSM:3001).

113:148 (ANTH:3005) Special Topics in Anthropology
Problems, concepts involved in comparing and contrasting behavior and ideas of different cultures.

113:149 (ANTH:3010) Special Topics in Anthropology
Problems, concepts involved in comparing and contrasting behavior and ideas of different cultures.

113:190 (ANTH:3221) Beyond the Map: Introduction to Geographic Information Systems (GIS) in Anthropology
Software environment for managing, visualizing, and analyzing spatial relationships in anthropology; mapmaking tool; spatial organization of material culture.

113:209 (ANTH:7109) Research Design and Proposal Writing
Anthropological research design; preparation of proposals for fieldwork or laboratory analysis.

113:210 (ANTH:5110) Anthropological Data Analysis
Quantitative procedures for analyzing field data, library materials; elementary statistics, introduction to computers.

113:235 (ANTH:5001) Graduate Teaching Pro-Seminar
Graduate student teaching skills: developing course guidelines, leading discussion, grading, review sessions, dealing with problem students and complaints; development of syllabi and teaching portfolios; mentoring of less-experienced teaching assistants.

113:382 (ANTH:7501) Dissertation Writing Seminar

Organization of dissertation, setting and meeting deadlines, writing a chapter, and workshop reading drafts; seminar group work and consultation with advisors; completion and revision of at least one dissertation chapter; for anthropology graduate students who are beginning, or about to begin, their dissertation writing process. Requirements: anthropology graduate student who passed comprehensive exams (prospectus and essays).

Area Studies

Several archaeology courses may be used to fulfill the undergraduate area studies requirement; see "Archaeology" below.

113:107 (ANTH:2108) Gendering India
Aspects of Indian culture, including nation, family, sexuality, work, and religion, through the lens of gender; Hindu India, differences in region, caste, and class. Same as 131:107 (GWSS:2108).

113:110 (ANTH:2165) Native Peoples of North America

113:118 (ANTH:3108) North Korea and Totalitarianism
North Korea viewed as a human society, rather than a global security threat, through examination of the nation's culture and politics.

113:119 (ANTH:3111) Health in Mexico
Use of anthropological perspectives to examine disease, healing systems, and ideas about health and the body in Mexico and its diaspora; relationships between structural conditions and historical and political transformations; ideas about gender and race; chronic and acute disease in Mexico; conquest and disease; racialized bodies; sexual health; biomedicine; shamanism; immigration and health; pollution and narcoviolence; readings in English. Same as 152:119 (GHS:3040).

113:125 (ANTH:2175) Japanese Society and Culture
Cultural anthropology of Japan, including historical tradition, religious ethos, social organization, human ecology, educational and political institutions; emphasis on how these aspects relate to and influence one another. GE: Values, Society, and Diversity. Same as 39J:125 (JPNS:2175).

113:127 (ANTH:3121) South Asian Sexual Cultures
How sexuality is embedded in kinship, economics, nation, and religion in South Asia, with focus on India; chastity, celibacy, romance, arranged marriage, nonnormative sexualities associated with courtesans and hijras. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100) or 131:010 (GWSS:1001) or 131:010 (GHS:1001) or 131:055 (GHS:1002). Same as 131:127 (GWSS:3121).

113:128 (ANTH:3142) American Cultures
How anthropology has understood the diversity of non-indigenous cultures in the United States; history of anthropological engagement with the United States; racial/ethnic formations, immigration, class variations, health, sexuality, and gender. Prerequisites: 113:003 (ANTH:1101).
113:111 (ANTH:2150) Transnational Feminism 3 s.h.
Introduction to feminist perspectives from U.S. and non-U.S. contexts; how geopolitics shapes understanding of familiar feminist issues (e.g., reproduction, cultural practices, sexualities, poverty); emphasis on global south regions. Same as 131:149 (GWSS:2150).

113:116 (ANTH:2136) Urban Anthropology 3 s.h.
Cross-cultural approach to urban anthropology; urbanizing processes, migration and adaptation, aspects of class and ethnicity in urban settings, urban economic relations. GE: International and Global Issues; Social Sciences.

113:117 (ANTH:3131) Anthropology and Human Rights 3 s.h.
Complex history and evolving relationship of anthropology and international human rights discourses; concept deployment of culture and rights in human rights ideas, practice, discourse, and as a form of global law. Prerequisites: 113:003 (ANTH:1101) or 113:012 (ANTH:1201) or 113:013 (ANTH:1301) or 113:014 (ANTH:1401).

113:121 (ANTH:3110) Health of Indigenous Peoples 3 s.h.
Health problems and services for indigenous populations worldwide, from perspective of Fourth World postcolonial politics. Prerequisites: 113:003 (ANTH:1101). Same as 149:121 (AINS:3110), 152:121 (GHS:3110).

113:133 (ANTH:4140) The Anthropology of Women's Health 3 s.h.
How female gender intersects with culture, environment, and political economy to shape health and illness; reproductive health, violence, drug use, cancer; readings in anthropology, public health. Prerequisites: 113:003 (ANTH:1101). Same as 172:133 (CBH:5140), 131:133 (GWSS:4140).

113:135 (ANTH:3109) Psychological Anthropology 3 s.h.
Cultural diversity in constructions of self, mind, and emotion; religious experience, altered states of consciousness, behavioral disorders. Prerequisites: 113:003 (ANTH:1101).

113:136 (ANTH:3117) Using Ethnographic Methods 3 s.h.
Ethnography, holistic, qualitative research in cultural context for anthropological and related research and careers involving interpersonal interaction; multiple ethnographic methods and their rationales. Recommendations: desire to interact with others, and prior course work in fields that employ ethnographic or qualitative research (social sciences, social work, nursing, public health).

113:137 (ANTH:2101) The Anthropology of Love 3 s.h.
The culturally diverse concept and practice of love as seen through cross-cultural and interdisciplinary texts on romantic and other forms of love.

113:139 (ANTH:4130) Religion and Environmental Ethics 3 s.h.
How humans conceptualize the biophysical environment through religious beliefs and practices; how images of the environment influence people's activities, how they are used by grassroots environmental movements. Requirements: junior or senior standing. Same as 032:130 (RELS:4730).
113:140 (ANTH:3118) Politics of Reproduction 3 s.h.
Debates over women’s reproductive experience, including its medicalization. Same as 131:144 (GWSS:3118).

113:141 (ANTH:3140) Feminist Anthropology 3 s.h.
Development and evolution of feminist critiques in cultural anthropology; readings from early studies by women ethnographers, classic writings that sought to give women cross-cultural visibility, recent experimental texts. Same as 131:141 (GWSS:3140).

113:142 (ANTH:3114) Anthropology of Religion 2-3 s.h.
Approaches; religious roles; shamanism, witchcraft, curing; mythology; place of religion in social and cultural change. Same as 032:165 (RELS:3714).

113:143 (ANTH:3103) Environment and Culture 3 s.h.
Individual and group responses to scarcities of natural resources such as land, water, food. Requirements: 113:003 (ANTH:1101) or 113:010 (ANTH:2100) or graduate standing.

113:145 (ANTH:3113) Religion and Healing 3 s.h.

113:146 (ANTH:3127) Anthropology of Death 3 s.h.
How anthropologists and archaeologists study death, dying, mortuary rituals, and notions of the afterlife in contemporary North America and in different places and times. Requirements: 113:003 (ANTH:1101) or 113:012 (ANTH:1201) or graduate standing.

113:147 (ANTH:2181) The Anthropology of Aging 3 s.h.
Comparative anthropological perspective on aging; ethnographies from diverse contexts used to examine intersections of kinship, religion, health, and medicine in later life. Same as 153:181 (ASP:2181), 152:147 (GHS:2181).

113:151 (ANTH:3151) The Anthropology of the Beginnings and Ends of Life 3 s.h.
Examination of diverse understandings of birth and death, drawing on anthropological analysis of personhood, kinship, ritual, and medicine; how social inequality and new technologies shape human experience at life’s margins. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100). Same as 153:151 (ASP:3151), 152:156 (GHS:3151).

113:152 (ANTH:3152) Anthropology of Caregiving and Health 3 s.h.
Diverse understandings and practices of care around the world; focus on relationships between caregiving practices and health across the life course. Same as 153:152 (ASP:3152).

113:154 (ANTH:3119) Anthropology of Sexual Minorities 3 s.h.
Ethnographic studies of sexual minorities and anthropological approaches to lesbian, gay, bisexual, and transgendered persons and communities; behavior, identity, performativity, kinship, globalization, the HIV/AIDS pandemic. Requirements: junior, senior, or graduate standing. Same as 131:154 (GWSS:3119).

113:155 (ANTH:3135) Key Debates in Sociocultural Anthropology 3 s.h.
Historical overview of sociocultural anthropological theories, exploration of key moments of critical reflections, and e-assessment of discipline; highly recommended for anthropology majors with sociocultural emphasis. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100). Recommendations: anthropology major.

113:156 (ANTH:3116) Fictionalized Ethnography in Literature and Film 3 s.h.
Evaluation of fictional narratives as sources of ethnographic information, instructive and revealing depictions of other societies and cultures; culturally specific themes through storylines, creative works as cultural artifacts in presentations of differing perspectives and concerns from the authors’ personal experiences.

113:182 (ANTH:3141) Women, Health, and Healing 3 s.h.
Women’s experience as recipients and providers of health care; intersection of race, class, cultural variation, and women’s health; reproductive and nonreproductive health concerns. Same as 131:143 (GWSS:3141).

113:184 (ANTH:5415) Anthropology and International Health 3 s.h.
Anthropological contributions to and critiques of the international health enterprise; case studies illustrating anthropology and international health’s intersection, and their differences. Offered spring semesters. Same as 172:131 (CBH:5415), 152:184 (GHS:5415).

113:185 (ANTH:3102) Medical Anthropology 3 s.h.
Major theoretical, methodological approaches; international health and development; biomedicine as a cultural system; ethnomedicine; anthropology and AIDS, human reproduction, epidemiology, ethnopsychiatry. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100). Same as 152:185 (GHS:3102), 172:173 (CBH:5125).

113:191 (ANTH:3134) Anthropology of Play 3 s.h.
Fundamental logic and variation of what is considered human play in diverse cultures.

113:202 (ANTH:6115) Ethnographic Field Methods 3 s.h.
Basic data-gathering techniques for field research in sociocultural anthropology. Same as 172:202 (CBH:6115).

113:221 (ANTH:6125) Seminar: Feminist Ethnography 3 s.h.
Feminist critiques of traditional ethnographies; informed by contemporary feminisms. Same as 131:245 (GWSS:6125).

113:222 (ANTH:5120) Reading Transnational Feminist Theory 3 s.h.
Issues in transnational feminist scholarship, including colonialism, globalization, the nation-state, religion, cultural traditions, and human rights, in global and U.S. domestic contexts; interdisciplinary readings with focus on anthropology, other social sciences. Same as 131:222 (GWSS:5120).

113:240 (ANTH:5101) Seminar Sociocultural Anthropology 3 s.h.

Social institutions in the world’s societies; problems in theory, method, interpretation. Requirements: anthropology graduate standing.

113:247 (ANTH:6635) Crossing Borders Seminar 2-3 s.h.

113:248 (ANTH:6632) Crossing Borders Proseminar 3 s.h.

113:250 (ANTH:6107) Seminar: Ritual and Performance 3 s.h.
Approaches to comparative study of ritual in religious and secular contexts.

113:251 (ANTH:6117) Seminar: Resistance in Theory and Practice 3 s.h.
Various forms of political resistance, some bold and dramatic (peasant rebellions), others more subtle and mundane (dissimulation, false compliance, pilfering); some resistance is symbolic (milennarian movements, rituals of conflict, status reversal); learning to recognize and attend to more subtle forms.

113:274 (ANTH:6141) Medical Anthropology and Social Theory 3 s.h.
How medical anthropology has both responded and contributed to key theoretical developments in recent decades, such as discourse/narrative analysis, practice theory, feminist theory, postcolonial theory, science and technology studies.

113:290 (ANTH:6310) Anthropology of Science, Technology, and Gender 3 s.h.
Science and technology done in particular social and structural contexts; theoretical approaches for understanding cultures of science and social uses of technology; focus on gender-related aspects of real world cases. Recommendations: graduate standing in any discipline with interest in understanding cultural context of scientific practice. Same as 131:290 (GWSS:6310).

Archaeology 3 s.h.
The following archaeology courses may be used to fulfill the area studies requirement.

113:194 (ANTH:3277) Roman Archaeology 3 s.h.
113:196 (ANTH:3275) The Archaeology of Ancient Egypt 3 s.h.

A course may be used to fulfill either the archaeology or the area studies requirement, but not both (see "Common Requirements" under "Bachelor of Arts, Bachelor of Science” above).

Intricate connections between dogs and our social, economic, political, and spiritual lives; human relationships with dogs that extend back at least 16,000 years; process of dog domestication; roles dogs play in human ideology and past economies; modern interactions with dogs.

113:113 (ANTH:2261) Human Impacts on the Environment 3 s.h.
Long-term patterns of human-environment interactions surveyed through archaeological case studies; varied scales of human impacts, including animal extinction, habitat destruction, agricultural practices, urban growth, state-level societies. GE: International and Global Issues; Social Sciences.

113:124 (ANTH:3237) Politics of the Archaeological Past 3 s.h.
How control over management of material remains of the ancient past, and representations of that past, intersect with the identity of diverse groups, including archaeologists, indigenous peoples, national governments, collectors, ethnic minorities and majorities, museum curators; struggles for control of the archaeological past at different scales (artifacts, skeletal remains, sites, imagery, narratives) and in different regions of the world. Same as 024:124 (MUSM:3237).

113:126 (ANTH:3282) Animals, Culture, and Food 3 s.h.
The varied roles animals have played in human society through time; impact of humans on animal populations, ethical aspects of animals’ roles in modern societies.

113:130 (ANTH:3238) Archaeology of the Iberian Peninsula 3 s.h.
Introduction to archaeology of the Iberian Peninsula, from earliest human occupation through period of Romanization.

113:138 (ANTH:3236) Archaeological Approaches to Social Change 3 s.h.
How archaeologists identify, explain, and interpret social change in the material record of the ancient past; archaeological evidence and explanations—drawn from case studies worldwide and theoretical perspectives—for population growth, migration, colonization, centralization, stratification, conflict, regionalism, devolution, specialization, and standardization. Prerequisites: 113:012 (ANTH:1201).

113:150 (ANTH:3239) Tribes and Chiefdoms of Ancient Europe 3 s.h.
Archaeology of European societies between the Mesolithic and Iron Age; how ideas about Europe's prehistoric past have been used for political purposes. Requirements: 113:012 (ANTH:1201) or graduate standing.

113:157 (ANTH:2216) Foodways and Cuisine in the Past 3 s.h.
Anthropological and archaeological perspective on cuisine; present-day links between food and culture; past cuisines viewed through written documents and archaeological data; histories of different foods.

113:158 (ANTH:3207) Animal Bones in Archaeology 3 s.h.
Use of faunal material in interpretation of archaeological remains, including skeletal anatomy, identification, taphonomy, determination of age and sex, seasonality, quantification, sampling, breakage and cutmarks, interpretations; laboratory sessions. Prerequisites: 113:012 (ANTH:1201).

113:159 (ANTH:3258) Southwestern Archaeology 3 s.h.
Anthropological overview of prehistoric cultures of the American Southwest; emphasis on understanding archaeological arguments concerning major processes in the past. Same as 149:159 (AINS:3258).

113:160 (ANTH:3255) Introduction to Archaeological Ceramics 3 s.h.
Basic analytical techniques for archaeological ceramics, applied primarily to ceramics from midwestern and western North America; raw materials, manufacture, decoration and style, craft specialization, use, and discard. Prerequisites: 113:012 (ANTH:1201).

113:161 (ANTH:3205) Prehistoric People of the Ice Age 3 s.h.
Hominid occupation of Old World during Pleistocene; hominin fossils, artifacts, settlement patterns, climatic reconstruction, evolutionary processes; survey and evaluation. Prerequisites: 113:012 (ANTH:1201) and 113:168 (ANTH:2205).

113:162 (ANTH:2290) Practicum in Archaeology arr.
Intensive, hands-on examination of a wide range of materials recently recovered from archaeological sites; pottery, lithics (stone tools and related items), plant remains, animal bones; for students with strong archaeological interests or archaeological field experience.

113:163 (ANTH:2220) Archaeology of Mesoamerica 3 s.h.
Archaeological data related to the evolution of civilization in Mesoamerica; sequence from hunter-gatherers to A.D. 1519; emphasis on Central Mexico, Maya area, Oaxaca.

113:164 (ANTH:4205) Comparative Prehistory 3 s.h.
Cultural evolution in Old World, New World; emphasis on developments from pre-agricultural societies to appearance of urban civilizations; focus on Mesoamerica, Central Andes, Near East, Egypt, Indus Valley, China. Requirements: 113:012 (ANTH:1201) or anthropology graduate standing.

113:167 (ANTH:3257) North American Archaeology 3 s.h.
Prehistoric cultural development north of Mexico from initial occupation to European contact and conquest; emphasis on dynamics of culture change. Same as 149:167 (AINS:3257).

113:168 (ANTH:2205) Archaeological Methods 3 s.h.
Current theoretical approaches, methods used to investigate the past; site formation processes, taphonomy, sampling and research design, typology and seriation, subsistence-settlement reconstruction, cultural evolution. Prerequisites: 113:012 (ANTH:1201).

113:169 (ANTH:3241) Lithic Analysis in Archaeology 3 s.h.
Archaeological issues examined and addressed with lithic data; use of lithic data to study the past, specific techniques applied. Requirements: 113:012 (ANTH:1201) or graduate standing.

113:170 (ANTH:3240) Cultural Resources Management Archaeology: Practice and Practicalities 3 s.h.
Cultural Resources Management (CRM) archaeology as the largest sector of archaeological research in the United States in terms of employment, funding, and field- and lab-related activity; investigate the past, navigate the complexities of compliance requirements from federal, state, and local regulations concerning historic preservation; introduction to the legal, procedural, and practical foundations of CRM archaeology; prepare students for employment by acquisition of skills from project planning through dissemination of results. Prerequisites: 113:012 (ANTH:1201). Recommendations: completion of other anthropology, geography, history, or Native American studies courses.

113:173 (ANTH:3256) Household Archaeology and Anthropology 3 s.h.
Structure and activities of households today and in the past; what households tell us about the larger culture; how intangible aspects of households are studied through material remains. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100) or 113:012 (ANTH:1201) or 113:013 (ANTH:1301) or 113:014 (ANTH:1401).

113:174 (ANTH:3206) Seminar: Taphonomy 3 s.h.
Taphonomy (study of fossil record in paleontology and archaeology); processes for accumulation, modification, and deposition of remains in prehistory; instruction by archaeologist and paleontologist. Requirements: graduate standing. Same as 012:174 (GEOS:3206).

113:178 (ANTH:6205) Hunter-Gatherer Ethnoarchaeology 3 s.h.
Variability in adaptations of hunter-gatherers on a global scale; emphasis on subsistence, mobility, social organization; archaeological record of prehistoric hunter-gatherers interpreted through study of modern societies. Requirements: graduate standing.

113:179 (ANTH:3260) Pleistocene Peopling of the Americas 3 s.h.
Major themes in earliest human settlement of the Americas, including human mobility, subsistence, technology, human impacts on the environment.

113:181 (ANTH:3265) Archaeology of the Great Plains 3 s.h.
Contrasting lifeways, diets, and technologies that humans used to survive on North America’s Great Plains, from Ice Age hunter-gatherers to Euroamerican homesteaders.
113:187 (ANTH:3283) Cultures in Collision 3 s.h.
Survey of archaeological evidence for differences in human interactions between two or more cultural groups; issues such as ethnicity, war, economy, repression, multiethnic communities.

113:188 (ANTH:3242) Archaeology of the Middle East—Prehistory and Early History 3 s.h.
Overview of prehistoric and early historic archaeology of the Middle East; questions that underpin archaeological narrative for the region from its initial peopling through city-states and imperial formations. Recommendations: introduction to archaeology.

113:189 (ANTH:4620) Approaches to Geoarchaeology 3 s.h.
Geoarchaeology as multidisciplinary contextual framework for human paleoecology; natural processes that create the archaeological record, approaches to reconstructing landscapes of the past as a context for archaeological deposits; weekend field trip. Prerequisites: 012:136 (GEOS:3360) or 012:172 (GEOS:4720) or 113:161 (ANTH:3205) or 113:164 (ANTH:4205). Same as 012:185 (GEOS:4620).

113:192 (ANTH:3276) Greek Archaeology and Ethnohistory 3 s.h.
Archaeology and ethnology of the Greek world, from end of Bronze Age to late Roman Empire; sociocultural processes that influence development and persistence of Greek civilization. Same as 20E:118 (CLSA:3235).

113:193 (ANTH:3290) Special Topics in Archaeology 3 s.h.

113:194 (ANTH:3277) Roman Archaeology 3 s.h.
Archaeology and ethnology of Roman civilization from Iron Age eighth-century occupation of the Palatine Hill to the end of the Roman empire in the West, A.D. 476. Prerequisites: 113:012 (ANTH:1201) or 113:013 (ANTH:1301). Same as 20E:119 (CLSA:3240).

113:196 (ANTH:3275) The Archaeology of Ancient Egypt 3 s.h.
Introduction to the archaeology of ancient Egypt from predynastic times to Roman Egypt, including monumental architecture; patterns of everyday life; social, economic, and demographic considerations; history of archaeology in Egypt. Prerequisites: 113:012 (ANTH:1201). Same as 20E:196 (CLSA:3596).

113:197 (ANTH:3235) The Stuff of Lives: Archaeology of the Material World 3 s.h.
Ways that archaeologists and anthropologists have approached their studies of the material world and the relationship between material culture and economics, social structure, and symbolism. Prerequisites: 113:003 (ANTH:1101) or 113:012 (ANTH:1201).

113:199 (ANTH:3295) Field Research in Archaeology arr.
Beginning skills in site surveying and excavation, lab work, record keeping at nearby prehistoric sites.

113:258 (ANTH:6230) Seminar: Zooarchaeology 3 s.h.
Interpretation of faunal material in archaeology; intensive survey of classic and recent literature on taphonomy, skeletal anatomy, population parameters, seasonality, quantification and sampling, butchering patterns, ethnoarchaeology, social and economic inferences. Prerequisites: 113:158 (ANTH:3207).

113:268 (ANTH:5201) Seminar: Archaeological Theory and Method 3 s.h.

Biological Anthropology

213:115 (ANTH:3306) The Neanderthal Enigma 3 s.h.
Survey of Neanderthals as the most widely known, yet enigmatic, fossil human lineage; history of discoveries; current interpretations of Neanderthal’s origins, anatomy and behavior, relationship to today’s people, extinction. Prerequisites: 113:013 (ANTH:1301).

213:116 (ANTH:3307) Modern Human Origins 3 s.h.
Current data and theories regarding the emergence of Homo sapiens; how human anatomical modernity is defined and recognized in the fossil record; competing models for modern humans’ emergence—multiregional evolution, out of Africa, the assimilation model; interpretation of recent developments and discoveries in the human fossil record; contemporary contributions from genetics, developmental biology, evolutionary ecology, paleodemography.

213:151 (ANTH:3325) Human Evolutionary Genetics 3 s.h.
Application of molecular methods and theory to biological anthropology; how recent advances in genetics have provided insight into the evolution of human and nonhuman primates. Prerequisites: 113:013 (ANTH:1301).

213:153 (ANTH:3326) Infectious Disease and Human Evolution 3 s.h.
Infectious disease as a central and important role in evolution of modern humans; impact of important infectious diseases on human history through primary literature. Recommendations: evolutionary theory background or interest.

213:165 (ANTH:3308) Human Variation 3 s.h.
Range and patterning of biological diversity in contemporary human populations; past and present attempts to organize and explain human genetic, morphological variation in light of recent data, theory.

213:169 (ANTH:4315) Human Evolutionary Anatomy 3 s.h.
Interpretation of skeletal remains as the basis for reconstructing forms, adaptations, lifestyles of prehistoric humans; body size, musculature, stance, activity patterns, brain size, and sexual dimorphism. Prerequisites: 213:190 (ANTH:3305).

213:170 (ANTH:4310) Primate Evolutionary Biology 3 s.h.
Origin and diversification of the primate order through fossil evidence, morphology, systematics, and biomolecular studies emphasizing phylogenetic interpretations, paleobiological and paleoecological reconstructions.
213:187 (ANTH:4305) Human Evolution 3 s.h.
From earliest fossil record of apes to origin and diversification of hominid family and appearance of modern Homo sapiens; evidence from paleontology, comparative anatomy, biomolecular studies, archaeology considered from evolutionary perspective.

213:188 (ANTH:3310) Primate Behavior and Ecology 3 s.h.
Systematics, anatomy, behavior, and ecology of the living species of primates; emphasis on adaptations and interactions of free-ranging primates. Requirements: 113:013 (ANTH:1301) or high school biology course.

213:190 (ANTH:3305) Human Osteology 3 s.h.
The human skeletal system; normal and pathologic variation; skeletal measurement and analysis with application to paleoanthropology, forensic, and archaeological investigations. Prerequisites: 113:013 (ANTH:1301).

Specimen preparation, cataloging, moulding and casting, photography, computer analyses, library research.

213:285 (ANTH:5301) Seminar: Biological Anthropology 3 s.h.
Physical anthropology, including heredity and genetics, evolutionary theory, human biological characteristics, primate and human fossil record, primate behavior and ecology, human adaptations. Requirements: graduate standing in anthropology or biology or related department.

213:288 (ANTH:6505) Seminar: Paleoanthropology 3 s.h.
Current understandings of biocultural processes and events underlying Pleistocene human evolution; cross-disciplinary approach combining human paleontology and Paleolithic archaeology. Requirements: graduate standing or undergraduate honors standing or advanced undergraduate standing.

Linguistic Anthropology

113:171 (ANTH:3415) Multi-Media Ethnography 3 s.h.
Skills and tools for using multimedia technologies in ethnographic research and presentations; students conduct research projects using audio and video recording equipment and develop media-based presentations; ethnographic emphasis on contextually situated social interaction. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100).

113:244 (ANTH:6410) Seminar: Semiotics 3 s.h.
Piercian semiotic and Saussurean semiological conceptual frameworks; focus on anthropological, linguistic issues.

113:271 (ANTH:5401) Seminar: Linguistic Anthropology 3 s.h.
Fundamental concepts and methods employed in the anthropological study of language; principal areas of current research.

113:273 (ANTH:6415) Seminar: Language, Gender, and Sexuality 3 s.h.
Role of language and discourse in cultural constructions of gender identities and relations, including domination and subordination; theoretical perspective and methodological approaches that have shaped thought on the language/gender nexus. Same as 131:273 (GWSS:6415), 103:221 (LING:6415).

Individual Reading and Research

113:176 (ANTH:4996) Honors Research 2-4 s.h.
Project chosen in consultation with honors advisor.

113:183 (ANTH:3015) Independent Study arr.

113:186 (ANTH:4995) Honors Research Seminar 2-4 s.h.


Art and Art History

**Director**
- John Beldon Scott

**Professors**

**Associate professors**
- Isabel Barbuzza, Ronald M. Cohen, Monica Correia, Bradley Dicharry, David O. Dunlap, Laurel Farrin, Julie Hochstrasser, Brenda Longfellow, Barbara Mooney, Robert Rorex, Susan Chrysler White, Rachel Williams, Jon Winet

**Assistant professors**
- Björn Anderson, Peter Chanthanakone, Sarah Kanouse, Mathew Rude

**Lecturer**
- Vinicius Rebello Lima

**Adjunct assistant professor**
- Sean O’Harrow

**Professors emeriti**

**Undergraduate majors:** art (B.A., B.F.A.); art history (B.A.)

**Undergraduate minors:** art; art history

**Graduate degrees:** M.A. in art; M.F.A. in art; M.A. in art history; Ph.D. in art history

**Web site:** [http://www.art.uiowa.edu/](http://www.art.uiowa.edu/)

The School of Art and Art History provides a creative, multidisciplinary environment for students of the studio arts and the history of art. Established in 1936, the school is firmly grounded in the College of Liberal Arts and Sciences. It encourages interaction among its diverse faculty as well as collaboration with related disciplines across campus.

Iowa’s art and art history graduates enjoy success as practicing professional artists, professors of art history, teachers, museum directors and curators, theater designers, commercial designers, and art administrators.

The University of Iowa is restoring and replacing School of Art and Art History facilities that were damaged or destroyed by Iowa River flooding during summer 2008. Art Building West has reopened and once again houses the school’s main office. Planning is under way to replace flood-damaged buildings that could not be restored. Visit the School of Art and Art History web site and ISIS for information about studio, office, and classroom sites.

**Studio Art**

The studio art program is based on the idea that the philosophical issues of society that are questioned and interpreted by artists are the basis for an artist’s work. The diversity of concept and style among School of Art and Art History faculty members encourages students to seek and work toward a keen understanding of themselves as individuals capable of making their own personal statements as part of the philosophical continuum in art’s history.

Studying the broad contexts in which art is made, understood, and used by society prepares studio art students to continue work in an academic setting as well as in museums, galleries, and a multiplicity of other venues. Graduate students are especially encouraged to examine the contexts of visual and verbal issues central to their own work and that of their contemporaries.

Undergraduate and graduate students select their major and minor studio art disciplines from ceramics, graphic design, three-dimensional (3-D) design, drawing, intermedia, jewelry and metal arts, painting, photography, printmaking, and sculpture.

**Art History**

Art history, a broad intellectual discipline, is central to the humanities. Diverse approaches characterize the school’s art history faculty, who have interdisciplinary ties within and beyond the University. Their primary mission is to help students develop skills for exploring issues and problems central to the history of art as a whole as well as to its specialized areas. Because the major in art history stresses the development of critical visual thinking and analytical writing, it prepares students for graduate work in art history and for other professional fields as well.

**Undergraduate Programs of Study**

- Major in art (Bachelor of Arts, Bachelor of Fine Arts)
- Major in art history (Bachelor of Arts)
- Minor in art
- Minor in art history

Students interested in teaching art in elementary and/or secondary schools may apply to the Art Education Program; see "B.A. and B.F.A. with Teacher Licensure" below.

Students majoring in art begin their study as Bachelor of Arts students and may request admission to the B.F.A. program in a process called “clearance,” usually during their third year; see "Bachelor of Arts: Art" and "Bachelor of Fine Arts: Art” below.

**Bachelor of Arts: Art**

The Bachelor of Arts with a major in art requires a minimum of 120 s.h., including at least 39 s.h. of work for the major. The program provides a foundation in art history as well as an understanding of the formal traditions and contemporary practices in studio art. Students take courses in the school’s studio art programs, including ceramics, graphic design, three-dimensional (3-D) design, drawing, intermedia, jewelry and metal arts, painting, photography, printmaking, and sculpture.

Bachelor of Arts students majoring in art may count a maximum of 50 s.h. earned in art and art history courses toward the degree; they must earn at least 70 s.h. of credit...
in courses outside the School of Art and Art History in order to graduate.

B.A. students with a double major in the school (e.g., a major in art and a major in art history) or a major and a minor in the school (e.g., a major in art and a minor in art history) may count a maximum of 64 s.h. of credit in art and art history courses toward the degree; they must earn at least 56 s.h. of credit in courses outside the School of Art and Art History in order to graduate.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students majoring in art begin their study in the Bachelor of Arts program. Those interested in pursuing concentrated work in a specific studio art program may apply for admission to the Bachelor of Fine Arts program through a process called “clearance,” in which the faculty evaluates the student’s readiness for B.F.A. study. Clearance usually takes place during the third year, but it may be conducted earlier or later, depending on the student’s readiness.

The major in art for the Bachelor of Arts requires the following course work. Not all courses are offered every semester, including required courses. When planning their course work, students should consult their advisors and ISIS to determine when specific courses will be offered.

**ART HISTORY**

Two of these:

- 01H:002 (ARTH:1040) Arts of Africa 3 s.h.
- 01H:005 (ARTH:1050) From Cave Paintings to Cathedrals: Survey of Western Art I 3 s.h.
- 01H:006 (ARTH:1060) From Mona Lisa to Modernism: Survey of Western Art II 3 s.h.
- 01H:016 (ARTH:1070) Asian Art and Culture 3 s.h.

**FOUNDATIONAL STUDIO ART**

Both of these, taken before the 3-D and 2-D courses listed below them:

- 01A:003 (ARTS:1510) Basic Drawing 3 s.h.
- 01A:004 (ARTS:1520) Design Fundamentals (prerequisite for all studio courses) 3 s.h.

**STUDIO ART 3-D COURSES**

Two of these:

- 01C:060 (CERM:2010) Exploring Forms in Clay I 3 s.h.
- 01G:084 (MTLS:2910) Introduction to Jewelry and Metal Arts 3 s.h.
- 01J:090 (INTM:2710) Intermedia I 3 s.h.
- 01N:015 (SCLP:2810) Undergraduate Sculpture I 3 s.h.
- 01T:021 (TDSN:2210) Problems in 3-D Design I: Form and Structure 3 s.h.

**STUDIO ART 2-D COURSES**

Two of these (students interested in entering the B.F.A. program with painting as their studio art discipline should choose 01K:009 (PNTG:2410) as one of their two courses):

- 01D:090 (DSGN:2110) Graphic Design I 3 s.h.
- 01F:007 (DRAW:2310) Life Drawing I 3 s.h.
- 01K:009 (PNTG:2410) Painting I 3 s.h.

**REQUIRED ELECTIVES**

Art and art history electives must bring the total credit in art history, studio art, and art education to a minimum of 39 s.h.

Electives chosen from School of Art and Art History courses 9 s.h.

**Transfer Students**

Transfer students should contact the undergraduate academic advisors for information regarding transfer portfolio review and specific course work that will satisfy the requirements of the art major for the Bachelor of Arts.

**Study Abroad**

Students who wish to study abroad must meet with the undergraduate advisor before they depart in order to confirm approval of the courses they plan to take.

Students who take studio art courses abroad must bring their artwork back to campus and present it in a portfolio review, which determines whether the work will satisfy a requirement for their major; if it is, the student is credited with fulfilling the requirement once he or she completes the course with a passing grade.

**Bachelor of Fine Arts: Art**

The Bachelor of Fine Arts with a major in art requires a minimum of 120 s.h., including 62 s.h. of work for the major. The program provides a foundation in art history as well as an understanding of the formal traditions and contemporary practices in studio art. It also includes a concentration in studio art.

B.F.A. students select one studio art discipline, choosing from ceramics, graphic design, three-dimensional (3-D) design, drawing, intermedia, jewelry and metal arts, painting, photography, printmaking, and sculpture. They may not select bookbinding, calligraphy, or papermaking as their studio art discipline. Although students may choose only one B.F.A. discipline, they gain exposure to other studio areas through the B.F.A. program of study.

Bachelor of Fine Arts students majoring in art may count a maximum of 62 s.h. earned in art and art history courses toward the degree; they must earn at least 58 s.h. of credit in courses outside the School of Art and Art History in order to graduate.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students majoring in art begin their study in the Bachelor of Arts program. They may apply to the Bachelor of Fine Arts program after consulting with the faculty in the studio discipline of their choice. Students are admitted to the B.F.A. program through a process called “clearance,” which is conducted once each semester; they must be
admitted to the B.F.A program at least one semester before they graduate. Students who wish to enter the B.F.A. program should consult the faculty in their major studio art discipline for information about the required portfolio review.

B.F.A. students complete all requirements for the B.A. major in art plus additional studio work. They also must present a show of their work before they graduate.

The art major for the Bachelor of Fine Arts requires the following work.

**REQUIRED COURSES FOR THE BACHELOR OF ARTS**

All course work required for the B.A. with a major in art; see "Bachelor of Arts: Art" above

**ADDITIONAL STUDIO ART FOR B.F.A. STUDENTS**

All of these:

Three advanced courses in the student’s studio art discipline
One introductory course and one advanced course in a second studio art discipline
One introductory course and one advanced course in a third studio art discipline

**EXHIBIT**

B.F.A. students must present a show of their work before they graduate.

**Transfer Students**

Transfer students should contact the undergraduate academic advisors for information regarding transfer portfolio review and specific course work that will satisfy the requirements of the art major for the Bachelor of Arts.

**Study Abroad**

Students who wish to study abroad must meet with the undergraduate advisor before they depart in order to confirm approval of the courses they plan to take.

Students who take studio art courses abroad must bring their artwork back to campus and present it in a portfolio review, which determines whether the work will satisfy a requirement for their major; the requirement is waived if the study abroad course was taught by a School of Art and Art History faculty member who gave the student a grade.

Students who plan to take art history courses abroad must present the course syllabus to their advisors well in advance of their departure. The head of the art history program determines whether the study abroad course was taught by a School of Art and Art History faculty member who gave the student a grade.

**Bachelor of Arts: Art History**

The Bachelor of Arts with a major in art history requires a minimum of 120 s.h., including 57 s.h. of work for the major (45 s.h. in art and art history and 12 s.h. in humanities disciplines).

Art history engages in problems of historical analysis and in interpretation of culture. The program provides students with a strong liberal arts background and prepares them for competitive placement in graduate schools across the country. As students progress through the major, they become familiar with historical relationships between art objects and society, learn techniques of formal analysis, study patterns of patronage, and absorb methods for interpreting the meaning of paintings, sculptures, and architecture. In the course of their studies, art history majors develop their research abilities and writing skills.

Bachelor of Arts students majoring in art history may count a maximum of 50 s.h. earned in art and art history courses toward the degree; they must earn at least 70 s.h. of credit in courses outside the School of Art and Art History in order to graduate.

B.A. students with a double major in the school (e.g., a major in art history and a major in art) or a major and a minor in the school (e.g., a major in art history and a minor in art) may count a maximum of 64 s.h. of credit in art and art history courses toward the degree; they must earn at least 56 s.h. of credit in courses outside the School of Art and Art History in order to graduate.

All students also must complete the College of Liberal Arts and Sciences General Education Program.

The major in art history requires the following course work.

**ART HISTORY**

All of these, taken before enrollment in courses numbered 099 (2975) and above:

- 01H:005 (ARTH:1050) From Cave Paintings to Cathedrals: Survey of Western Art I 3 s.h.
- 01H:006 (ARTH:1060) From Mona Lisa to Modernism: Survey of Western Art II 3 s.h.
- 01H:007 (ARTH:1080) Writing About the Visual Arts 3 s.h.

One of these:

- 01H:002 (ARTH:1040) Arts of Africa 3 s.h.
- 01H:016 (ARTH:1070) Asian Art and Culture 3 s.h.

All of these:

- 01H:099 (ARTH:2975) Undergraduate Seminar in the History of Art (taken fall of junior or senior year) 3 s.h.

Three courses chosen from those numbered 01H:020 (ARTH:2130) through 01H:090 (ARTH:2040), excluding 01H:029 (ARTH:1000) 9 s.h.

Five upper-level courses chosen from those numbered 01H:100 (ARTH:3000) through 01H:199 (ARTH:3990) 15 s.h.

**STUDIO ART**

This course:

- 01A:003 (ARTS:1510) Basic Drawing 3 s.h.

One of these:

- 01C:060 (CERM:2010) Exploring Forms in Clay I 3 s.h.
- 01F:007 (DRAW:2310) Life Drawing I 3 s.h.
- 01G:084 (MTLS:2910) Introduction to Jewelry and Metal Arts 3 s.h.
- 01K:009 (PNTG:2410) Painting I 3 s.h.
- 01M:011 (PRNT:2610) Introduction to Printmaking 3 s.h.
- 01N:015 (SCLP:2810) Undergraduate Sculpture I 3 s.h.

**COURSES IN OTHER DISCIPLINES**

Four or more courses chosen from at least three disciplines outside art and art history (e.g., anthropology, classics, history, literature, philosophy, political science, religious studies, sociology) 12 s.h.
Course selections must be approved by an undergraduate advisor.

**Transfer Students**
Transfer students planning to major in art history should meet with the undergraduate advisor to discuss the requirements they may fulfill with transfer courses. Art history transfer courses must be reviewed by the art history division head to determine the student’s placement in or exemption from required art history courses.

**Study Abroad**
Students who wish to study abroad must meet with the undergraduate advisor before they depart in order to confirm approval of the courses they plan to take.

Students who plan to take art history courses abroad must present the course syllabus to their advisors well in advance of their departure. The head of the art history program determines whether the study abroad course is equivalent to a course required for the major; if it is, the student is credited with fulfilling the requirement once he or she completes the course with a passing grade.

Students who take studio art courses abroad must bring their artwork back to campus and present it in a portfolio review, which determines whether the work will satisfy a requirement for their major; the requirement is waived if the study abroad course was taught by a School of Art and Art History faculty member who gave the student a grade for the course.

**B.A. and B.F.A. with Teacher Licensure**
Art and art history majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

The Art Education Program requires a broad foundation in formation traditions of studio art and substantive knowledge in art history as well as teacher certification course work. Contact the Office of Education Services for details.

**Four-Year Graduation Plan**
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**B.A.: Art**

**Before the fifth semester begins:** at least four courses in the major

**Before the seventh semester begins:** at least eight courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** at least 11 courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.F.A.: Art**
Admission to the program leading to the B.F.A. in art is limited and depends on the department’s evaluation of the student’s work. In order to participate in the Four-Year Graduation Plan, students must be admitted to the degree program on schedule as determined by the art advisor.

**Before the third semester begins:** at least four courses in the major

**Before the fifth semester begins:** at least eight courses in the major

**Before the seventh semester begins:** at least 14 courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** at least 18 courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.A.: Art History**

**Before the fifth semester begins:** at least four courses in the major

**Before the seventh semester begins:** at least eight courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** at least 11 courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major: Art**
The school offers outstanding students the opportunity to graduate with honors in the art major. Honors students in art must maintain a g.p.a. of at least 3.50 in the major. They also must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

In order to graduate with honors in art, students register for 01P:190 (ARTS:4190) Honors in Studio Art, in which they must complete an honors project supervised by a faculty member. They must prepare a statement of the sources of their work and hold an exhibition of the project. The statement may address the history of art, the history of ideas, or a personal philosophy and should be written under the supervision of the faculty member who supervises the honors project.

Honors students majoring in art should consult with their academic advisors about honors requirements in detail during early registration for the semester in which they
plan to graduate. Students must apply for graduation with honors during the semester before they will graduate.

**Honors in the Major: Art History**

The school offers outstanding students the opportunity to graduate with honors in the art history major. Honors students in art history must maintain a g.p.a. of at least 3.50 in the major. They also must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

Students must apply for graduation with honors during the semester before they will graduate. They choose one of the following two options for graduating with honors in the art history major.

**Option 1**: Students take two upper-division courses with honors designation and complete an extra project, such as an annotated bibliography, a supplemental paper or presentation, or a comparable project endorsed by the instructor. Then they enroll in a third upper-division course appropriate to their honors thesis topic and write the thesis (5,000 to 7,000 words) as part of the course, for an additional 1 s.h. Students register for 01H:190 (ARTH:3985) Honors Research in Art History.

**Option 2**: Students research and write an honors thesis of 10,000 to 15,000 words under the direction of an art history faculty member, earning 3 s.h.; they register for 01H:190 (ARTH:3985) Honors Research in Art History.

Students work with an art history faculty member as their honors thesis advisor. They must have the thesis advisor’s approval before beginning work on their thesis project. The thesis should conform to the Graduate College format for theses; see the Manual of Rules and Regulations of the Graduate College in the Graduate College section of the Catalog.

**Minor: Art**

The minor in art requires a minimum of 15-16 s.h. in art courses, including at least 12 s.h. in courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Courses in art education, bookbinding, calligraphy, graphic design, and papermaking and courses with prefixes 01B and 01P do not count toward the minor in art.

The minor must include one survey-level course chosen from these:
- 01H:002 (ARTH:1040) Arts of Africa: 3 s.h.
- 01H:005 (ARTH:1050) From Cave Paintings to Cathedrals: 3 s.h.
- 01H:006 (ARTH:1060) From Mona Lisa to Modernism: 3 s.h.
- 01H:016 (ARTH:1070) Asian Art and Culture: 3 s.h.

Before registering for a course, students must satisfy all prerequisites for the course.

Contact an undergraduate advisor in the School of Art and Art History for more information about how to meet the requirements for the minor.

**Graduate Programs of Study**

- Master of Arts in art
- Master of Fine Arts in art
- Master of Arts in art history
- Doctor of Philosophy in art history

The College of Education offers an M.A. program in art education; see Teaching and Learning (p. 774) in the Catalog.

**Master of Arts: Art**

The Master of Arts program in art requires a minimum of 38 s.h. of graduate credit. The degree is offered with emphases in the following studio art disciplines: ceramics, graphic design, three-dimensional (3-D) design, drawing, intermedia, jewelry and metal arts, painting, photography, printmaking, and sculpture.

M.A. students must hold a B.A. or B.F.A. in art equivalent to that offered by The University of Iowa. Undergraduate deficiencies, if any, may be made up concurrently with graduate study but do not count toward the graduate degree requirements.

The 38 s.h. of credit required for the M.A. includes at least 16 s.h. in a primary studio art emphasis; 8 s.h. in a secondary studio art emphasis chosen from one of the studio art disciplines listed above that offer at least 24 s.h. in courses; 3 s.h. in the history and theory of art, excluding readings and directed studies; and 3 s.h. in theory, history, criticism, or philosophy, earned in courses inside or outside of the school.

M.A. students undergo a division-wide review for M.A. candidacy by the faculty during their third semester in residence. All except painting and drawing students must submit a written artist’s statement.

M.A. students choose the written thesis or nonthesis option in consultation with their area advisor. They may earn 1 s.h. for writing a technical or substantial thesis by registering for 01A:302 (ARTS:6000) M.A. Written Thesis, with approval of the thesis supervisor. Thesis credit...
earned in an M.A. program is not applicable toward M.F.A.
requirements.

Master of Fine Arts: Art

The Master of Fine Arts program in art requires a minimum of 60 s.h. of graduate credit, including approved credit earned for the M.A. in art. The degree is offered with thesis and with emphases in the following studio art disciplines: ceramics, graphic design, three-dimensional (3-D) design, drawing, intermedia, jewelry and metal arts, painting, photography, printmaking, and sculpture.

M.F.A. students must hold an M.A. in art equivalent to that offered by The University of Iowa. Transfer credit is decided by faculty review. Following completion of the M.A., students may be invited into the M.F.A. Program.

The 60 s.h. of credit required for the M.F.A. includes at least 24 s.h. in a primary studio art emphasis; at least 12 s.h. in a secondary studio art emphasis selected from those listed above; 3 s.h. in art history and theory of art; and 3 s.h. in theory, history, criticism, or philosophy (if not already taken). Students must earn 8 s.h. in their primary studio art emphasis and 4 s.h. in their secondary studio art emphasis after being granted an M.A. in art.

All students must undergo an M.F.A. committee review. They also must complete a written thesis and possibly a studio thesis.

M.F.A. students may earn 1 s.h. for writing a technical or substantial thesis by registering for 01A:304 (ARTS:7000) M.F.A. Written Thesis, with approval of the thesis supervisor. Thesis credit earned in an M.A. program is not applicable toward M.F.A. requirements.

Master of Arts: Art History

The Master of Arts program in art history requires a minimum of 30 s.h. of graduate credit and is offered with thesis. M.A. students are expected to acquire a broad knowledge of art history and to become familiar with major periods and monuments of world art. They also become proficient scholars, receiving training in research methods and theory necessary for subsequent scholarship at the Ph.D. level.

M.A. students must maintain a g.p.a. of at least 3.50. Only one semester of academic probation is allowed. All M.A. candidates, including transfer students, must take at least 24 s.h. in residence at The University of Iowa.

M.A. students in art history must earn a grade of B or higher in semester-long courses numbered 100 (3000) or above in five of the following 10 distribution fields: African (including Oceanic), architecture, Asian, ancient (3000 B.C.E. to 300 C.E.), medieval, Renaissance, Baroque, 18th- and 19th-century European, American (including pre-Columbian, Native American, and African American), and modern/contemporary. These courses must be taken after the B.A. is granted.

M.A. students must complete a substantial thesis that demonstrates their ability to conduct scholarly research and convey ideas in writing appropriately for the discipline and for the student’s specialization field.

REQUIRED COURSES

M.A. students in art history must satisfactorily complete 01H:200 (ARTH:6000) History and Methods during their first fall semester of enrollment and must register for an art history seminar in their first, second, and third semesters of enrollment.

They also must satisfactorily complete 01H:210 (ARTH:6020) Art History Colloquium every semester that they are enrolled for 9 s.h. or more or are serving as teaching or research assistants. Students who are not employed as teaching or research assistants or are registered for less than 9 s.h. are strongly encouraged to attend the colloquium.

Courses outside the curriculum of the School of Art and Art History’s art history division do not carry art history credit. Cross-referenced courses not taught by art history faculty members also do not carry art history credit.

DIRECTED STUDIES

Directed Studies [01H:300 (ARTH:6040)] is designed for graduate students who already have taken one or more advanced courses in a specific art history field. It provides students with an opportunity to work one-to-one with a professor to continue specific research interests developed in lecture courses or seminars, or on topics that eventually may be the subject of a thesis or dissertation. Directed Studies cannot be substituted for a lecture course already offered in the program. Students must discuss their decision to take Directed Studies with the professor involved and have the professor’s approval. The Directed Studies topic must be within the professor’s range of expertise.

Students meet with their Directed Studies professor once a week. The hours of work and written assignments required for Directed Studies must be equal to a comparable regularly scheduled course. Directed Studies is not available through Guided Correspondence Study.

LANGUAGE REQUIREMENT

M.A. students must demonstrate proficiency in French or German by the end of their third semester. Proficiency is determined by a translation exam administered under the direction of the art history division. Credit earned in language courses does not count toward the degree.

M.A. COMMITTEE

The M.A. committee consists of the student’s M.A. thesis advisor and two additional tenured or tenure-track faculty members in art history.

M.A. THESIS

M.A. students must complete a written thesis on a topic chosen from one of the 10 distribution fields (see “Master of Arts: Art History” above). Students register for and may count 3 s.h. of thesis credit toward graduation. Students choose an M.A. thesis advisor who specializes in their concentration field. Students who wish to concentrate in more than one field must work closely with faculty members in both fields.

FINAL EXAMINATION

The final examination constitutes an oral defense of the written M.A. thesis. The final examination meeting with the M.A. committee normally takes place toward the end of the student’s last semester of course work.

Doctor of Philosophy: Art History

The Doctor of Philosophy program in art history requires a minimum of 72 s.h. of graduate credit. Ph.D. students are expected to acquire great breadth and depth of
knowledge in the discipline of art history, achieve a high level of expertise in a specialized field, and demonstrate professional speaking and writing skills. The program provides them with scholarly challenges, research skills, and mentoring necessary for professional development and successful careers.

Ph.D. students must maintain a g.p.a. of at least 3.50. They may count a maximum of 38 s.h. of work completed for the M.A. toward the Ph.D., excluding credit earned in language courses. Students are allowed only one semester of academic probation.

To establish academic residency, doctoral students must be enrolled full-time (at least 9 s.h.) at The University of Iowa for two semesters beyond their first 24 s.h. of graduate study; or they must enroll for at least 6 s.h. in each of three semesters during which they hold an assistantship of one-quarter-time or more. Resident tuition is assessed for assistantship semesters and adjacent summer sessions.

Ph.D. students major in one of the following 10 distribution fields: African (including Oceanic), architecture, Asian, ancient (3000 B.C.E. to 300 C.E.), medieval, Renaissance, Baroque, 18th- and 19th-century European, American (including pre-Columbian, Native American, and African American), and modern/contemporary. Students also minor in two fields. The first minor must be in an art history distribution field that is not contiguous with the major field; the second may be in any art history distribution field or in a relevant discipline outside of art history, subject to the faculty’s approval.

Ph.D. students must complete a publishable dissertation that makes an original contribution to the art history discipline and demonstrates evidence of superior understanding of critical issues in the student’s chosen specialization field.

For more detailed information, consult the Art and Art History Graduate Bulletin.

REQUIRED COURSES

Ph.D. students must satisfactorily complete 01H:200 (ARTH:6000) History and Methods, even if they have completed a similar course at another institution (students who have completed the course for a master’s degree or other previous work at Iowa are exempt). They must register for an art history seminar in their first three semesters of Ph.D. course work (or in their fifth, sixth, and seventh semesters of graduate study), before the Ph.D. readings course and comprehensive exam.

They also must satisfactorily complete 01H:210 (ARTH:6020) Art History Colloquium every semester that they are enrolled for 9 s.h. or more or are serving as teaching or research assistants. Students who are not employed as teaching or research assistants or are registered for less than 9 s.h. are strongly encouraged to attend the colloquium.

Students may count up to 6 s.h. of credit earned for dissertation research toward the 72 s.h. required for the degree. Courses outside the curriculum of the School of Art and Art History’s art history division do not carry art history credit.

DIRECTED STUDIES

Normally, a maximum of 6 s.h. earned in 01H:300 (ARTH:6040) Directed Studies may be applied toward the semester-hour requirement for the Ph.D., although doctoral students may petition the art history faculty for permission to apply up to 9 s.h.

LANGUAGE REQUIREMENT

Students must demonstrate proficiency in French or German for admission to the Ph.D. program. They also must demonstrate proficiency in a second non-English language relevant to their research area by the end of their third semester of Ph.D. work or before their dissertation topic is approved. Proficiency is determined by a translation exam administered under the direction of the art history division. Credit earned in language courses does not count toward the degree.

PH.D. COMMITTEE

The Ph.D. committee consists of the student’s dissertation advisor, who is responsible for the major field; two members responsible for the two minor fields; and at least two additional members. Of these five, four must be tenured or tenure-track faculty members from the art history division. One must be from outside the division and must be a member of the Graduate College faculty. When appropriate, committees may include additional members.

COMPREHENSIVE EXAMINATION

Upon completion of course requirements, the Ph.D. candidate takes three written comprehensive examinations. The major exam consists of six questions and lasts six hours; the two minor exams each consist of three questions and last three hours. The exams are taken on any three days within one week (Monday through Friday).

The scope of the comprehensive exams is determined in consultation with the candidate’s degree committee supervisor and the committee members responsible for the two minor fields.

ORAL COMPREHENSIVE EXAMINATION

Within approximately two weeks of completing the three written exams, the candidate meets with his or her degree committee for the oral comprehensive examination, which concentrates on questions that arise from the written comprehensive exams.

DISSERTATION PROPOSAL

As soon as possible after completing the comprehensive examinations, the candidate submits a dissertation proposal to his or her degree committee and subsequently to the degree committee. The committee meets as a group with the candidate to discuss the dissertation proposal and to offer comments and suggestions. (The proposal must be submitted to the committee at least two weeks before the approval meeting.) The proposal includes a 1-2 page abstract, a 10-15 page précis (including a review of the state of the field), and a bibliography.

After the proposal has been approved by the committee, the candidate circulates an abstract to the entire art history faculty. He or she must give a public presentation on the dissertation topic no later than the end of the semester following the degree committee’s approval. The presentation is scheduled with the head of art history.

FINAL EXAMINATION

Upon completing a dissertation, which constitutes an original scholarly contribution to the field, the candidate
meets with the Ph.D. committee for an oral defense of the dissertation. The oral defense constitutes the final examination for the Ph.D. The successful completion of this examination normally marks the last stage in the candidate’s fulfillment of requirements for the degree.

**Admission**

Prospective graduate students must meet the School of Art and Art History’s admission requirements for the specific degree programs they plan to enter. Prospective students must submit application materials to the University’s Office of Graduate Admissions and to the specific program they wish to enter. Program-specific application requirements and deadline dates are listed in the appropriate sections below.

All applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog.

Applicants to all art and art history graduate programs must submit the following to the University’s Office of Graduate Admissions: a completed graduate application form (one area of interest must be specified on the form); an official copy of all transcripts of undergraduate and/or graduate work completed by the application date; TOEFL scores (if applicable); and the required application fee.

Art history applicants also must submit Graduate Record Examination (GRE) scores.

Applicants whose first or official language is not English and whose previous academic degrees were not earned at an English-language institution must score as follows on the Test of English as a Foreign Language (TOEFL): for studio art applicants, at least 550 (paper-based) or 81 (Internet-based); for art history applicants, at least 600 (paper-based) or 100 (Internet-based).

Deadline dates for submission of materials to the Office of Graduate Admissions are December 15 for art history programs and February 1 for studio art programs, for fall admission.

The Office of Graduate Admissions notifies all applicants by mail of admission decisions. Acceptance notification cannot be given over the phone by either the admissions office or the School of Art and Art History.

**M.A. and M.F.A.: Art**

Applications to the M.A. and M.F.A. programs in studio art, with all supporting materials and requests for financial aid, must be received by the School of Art and Art History graduate program coordinator and the Office of Graduate Admissions by February 1 for fall admission.

In addition to materials submitted to the Office of Graduate Admissions (see “Admission” above), applicants must submit the following materials to the graduate program coordinator at the School of Art and Art History: a one-page statement of purpose, official transcripts for all undergraduate and graduate work completed by the application date; three letters of recommendation assessing potential as a graduate student, application for graduate awards (if desired), and application for graduate scholarships and fellowships (if desired). They also must submit one of the following portfolios (portfolios are returnable portfolio).

Images in the portfolios should be JPEG files in RGB format submitted on CDs (or DVDs for intermedia). They should not exceed 72 dpi and 1240 by 1240 pixels. File size must not exceed 1 MB. Image files must be numbered according to the order in which they are to be presented to the Admissions Committee, beginning with 01. Each CD or DVD must be accompanied by a list that includes each image’s name, title, medium, size, and the approximate date of work as well as the student’s name and emphasis.

**Ceramics, design, drawing, intermedia and video art, jewelry and metal arts, and painting:** A CD containing eight images in the primary studio art emphasis and two in a second emphasis; intermedia works may be submitted on DVDs.

**Photography:** A CD containing 20 images in photography and two or three images in a second emphasis.

**Printmaking:** A CD containing 10-20 images, including a selection of four to six original printed works, sent in a returnable portfolio.

**Sculpture:** A CD containing 20 images in sculpture, including details, and two or three images in a second emphasis.

Extreme care is taken in handling all portfolios, but the school cannot be responsible for reimbursement in the event of loss or damage.

Applications and all supporting materials are reviewed by a committee of art and art history faculty members from the appropriate area.

**M.A.: Art History**

Applications to the M.A. program in art history, with all supporting materials and requests for financial aid, must be received at the School of Art and Art History and the University’s Office of Graduate Admissions by December 15 for fall admission in the following year.

Applicants must hold a bachelor’s degree, preferably in art history or a related field.

Although exceptions may be made when other components of the application are strong, applicants should have a combined verbal and quantitative score of at least 300 and an analytical writing score of at least 5 on the Graduate Record Exam (GRE) General Test; and an undergraduate g.p.a. of at least 3.25 on a 4.00 scale.

In addition to materials submitted to the Office of Graduate Admissions (see "Admission" above), the following materials must be submitted to the graduate program coordinator at the School of Art and Art History: transcripts from all colleges and universities the applicant has attended; three letters of recommendation assessing the applicant’s potential for graduate study in art history (sent by the person making the recommendation); and a research paper (preferably from an art history course) or undergraduate thesis that demonstrates the applicant’s potential to undertake research in art history.

Applicants also must submit a 1,000-word personal statement describing their intellectual development, academic interests, and career goals; the statement must name the University of Iowa faculty member under whose guidance the applicant hopes to work and tell how that faculty member’s area of expertise, or how the art history program, is especially suited to the applicant’s interests and goals.
Applicants to graduate programs in art history should consult the Art and Art History Graduate Bulletin on the School of Art and Art History web site.

Ph.D.: Art History

Applications to the Ph.D. program in art history, with all supporting materials and requests for financial aid, must be received at the School of Art and Art History and the Office of Graduate Admissions by December 15 for fall admission in the following year.

Applicants must hold an M.A. in art history or a related graduate degree and must have demonstrated proficiency in French or German. Proficiency in a second non-English language relevant to the student’s research area is required by the end of the third semester of Ph.D. work; see “Language Requirement” under “Doctor of Philosophy in Art History” above.

Although exceptions may be made when other components of the application are strong, applicants should have a combined verbal and quantitative score of at least 300 on the Graduate Record Exam (GRE) General Test; and a graduate g.p.a. of at least 3.50 on a 4.00 scale.

Students who completed an M.A. at The University of Iowa and who wish to apply for entrance into the Ph.D. program must make a formal application for change of status through the graduate program coordinator. Applications are evaluated in the context of the entire applicant pool.

In addition to materials submitted to the Office of Graduate Admissions (see “Admission” above), the following materials must be submitted to the graduate program coordinator at the School of Art and Art History: transcripts from all colleges and universities the applicant has attended; three letters of recommendation, including one from the applicant’s M.A. thesis supervisor, assessing the applicant’s potential for doctoral study in art history (sent by the person making the recommendation); and a copy of an M.A. thesis or other substantial M.A. research paper.

Applicants also must submit a 1,000-word personal statement describing their purpose in pursuing graduate studies and their intellectual development, academic interests, and career goals; the statement must name the University of Iowa faculty member under whose guidance the applicant hopes to work and how that faculty member’s area of expertise, or the art history program, is especially suited to the applicant’s interests and goals.

Applicants to graduate programs in art history should consult the Art and Art History Graduate Bulletin on the School of Art and Art History web site.

Financial Support

Fellowships, teaching assistantships, research assistantships, and tuition scholarships are awarded to graduate students on the basis of artistic and/or scholarly record.

In the studio programs, financial aid to new students is possible, but most assistantships and scholarships are awarded to graduate students who have been in residence for at least a year. This gives faculty members an opportunity to observe their performance and potential.

Presidential Graduate Fellowships

The Graduate College awards Presidential Graduate Fellowships on the basis of a University-wide competition among incoming Ph.D. students. For information about the fellowships, including nomination and selection criteria and stipends, see Presidential Graduate Fellowship on the Graduate College web site.

Dean’s Graduate Fellowships

The Graduate College awards Dean’s Graduate Fellowships on the basis of a University-wide competition among graduate students. Criteria for the fellowships are similar to those for the Presidential Graduate Fellowship but are designed to support incoming students who are underrepresented in graduate education. For more information, see Dean’s Graduate Fellowship on the Graduate College web site.

Teaching and Research Assistantships

Assistantships are awarded to graduate students on the basis of academic record, promise as scholars or artists, and demonstrated ability to do the job. Quality of performance in one’s graduate program at Iowa is generally the major criterion for awarding teaching assistantships. The number of hours of work required depends on the amount of the award.

Scholarships and Fellowships

The School of Art and Art History offers a variety of scholarships and fellowships made possible by contributions from alumni who wish to support promising artists and scholars. These awards are made on the same basis as teaching and research assistantships.

Information and application materials for graduate scholarships and fellowships are included in the admissions package. They also are available from the School of Art and Art History main office.

Renewal or reappointment for fellowships and assistantships depends on adequate progress toward the degree (graduate students must accumulate at least 18 s.h. of graduate credit each calendar year and maintain a grade-point average above the required minimum) and satisfactory performance of assistantship duties.

Decisions on assistantships and financial aid generally are made during the latter part of the spring semester for the following academic year. Applications and all relevant materials should be on file by February 1.

Student Organizations

The undergraduate Art History Society and the graduate Art History Society sponsor activities for students. The Faculty/Graduate Student Art History Colloquium meets five times each semester to focus on professional development and issues of broad interest in art.

Resources and Facilities

Reference Collections

The art library contains 100,000 volumes, an outstanding periodical collection, and an extensive microfilm and microfiche archive.

The school’s Office of Visual Materials contains a rapidly growing collection of 325,000 slides, 30,000...
digital images, 350,000 35mm slides, 30,000 mounted photographs, and a video collection.

**Museum of Art**

The University of Iowa Museum of Art has a significant permanent collection that includes major holdings of 20th-century and contemporary art, African and pre-Columbian art, English and American silver, European and American prints, drawings and photographs, and Etruscan, Iranian, and contemporary American ceramics. As well as serving as a resource for research in a wide variety of art history areas, the museum offers a program of exhibitions, lectures, and recitals.

Due to the Iowa River flooding of summer 2008, the museum's collections are being displayed and its events are being held in a variety of other facilities. Learn about current exhibitions and events, and their locations, by visiting the Museum of Art web site.

**Interdisciplinary Resources**

Colloquia, visiting artists and lecturer programs, and graduate workshops bring visitors to the School of Art and Art History and provide open forums for discussion of issues in art and scholarship.

Among the school's major assets is the Project for the Advanced Study of Art and Life in Africa (PASALA), an interdisciplinary program that brings together faculty with international reputations in art history, anthropology, films, history, and literature to offer courses and independent study of art in West, Central, East, and South Africa. The result is a program of unusual breadth and depth of expertise. PASALA is among the most active of such programs in the country, organizing international symposia that discuss significant topical issues and publishing the proceedings in regular issues of *Iowa Studies in African Art*. PASALA offers scholarships and support for research in Africa and dissertation preparation to outstanding students. A major resource for PASALA is the Stanley Collection of African Art in the University of Iowa Museum of Art.

Art history participates in the University's Crossing Borders program, which offers major financial support to designated graduate student fellows whose dissertation topics involve multiple foreign language areas. Fellows take team-taught seminars in a range of disciplines, with focus on interactions across cultural, regional, or national divides. They help plan an annual convocation, at which they and invited lecturers present their research.

The School of Art and Art History affiliates with the Department of American Studies (p. 41), giving students opportunities to study not only the history of American art but a variety of interdisciplinary programs in American history, literature, and politics. The school also is linked to the Medieval Studies (p. 448) Program, which offers an undergraduate certificate and courses in the history, literature, and culture of the Middle Ages.

**Art Buildings**

The University of Iowa is restoring and replacing School of Art and Art History facilities that were damaged or destroyed by Iowa River flooding during summer 2008. The school's administrative center, Art Building West, has reopened and once again is home to the school's main office as well as the Office of Visual Materials, the Art Library, an auditorium, art history classrooms, a gallery, a café, and studios for graphic design, painting, animation, and digital photography. Designed by architect Steven Holl, Art Building West has won numerous awards for its innovative design, including the 2007 American Institute of Architects Honor Award for Architecture.

Studio classrooms are temporarily housed in the Studio Arts Building, on Iowa City's south side, and planning is under way for permanent facilities to be built close to Art Building West. Visit the School of Art and Art History web site and ISIS for information about studio, office, and classroom sites.

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**B.A.: Art**

- **Before the fifth semester begins**: at least four courses in the major
- **Before the seventh semester begins**: at least eight courses in the major and at least 90 s.h. earned toward the degree
- **Before the eighth semester begins**: at least 11 courses in the major

**During the eighth semester**: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.F.A.: Art**

Admission to the program leading to the B.F.A. in art is limited and depends on the department's evaluation of the student's work. In order to participate in the Four-Year Graduation Plan, students must be admitted to the degree program on schedule as determined by the art advisor.

- **Before the third semester begins**: at least four courses in the major
- **Before the fifth semester begins**: at least eight courses in the major
- **Before the seventh semester begins**: at least 14 courses in the major and at least 90 s.h. earned toward the degree
- **Before the eighth semester begins**: at least 18 courses in the major

**During the eighth semester**: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.A.: Art History**

- **Before the fifth semester begins**: at least four courses in the major
- **Before the seventh semester begins**: at least eight courses in the major and at least 90 s.h. earned toward the degree
- **Before the eighth semester begins**: at least 11 courses in the major

**During the eighth semester**: enrollment in all remaining course work in the major, all remaining General
Education courses, and a sufficient number of semester hours to graduate

Courses

Art History, Primarily for Undergraduates

01H:001 (ARTH:1010) Art and Visual Culture 3 s.h.
Developments in Western art history from prehistoric times (ca. 25000 BCE) to the present; key monuments in architecture, painting, and sculpture in their wider cultural contexts; 19th- and 20th-century new media, such as photography. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

01H:002 (ARTH:1040) Arts of Africa 3 s.h.
Arts, artists, and cultures of Africa; sculpture, paintings, pottery, textiles, architecture, human adornment. GE: International and Global Issues; Literary, Visual, and Performing Arts.

01H:004 (ARTH:1020) Masterpieces: Art in Historical and Cultural Perspectives 3 s.h.
Masterpieces of Western art—how to look at, think about, and understand some of the world's most exciting works of architecture, painting, and sculpture; their construction, hidden meanings, historical content, and their meanings today. GE: Literary, Visual, and Performing Arts.

01H:005 (ARTH:1050) From Cave Paintings to Cathedrals: Survey of Western Art I 3 s.h.
Survey to foster development of critical thinking in thinking and writing about visual culture, and to familiarize students with broad outlines of artistic development in the Western tradition, from prehistory through later Middle Ages; aesthetic qualities of artworks, relationship between style, function, and meaning. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

01H:006 (ARTH:1060) From Mona Lisa to Modernism: Survey of Western Art II 3 s.h.
Survey of the Western world's visual arts from Renaissance (ca. 1400) to the present; major movements and principal masters of Western Europe and the United States in their social and historical contexts; focus on stimulation of visual literacy and familiarity with outstanding cultural monuments. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

01H:007 (ARTH:1080) Writing About the Visual Arts 3 s.h.
Opportunity to develop understanding of and skill in using visual-arts writing conventions and linguistic competencies that are necessary for academic and professional success; formats such as exhibition reviews, art criticism, research writing, artist's statements; experience through exercises, formal essays, revision, workshops. Requirements: fulfillment of General Education rhetoric requirement.

01H:008 (ARTH:1030) Themes in Global Art 3 s.h.
Key themes in art from a global perspective: propaganda and power, social functions of art, word and image, ritual and body decoration, artistic exchange, religion. GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity.

Fundamental and universal question: What is the relationship between humanity and nature? How the ornamental garden has functioned as a metaphor for paradise across time and among diverse cultures; basic tools to analyze any landscape design; how the artful manipulation of nature has served to express various political, religious, and social ideals across the globe; comprehensive and chronological survey of the development of garden design. GE: Historical Perspectives.

01H:016 (ARTH:1070) Asian Art and Culture 3 s.h.
Art from India, China, and Japan in many media and forms, in their cultural and historical contexts; cultural distinctions of these Asian civilizations as seen through the visual arts; chronology used to highlight historical processes and provide perspectives on continuity and change. GE: Historical Perspectives; Literary, Visual, and Performing Arts. Same as 039:016 (CHIN:1070).

01H:020 (ARTH:2130) Introduction to African Architecture 3 s.h.
Survey of African architecture, including structures throughout the continent ranging from rock-cut churches of Ethiopia to elaborately painted Ndebele homes of South Africa; four areas of African architecture (ancient, traditional, Islamic, contemporary); function, materials, and aesthetic choices of architecture and how they reflect social, religious, political, and economic situations of the people who constructed it.

01H:023 (ARTH:2160) Introduction to Art and Life in Africa 3 s.h.
Masks and sculpture; techniques used to create art (pottery, weaving, carving, brass casting, iron smelting and forging, architecture); videos of art used in performance and African artists creating art; readings of African novels, including Things Fall Apart by Nigerian novelist Chinua Achebe; daily life in Africa (farming, building houses, cooking, education, child rearing, funerals, religion) and other aspects of life that give context to art created by African artists.

01H:026 (ARTH:2320) Introduction to Ancient Art 3 s.h.
Art and architecture of the Mediterranean world ca. 3500 B.C.E. to death of Constantine (337 C.E.); Egyptian, Cycladic, Minoan, Mycenaean, Greek, Etruscan, and Roman cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, religion. Same as 20E:026 (CLSA:2226).

01H:027 (ARTH:2330) Introduction to Egyptian and Ancient Near Eastern Art 3 s.h.
Art and architecture of Egypt and the Near East (ca. 3500 B.C.E.) to advent of Islam; Egyptian, Sumerian, Assyrian, Babylonian, and Persian cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, and religion. Same as 20E:027 (CLSA:2330).

01H:028 (ARTH:2340) Introduction to Greek and Roman Art 3 s.h.
Art and architecture of Greece and Rome (ca. 3000 B.C.E.) to death of Constantine (337 C.E.); Cycladic, Minoan, Mycenaean, Greek, Etruscan, and Roman cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, and religion.
01H:029 (ARTH:1000) First-Year Seminar  1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

01H:031 (ARTH:2220) Introduction to the Art of China  3 s.h.
Visual arts of China and their history; emphasis on understanding in context of Chinese civilization, history. Same as 039:029 (ASIA:2231).

01H:033 (ARTH:2250) Introduction to the Art of Japan  3 s.h.
Chronological survey of Japan's visual arts in their historical and cultural contexts from Neolithic age to present; extensive use of slides, films, other visual materials. Same as 39J:033 (JPNS:2250).

01H:040 (ARTH:2420) Introduction to Medieval Art  3 s.h.
Comprehensive survey of artistic traditions of Western Europe and Mediterranean Basin from roughly 300 to 1500; reign of Roman Emperor Constantine to lifetime of Christopher Columbus; complexity and diversity of cultural and artistic traditions that flourished in these so-called Middle Ages, where blending of Roman and northern legacies created European cultures from which we belong.

01H:047 (ARTH:2520) Introduction to Italian Renaissance Art  3 s.h.
Italian art, architecture from early Renaissance to 1600.

01H:053 (ARTH:2620) Introduction to Baroque Visual Culture  3 s.h.
Art, architecture in Europe from 1600 to 1700.

01H:062 (ARTH:2730) Introduction to Nineteenth-Century Art  3 s.h.
Major European artists, works, movements, aesthetic theories from late 18th century to 1900; works in their aesthetic, cultural, intellectual, political contexts; boundaries, definitions of movements such as Neo-Classicism, Romanticism, Realism, Impressionism, Post-Impressionism, Symbolism.

01H:063 (ARTH:2740) Introduction to Northern Renaissance Art  3 s.h.
Northern European art between 1350 and 1600; the transition between the late Middle Ages and the Renaissance; artistic output of this period; development of critical thinking skills by exploring ways in which the Northern Renaissance has been defined with respect to Italian Renaissance and northern medieval traditions.

01H:066 (ARTH:2920) Introduction to American Art  3 s.h.
Survey of painting, sculpture, architecture, and photography in the United States from colonial era to mid-20th century; how the new country grappled with creating a visual culture unique to its own character and development; portraits, landscape paintings, sculpture, and architecture in an array of styles and media; circumstances of their creation, aspirations and preconceptions of their makers, perspectives of their audiences. Recommendations: 01H:006 (ARTH:1060). GE: Historical Perspectives; Literary, Visual, and Performing Arts.

01H:073 (ARTH:2820) Introduction to Modern/Contemporary Art  3 s.h.
Modern European and American painting, sculpture, and architecture from 1880 to present; major art movements of modern art history.

01H:084 (ARTH:2020) Introduction to Western Architecture  3 s.h.
Overview of monuments, Neolithic period to present; aesthetic and structural principles, major styles, architects.

01H:086 (ARTH:2030) Introduction to American Architecture  3 s.h.
Characteristics of American public, domestic, and industrial architecture as evolved from Native American contact period to present; visual features of American-built environment and social, political, and economic factors that shaped development; design contributions of individual architects, impact of new technology, and growth of architectural profession.

01H:090 (ARTH:2040) Introduction to Art and Religion  3 s.h.
How religious and cult practices have influenced the shape of objects and monuments now considered superb examples of art and architecture; late antiquity to Renaissance; case studies; focus on initiation rituals.

01H:099 (ARTH:2975) Undergraduate Seminar in the History of Art  3 s.h.
Characteristic problems, methodological issues, critical thinking and writing. Offered fall semesters. Requirements: art history major.

Art History for Undergraduate and Graduate Students
An introductory course in the appropriate art history area or consent of instructor is prerequisite for some courses numbered above 100. Courses titled "Themes in ..." consider topics of current interest in the field, organized thematically rather than chronologically.

01H:100 (ARTH:3000) Digital Approaches to Art History I  3 s.h.
Digital approaches to study of art history; emphasis on cultural identity.

01H:104 (ARTH:3130) American Indian Art  3 s.h.
Sculpture, painting, architecture, crafts, arts of personal adornment of native peoples of North America. GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity.

01H:105 (ARTH:3120) Art of Pre-Columbian America  3 s.h.
Art, architecture of Mexico, Peru before Cortéz.

01H:106 (ARTH:4140) African Kings  3 s.h.
African art created to reflect the political and military power of African rulers; in-depth study.
01H:107 (ARTH:3150) Art of West Africa 3 s.h.
How art is used to solve problems and mark important passages in life.

01H:108 (ARTH:3160) Themes in African Art 3 s.h.
Survey of African architecture includes structures throughout the continent ranging from the rock-cut churches of Ethiopia to the elaborately painted Ndebele homes of South Africa; four areas of African architecture: ancient, traditional, Islamic, contemporary; function, materials, and aesthetic choices of the architecture and how these reflect the social, religious, political, and economic situations of the people who constructed it.

01H:109 (ARTH:3161) Themes in Ancient Art 3 s.h.
Themes and topics in ancient art.

01H:110 (ARTH:3320) Egyptian Art 3 s.h.
Sculpture, painting, architecture, and luxury arts from Pyramid Age to Death of Cleopatra. Same as 032:104 (RELS:3704).

01H:116 (ARTH:3170) The Art of Central Africa 3 s.h.
Artistic production and media in Central Africa categorized by geographies but examined from perspectives of innovation, power, gender, performance, ancestry, religious beliefs, technology, death, and the body; breadth of Central Africa’s artistic production, art history, and terminology; 20th-century debates around African art.

01H:119 (ARTH:3220) Chinese Art and Culture 3 s.h.
Archaeological discoveries, sculpture, painting, architecture, calligraphy, other arts of Greater China area in historical and cultural contexts of past 5,000 years. Prerequisites: 01H:006 (ARTH:1060) or 01H:031 (ARTH:2220). Same as 039:159 (ASIA:3219).

01H:120 (ARTH:3230) Chinese Painting I: Pagodas and Palaces 3 s.h.
Early Chinese painting from fourth century B.C.E. through 14th century C.E.; figural style, religious art, emergence of landscape, other nonreligious subjects, interconnectedness of painting and calligraphy as fine arts. Same as 039:120 (ASIA:3220).

01H:123 (ARTH:3260) Japanese Painting 3 s.h.
Japanese painting in its historical, cultural contexts; focus on developments of successive eras—religious art; narrative, other literary connections; Zen; decorative traditions; popular arts; Japan and the modern world. Same as 39j:123 (JPN:3260).

01H:124 (ARTH:3270) Themes in Asian Art History 3 s.h.
Same as 039:131 (ASIA:3270).

01H:125 (ARTH:3325) Kings, Gods, and Heroes: Art of the Ancient Near East 3 s.h.
Arts, kings, and cultures of Mesopotamia, Syria, and Iran; sculpture, seals, pottery, metalworking, architecture.

01H:127 (ARTH:3330) Classical Greek Art 3 s.h.
Art, sacred architecture from early Classical through late fourth century B.C.E.; Athens in the Golden Age. Same as 20E:124 (CLSA:3227).

01H:128 (ARTH:3340) Greek Vase Painting 3 s.h.
Greek ceramics as documents of religious beliefs, mythology, and daily life 1000-300 B.C.E.

01H:131 (ARTH:3520) The Sculptural Origins of Michelangelo 3 s.h.
Visual and cultural origins of Michelangelo’s sculpture, painting, and architectural designs; role that Michelangelo and his work played as a visual artist, poet, and religious reformer in culture of Florence and Rome in the 16th century; reasons for Michelangelo being a dynamic influence in all of the arts through the contemporary period.

01H:132 (ARTH:3350) Art of Early Rome: Patrons and Politics 3 s.h.
Examination of architecture, sculpture, and painting in central Italy from c. 800 B.C. to the end of the Roman Republic in 27 B.C.; art in the service of social ideology and political propaganda; funerary art and its relationship to the living; artistic interactions between Etruria, Greece, and Rome. Same as 20E:128 (CLSA:3232).

01H:133 (ARTH:3360) Art of the Ancient Roman Empire 3 s.h.
Major developments in architecture, sculpture, and painting from the ascension of Augustus to sole ruler in 31 B.C. to the death of Constantine in A.D. 337; influence of individual emperors on the development of artistic forms; relationship between public and private art; interdependency of Rome and the provinces. Same as 20E:130 (CLSA:3233).

01H:134 (ARTH:3370) Art and Culture in Ancient Pompeii 3 s.h.
Art and architecture, as documents of ancient society and religion in towns destroyed by Mount Vesuvius in C.E. 79. Same as 20E:129 (CLSA:3234).

01H:135 (ARTH:3380) City of Rome: Image and Ideology 3 s.h.
The myth of the city of Rome as seen in paintings, sculpture, architecture, urbanism, and cinema from early Renaissance to Mussolini; focus on urban topography and mythic origins; the divinely-ordained destiny of Rome in God’s providential plan for humanity; raw imperialism of Italian fascism as manifested in the visual legacy of the city; ideological underpinnings of the city’s major institutions—the papacy, municipal government, Italian monarchy, and the fascist state as supported through the appropriation of the myth of Rome.

01H:136 (ARTH:3390) Early Medieval Art 3 s.h.
Complex artistic traditions that developed roughly between 300 and 1000 in the territories once governed by the Roman Empire and in the areas of northern Europe directly influenced by Western Christian tradition; the period not simply a “Dark Age,” but a pivotal chapter in the history of Western art and culture; group discussion, individual research topics.

01H:137 (ARTH:3391) Themes in Medieval Art 3 s.h.
Themes and topics in medieval art.

01H:138 (ARTH:3420) Gothic Architecture 3 s.h.
Gothic architecture and its history, from varied perspectives (e.g., formal structural, symbolic, geometric, socioeconomic).
01H:140 (ARTH:3530) The World of Giotto and Dante  
Painting, sculpture, and architecture 1250-1400.

01H:141 (ARTH:3540) Masaccio to Leonardo da Vinci  
Painting, sculpture, and architecture 1400-1525.

01H:142 (ARTH:3550) Leonardo, Raphael, and Their Contemporaries  
The arts in Italy 1485-1550.

01H:143 (ARTH:3056) Italian Baroque Visual Culture  
Visual culture of 17th-century Italy contextualized; major media (painting, sculpture, architecture) by leading artists (Bernini, Borromini, Caravaggio, Cortona); full range of material culture, including minor and decorative arts; use of imagery by individual and institutional patrons for the persuasive purpose of political and social advancement; ideological utility of art as a recurring theme, underscoring the Baroque antecedents of media manipulation of our own time.

01H:144 (ARTH:3070) Themes in Baroque-Era Art  
Topics and themes in baroque-era art.

01H:145 (ARTH:3630) Themes in Renaissance Art  
Themes and topics in Renaissance art.

01H:146 (ARTH:3640) The Artist in the Studio: Allegory and Reality from Renaissance to Modern  
Changing needs of a growing modern secular leisure class, demonstrated in works of art that depict artists at work in their own environment and the popularity of artist’s self-portraits; significance of subject category in understanding changes in perception of social, economic, and political roles of visual artists and visual arts traced from Leonardo, Michelangelo, and Raphael to Velasquez, Rubens, Rembrandt, Vermeer, Picasso, Matisse and others; literary, musical, and theatrical arts.

01H:147 (ARTH:3385) Baroque Rome: Caravaggio, Bernini, Borromini  
Rome and its institutions as reflected in the careers of its three most revolutionary artists.

01H:148 (ARTH:3650) Seventeenth-Century Dutch and Flemish Painting  
Painting in the age of Rubens, Rembrandt, Vermeer; rise of landscape, still life, genre.

01H:149 (ARTH:3700) David to Delacroix: Art in the Age of Revolutions  
Developments in French art and culture in a period of artistic, cultural, and political upheavals from the French Revolution through the Napoleonic Empire to the founding of the Second Empire in the mid-19th century; intersections of art with aesthetics, culture, and politics; role of psychology, biology, and natural sciences in art; use of myth; rise of modernism; changes in patronage; new role of museums and galleries; innovations in printmaking, book illustration, and caricature; artists include David, Girodet, Gros, Ingres, Gericauld, and Delacroix, among others.

01H:150 (ARTH:3720) The Romantic Revolution  
Transformations in European art and culture 1750-1850, an age of artistic, political, cultural, intellectual crisis and revolutions; major artists, including David, Ingres, Gericault, Delacroix, Goya, Friedrich, Constable, Turner.

01H:151 (ARTH:3100) Themes in 18th- and 19th-Century European Art  
The arts in Italy 1485-1550.

01H:152 (ARTH:3020) Paris and the Art of Urban Life  
The city of Paris examined in various historical, artistic, cultural contexts; interdisciplinary. Same as 009:130 (FREN:3030).

01H:153 (ARTH:3730) Realism, Impressionism, Post-Impressionism  
Naturalism, Realism, the Impressionist landscape, painting of modern life, new trends in subjectivity and exoticism mid- to late-19th-century European art and culture; Courbet, Manet, Degas, Monet, Renoir, Seurat, Cezanne, Van Gogh, Gauguin, Ensor, Munch.

01H:154 (ARTH:3740) Manet to Matisse  
Development of modernism and the avant-garde in late 19th- and early 20th-century Paris; intersection of innovation and tradition, literature and art; role of theory and criticism in works of Manet, Degas, Seurat, Cezanne, Gauguin, Rodin, Matisse, and Picasso.

01H:155 (ARTH:3960) Building a Nation: American Architecture to 1865  
How ethnic groups shaped America’s cultural landscapes and architecture from colonial period to Civil War.

01H:156 (ARTH:3930) American Renaissance and Architecture to 1865  
Painting, sculpture, and architecture from colonial times to Civil War.

01H:157 (ARTH:3920) National Images: American Art to 1865  
Architecture, painting, sculpture 1865-1913.

01H:158 (ARTH:3930) American Renaissance and the Gilded Age  
Architecture, painting, sculpture 1865-1913.

01H:159 (ARTH:3864) Nazi and Stalinist Art: Aesthetics of Power  
Manipulative power of art, architecture, urbanism, and film in 20th-century totalitarian regimes—Italy, Germany, and Stalinist Soviet Union as well as Madrid, Warsaw, Beijing, Pyongyang, Baghdad; the dark side of art and its transnational character, particularly in architecture and urban planning; nature of propaganda and state-sponsored art, responses to modernism and industrialization, allure of militarism and empire, uses of historicism, role of public ritual and mass spectacle in totalitarianism; common currency of totalitarian art across national groups, cultures, ideologies; how aesthetics function as tools of modern autocracies, with lessons for ailing 21st-century democracies.

01H:160 (ARTH:3940) American Western Art  
Painting and sculpture of the western United States, primarily from Euro-American perspective.
Overview of practical and theoretical principles of historic preservation of the built environment; hands-on fieldwork, archival research, and document preparation; evolution of historic preservation in America and its controversies.

Survey of pop art in America, Britain, Europe; focus on developments in painting and sculpture 1950s to early 1960s; continuing influence of Pop Art.

Survey of Minimalism; focus on developments in painting and sculpture during 1960s; continuing influence.

How public art projects are conceived, created, and paid for; projects sponsored and funded by federal, state, and local governments and private businesses 1960 to present; projects’ operational structures, how artists are selected; Vietnam Veterans Memorial, Serra’s Tilted Arc, recent projects. Same as 024:181 (MUSM:3080).

Introduction to different aspects of art museums; emphasis on roles of art historians, especially curatorial practice; current and historical theories and practices of art exhibitions; varying debates of the politics of display; art museum professions; the many facets of art exhibition preparation; the University of Iowa Museum of Art collections. Same as 024:162 (MUSM:4081).

How law and ethics apply to individuals and institutions concerned with the visual arts. Same as 091:192 (LAW:8163).

Printmaking as important art form, influential carrier of styles and iconography from area to area; focus on Europe; history of prints from prehistoric times to present.

Survey of photography 1839 to present.

Impact of new technology, artistic theory, and social practices on modern European and American architecture, 1890 to 1977.

Quality of contemporary-built environments in America, Western Europe, Asia, and Middle East from 1970 to present; stylistic evolution of postmodern design, new urbanism, sustainable architecture; impact of literary and cultural theory on contemporary practitioners such as Daniel Libeskind, Steven Holl.

Sustainable building practices of the past, traditional and indigenous cultures; current sustainable architectural practices, leading practitioners, institutional standards in the U.S. and Europe; competing demands of sustainability against the ideals of historic preservation; how architectural aesthetics can support sustainable technology.

Chicago Architecture
Architectural and urban development of Chicago; how changing visions of this most-American of cities has been influenced by aesthetic, social, political, and economic factors; early settlement patterns, the impact of the Great Fire of 1871, skyscraper technology, Daniel Burnham’s 1909 Plan, the Bungalow Belt, and the park system; the larger history of the American city in terms of its architectural, urban, and landscape development.

01H:189 (ARTH:3900) Themes in Architectural History 3 s.h.
Topics and themes in architectural history.

01H:190 (ARTH:3985) Honors Research in Art History arr.

01H:191 (ARTH:3240) Chinese Painting II 3 s.h.
History of painting in China during the Song Dynasty (960-1279 C.E.) and later; emphasis on art of later centuries to present time in its historical and cultural contexts.

01H:194 (ARTH:3995) Independent Study in Art History arr.
Advanced work in art history.

01H:197 (ARTH:3310) Celtic and Viking Art 3 s.h.
Art and architecture of Celts and Vikings from prehistory to Middle Ages.

01H:199 (ARTH:3990) Topics in Art History 3 s.h.
Varied topics.

Art History, Primarily for Graduate Students

01H:200 (ARTH:6000) History and Methods 3 s.h.
Critical thinking and research; readings in historical development of the discipline, from Renaissance to present; methodological paradigms and trends.

01H:210 (ARTH:6020) Art History Colloquium 1 s.h.
Current topics and research in art history. Requirements: art history graduate standing.

01H:300 (ARTH:6040) Directed Studies arr.


01H:310 (ARTH:6110) Seminar: Problems in African Art 2-3 s.h.
Key themes and issues in ancient art. Same as 20E:326 (CLSA:6200).

01H:320 (ARTH:6300) Seminar: Problems in Ancient Art 3 s.h.

01H:340 (ARTH:6440) Seminar: Problems in Medieval Art 3 s.h.

Major issues, methodologies.

01H:353 (ARTH:6640) Seminar: Problems in Baroque Art

01H:359 (ARTH:6740) Graduate Seminar: Nineteenth-Century Art

01H:362 (ARTH:6840) Seminar: Modern/Contemporary Art
Major issues, methodologies.

01H:366 (ARTH:6940) Seminar: Problems in American Art

01H:385 (ARTH:6085) Seminar: Problems in Architectural History
Key themes, architects, and literature that informs the history of the built environment in varied cultural contexts.

01H:400 (ARTH:7010) Ph.D. Readings arr.


Studio Art for Undergraduate and Graduate Students

Courses numbered 099 and below are primarily for undergraduates and may not be repeated unless noted on ISIS. Some courses numbered 100-199 are repeatable. Courses 01A:003 (ARTS:1510) Basic Drawing and 01A:004 (ARTS:1520) Design Fundamentals are prerequisites for all studio courses for art majors.

Fundamentals

01A:003 (ARTS:1510) Basic Drawing 3 s.h.
Two-dimensional visual language, media; space, form; color. Requirements: art major or art minor.

01A:004 (ARTS:1520) Design Fundamentals 3 s.h.
Two- and three-dimensional concepts and their relations; working with basic drawing instruments; problems in visual arts; artists’ philosophies and techniques. Requirements: art major.

01A:006 (ARTS:1500) Media, Social Practice, and Design Studio Foundations 3 s.h.
Introduction to key principles and skills in graphic design, photography, and video.

01A:009 (ARTS:1560) Art Student Ambassador Seminar 0-1 s.h.
Ambassadors provide information about the School of Art and Art History to incoming and visiting students, the University community, and the broader community; conduct tours; meet with students and parents; review curriculum; provide information on opportunities; coordinate events; and develop materials for incoming students. Requirements: art major.
Ceramics

Courses 01A:003 (ARTS:1510) Basic Drawing and 01A:004 (ARTS:1520) Design Fundamentals are prerequisites for all ceramics courses for art majors; 01A:003 (ARTS:1510) Basic Drawing is prerequisite for nonmajors.

01C:060 (CERM:2010) Exploring Forms in Clay I 3 s.h.
Basic handbuilding methods of forming, firing, glazing clay. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors. GE: Literary, Visual, and Performing Arts.

01C:061 (CERM:2020) Exploring Thrown Forms in Clay II 3 s.h.
Basic wheel-throwing techniques; clay, glaze formulation and preparation in kiln firing. Prerequisites: 01C:060 (CERM:2010).

01C:170 (CERM:3010) Advanced Clay Forming III 4 s.h.
Advanced throwing techniques; larger scale, more professional goals; projects may be more sculptural or one of a kind. Offered fall semesters. Prerequisites: 01C:060 (CERM:2010) and 01C:061 (CERM:2020).

01C:171 (CERM:4010) Advanced Clay Forming IV 4 s.h.
Advanced individual projects. Offered spring semesters. Prerequisites: 01C:061 (CERM:2020) or 01C:170 (CERM:3010).

01C:172 (CERM:4020) Ceramic Materials and Effects 4 s.h.
Empirical, practical methods of glaze and body formulation; effects of various types of kilns and firing atmospheres on glaze materials, clay bodies; digital imaging used for testing and documenting results. Offered fall semesters of even years. Prerequisites: 01C:170 (CERM:3010). Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors.

01C:173 (CERM:4030) Undergraduate Ceramics Workshop 3-4 s.h.
Advanced undergraduate studio; critiques of student work and electronic portfolio development, visiting artist participation; may include field trips. Prerequisites: 01C:171 (CERM:4010).

01C:174 (CERM:4040) Kiln Building 4 s.h.
Kiln theory, design, construction methods; may include participation in kiln construction. Offered fall semesters of odd years. Prerequisites: 01C:170 (CERM:3010).

01C:176 (CERM:4050) Concepts: Materials and Installation 4 s.h.
Exposure to contemporary methods of working in clay, develop critical thinking skills that move clay into the realm of conceptual work; develop a personal direction in the medium; conceptual development and material exploration; set clay side by side with other materials and mediums; demonstrate dedication to the work and to the development of mature ideas and forms of expression. Prerequisites: 01C:170 (CERM:3010).

01C:190 (CERM:4099) Undergraduate Individual Instruction 1-3 s.h.
Individual instruction in ceramics for advanced students.
01C:270 (CERM:6099) Graduate Individual Instruction in Ceramics
Requirements: knowledge of clay and glaze computation, and ability to fire kilns.

01C:275 (CERM:6075) Ceramics Workshop 3-4 s.h.
Advanced graduate studio; critique of student work; visiting artists, field trips. Prerequisites: 01C:171 (CERM:4010).

Design
Courses 01A:003 (ARTS:1510) Basic Drawing and 01A:004 (ARTS:1520) Design Fundamentals are prerequisites for all design courses for art majors; 01A:003 (ARTS:1510) Basic Drawing is prerequisite for nonmajors.

01D:090 (DSGN:2110) Graphic Design I 3 s.h.
Basic principles, techniques, and applications of graphic design, typography, composition, visual perception; creative, problem-solving aspects of graphic design. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520). Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors.

01D:098 (ANIM:2125) Introduction to Animation 3 s.h.
Introduction to animation and its role in contemporary creative practice; focus on historical and technical principles of traditional 2-D animation, 2-D digital animation, and 3-D computer animation; creative, conceptual, and technical facets of animation practice; conceptualize and execute animations using processes and methods currently integrated into contemporary time-based art practice. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors.

01D:100 (DSGN:3120) Typography 4 s.h.

01D:105 (ANIM:3125) Animation I 4 s.h.
Continuation of 01D:098 (ANIM:2125); focus on technology of 3-D animation; 3-D modeling, texturing, animation, rendering and lighting; projects cover creative, conceptual, and technical facets of 3-D animation pipeline; students conceptualize and execute projects using processes and methods currently integrated into 3-D animation industry through lectures, critiques, computer software, screenings, and labs. Prerequisites: 01D:098 (ANIM:2125).

01D:110 (DSGN:3130) Web Site Design I 3 s.h.
Designing for the World Wide Web; composition, manipulation, organization of type and images; projects, demonstrations, discussions. Prerequisites: 01D:090 (DSGN:2110) and 01D:100 (DSGN:3120).

01D:115 (ANIM:3130) Professional Practices in Animation and Gaming Studios 2 s.h.
Experiential learning experience through immersion in professional animation and gaming studios that blend technology, art, and design; behind-the-scenes meetings with professionals, equipment, and processes involved in creating major animated and video game works; studio and museum visits to gain understanding of technology and art, professional studio culture, and innovative design; animation history, studio culture, entertainment artistry, art technology, and contemporary art.

01D:120 (DSGN:3110) Graphic Design II 4 s.h.
In-depth study and exploration of graphic design as creative and problem-solving tool of visual communication; translation of ideas and concepts into comprehensible visual language. Prerequisites: 01D:090 (DSGN:2110) and 01D:100 (DSGN:3120).

01D:128 (DSGN:3122) Computer Graphic Design 3 s.h.
Advanced composition, manipulation of image and type; organization and pre-press file management using Macintosh platform. Prerequisites: 01D:090 (DSGN:2110).

01D:140 (DSGN:4130) Web Site Design II 4 s.h.
Continuation of 01D:110 (DSGN:3130); in-depth exploration and study of graphic design principles and their application in online and interactive media; further development of HTML, CSS, other related technologies. Prerequisites: 01D:110 (DSGN:3130) and 01D:120 (DSGN:3110). Corequisites: 01D:150 (DSGN:4110) or 01D:160 (DSGN:4140), if not taken as prerequisites.

01D:145 (ANIM:3135) Animation II 4 s.h.
Continuation of 01D:105 (ANIM:3125); focus on technology of 3-D animation; 3-D modeling, texturing, animation, rendering and lighting; projects cover creative, conceptual, and technical facets of 3-D animation pipeline; students conceptualize and execute projects using processes and methods currently integrated into 3-D animation industry through lectures, critiques, computer software, screenings, and labs. Prerequisites: 01D:105 (ANIM:3125).

01D:150 (DSGN:4110) Graphic Design III 4 s.h.
Continuation of 01D:120 (DSGN:3110); graphic design knowledge and skills applied to complex design problems such as visual identity, packaging, information design. Prerequisites: 01D:110 (DSGN:3130) and 01D:120 (DSGN:3110).

01D:160 (DSGN:4140) Problems in Graphic Design 4 s.h.
Design topics; content varies. Prerequisites: 01D:090 (DSGN:2110), 01D:100 (DSGN:3120), and 01D:120 (DSGN:3110).

01D:190 (DSGN:4199) Undergraduate Individual Instruction 1-3 s.h.
Individual instruction in design for advanced students.

01D:200 (DSGN:6175) Graduate Graphic Design Workshop 4 s.h.
Complex problems in graphic design; planning, development, organization of integrated design programs.

01D:240 (DSGN:6299) Individual Instruction in Design arr.
Three-Dimensional Design

01T:020 (TDSN:2205) Art and Engineering 3 s.h.
Collaborative, interdisciplinary, cutting-edge opportunity to gain real world engineering experience while learning to think creatively and analytically to create engaging works of art; interdisciplinary collaboration and creative methodologies that enhance life-long creative practice of artists and engineers; basic electronics and Arduino prototyping platform to create programmable, sensor-driven, responsive circuits. Same as 055:012 (ECE:2120).

01T:021 (TDSN:2210) Problems in 3-D Design I: Form and Structure 3 s.h.
Materials, their formal and structural possibilities. Offered fall semesters. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors.

01T:022 (TDSN:2220) Problems in 3-D Design II: Form and Function 4 s.h.
How objects are designed and structured; modeling, graphic skills necessary for basic project development. Offered spring semesters. Prerequisites: 01T:021 (TDSN:2210).

01T:025 (TDSN:2230) Introduction to Portfolio Design 3 s.h.
Preparation of presentation boards and portfolio production for print and job application; for students in 3-D design and related areas. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors.

01T:028 (TDSN:2270) Digital Forming 3 s.h.
Introduction to process of design; work with 3-D virtual digital tools to create objects and forms printed with rapid prototyping technology; use of Leonar3Do software, 3-D glasses, and a bird device that functions as a mouse to create forms in space; virtual modeling techniques that allow creation and manipulation of shapes in the air; design development on Leonar3Do, improved with 3ds Max, and saved for 3-D printing. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520).

01T:064 (TDSN:2240) Introduction to Computer-Aided Design for 3-D Design 3 s.h.
Basic principles of 2-D and 3-D computer-aided drafting; use of AutoCAD software to draw plans, elevations, and sections for objects and interior spaces. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520). Same as 053:040 (CEE:2240).

01T:070 (TDSN:2250) Introduction to Computer Modeling for 3-D Design 3 s.h.
Basic knowledge and practical technical skills using 3ds Max studio software; experience creating and manipulating basic forms and working with texture, background, light, and camera viewpoints; basic animation. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01B:035 (ARTS:1020) for nonmajors.

01T:075 (TDSN:2260) Introduction to Virtual Reality for 3-D Design 3 s.h.
Introduction to Vizard software; design of virtual 3-D space; translation of environments created in 3ds Max software into Vizard software. Corequisites: 01T:070 (TDSN:2250), if not taken as a prerequisite.

01T:102 (TDSN:3100) 3-D Computer-Aided Design arr.
Three-dimensional computer-aided drafting; use of AutoCAD software. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520).

01T:110 (TDSN:3150) Advanced Robotics 3 s.h.
Advanced peripheral integration and control, including stepper motors, solar power, audio playback, and live data manipulation through physical sensors; advanced fabrication (e.g., printed circuit boards and wiring harness design); for students with previous experience in robotics and electronics. Prerequisites: 01N:105 (SCLP:3840).

01T:137 (TDSN:3210) Environmental Design I 4 s.h.
Human interaction with the interior and exterior environment. Offered fall semesters of odd years. Prerequisites: 01T:021 (TDSN:2210). Same as 049:158 (THTR:3206).

01T:141 (TDSN:3220) Interior Design I 4 s.h.
Relationship of interior space to its architecture, environment, human element; color, materials, furnishings, lighting; projects. Offered spring semesters. Prerequisites: 01T:021 (TDSN:2210).

01T:142 (TDSN:3230) Color for Interior Design 4 s.h.
Use of color for interior spaces; principles of color theory reviewed and applied to 3-D environments; color as a compositional element and psychological tool. Prerequisites: 01T:021 (TDSN:2210).

01T:143 (TDSN:4102) Digital Animation and Visual Art 3 s.h.
Assimilation of digital animation into realm of traditional fine art mediums; exploration of fundamental skills (storyboarding, rotoscoping, stop motion, motion graphics, 3-D animation); Adobe Photoshop, After Effects, and 3ds Max techniques explored in rotoscoping, stop motion, motion graphics, 3-D animation); Adobe Photoshop, After Effects, and 3ds Max techniques and software that are industry standards in the careers of animators, storyboard artists, roto artists, digital compositors, and motion graphic artists; production of a show reel of student work for group showing and final critique. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520).

01T:144 (TDSN:4220) Interior Design II 3 s.h.
Continuation of 01T:141 (TDSN:3220). Offered fall semesters of even years. Prerequisites: 01T:064 (TDSN:2240) and 01T:141 (TDSN:3220).

01T:147 (TDSN:4160) 3-D Computer Graphic Art 3 s.h.
Three-dimensional modeling, emphasis on movement in form and function; advanced modeling techniques in polygonal and NURBS modeling to generate fundamentally sound models used for rapid prototyping, visualization, and animation; Box modeling, NURBS modeling, rigging, materials, bump maps, normal maps, and rendering; fundamental skills of computer graphic artists working in the fields of animation, architectural visualization, video game modeling, industrial design, and engineering design. Prerequisites: 01T:070 (TDSN:2250).

01T:176 (TDSN:4170) Problems in 3-D Design: Locative Art Practice 4 s.h.
How our relationship to Earth has changed with new forms of locating place in it; new forms of representation used to express exploration of that relationship; designing a locative research project; exploration of four major course concepts (geo-annotation, locative inscription, GPS drawing, alternative cartography) using portable, networked, and location-aware computing for mapping relationships. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520).

01T:190 (TDSN:4199) Undergraduate Individual Instruction
Individual instruction in 3-D design for advanced students.

01T:192 (TDSN:4150) Fabrication and Design: Hand-Built Bicycle
Students build a bicycle frame by hand; project involves use of CAD modeling and development of fabrication skills to create a modern-day work of art. Prerequisites: 01T:064 (TDSN:2240).

01T:193 (TDSN:4155) Hand-Built Bicycles in the Rockies
Building a titanium hand-built bike; use of hand-built fabrication techniques and tools; translation of CAD design into first full-suspension titanium fat bike; aspects of metal technology, concept development, fabrication geometry and design, metal properties and selection, tool selection, brazing and TIG welding, jig setup and use, and mitering; travel to Fort Collins, Colorado to work for one week at Black Sheep Bikes (two-time winner of the North American Hand Built Bike Show). Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520).

01T:238 (TDSN:6210) Environmental Design II
Continuation of 01T:137 (TDSN:3210); design of virtual environments.

01T:240 (TDSN:6299) Individual Instruction in 3-D Design
Individual instruction in 3-D design for advanced students.

01T:249 (TDSN:6295) Advanced Problems in Design
Special issues and topics in design.

Intermedia
Courses 01A:003 (ARTS:1510) Basic Drawing and 01A:004 (ARTS:1520) Design Fundamentals are prerequisites for all intermedia courses for art majors; 01A:003 (ARTS:1510) Basic Drawing is prerequisite for nonmajors.

01J:090 (INTM:2710) Intermedia I
Interdisciplinary focus; emphasis on conceptual, installation, video, time-based media, performance art. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for art majors; 01A:003 (ARTS:1510) for nonmajors.

01J:091 (INTM:2720) Intermedia II
Interdisciplinary investigation of materials and concepts in relation to time-based media, performance, video, installation; individual and collaborative projects. Prerequisites: 01J:090 (INTM:2710).

01J:095 (INTM:2730) Topics in Intermedia
Continuation of study and practice in emerging media and new genres, including video, Internet art, installation, new media, and social practice. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors.

01J:100 (INTM:3730) Advanced Intermedia Topics
Areas of intermedia practice, including installation, video, Internet-based production, sound design, image and text, new media. Prerequisites: 01J:090 (INTM:2710).
01J:104 (INTM:3720) Media Art Lab
4 s.h.
Study and production in the media arts—digital video, sound, installation/performance, Internet, new media art; conceptual development through readings, screenings; hands-on workshops using a range of media production equipment and platforms; in-class, short-term projects. Requirements: 01J:090 (INTM:2710) or 048:034 (CCL:1834) or graduate standing. Recommendations: experience with media technologies.

01J:108 (INTM:3750) Art and Ecology
4 s.h.
Collaborative, creative research group; artistic responses to environmental sustainability and related social issues; critical approaches rooted in humanities, other disciplines. Prerequisites: 01J:090 (INTM:2710).

01J:110 (INTM:4775) Intermedia Workshop
3-4 s.h.
Visual practice/visual theory; projects, critiques, visiting artists and scholars. Requirements: 01J:091 (INTM:2720) or graduate standing in intermedia.

01J:115 (INTM:3755) What is Storytelling For?
4 s.h.

01J:140 (INTM:3765) Artists in the Community--Intermedia
3-4 s.h.
Student participation in internships at Iowa City and Johnson county nonprofit organizations; interdisciplinary seminar.

01J:180 (INTM:4780) Women’s Lives in Alternative Texts
3 s.h.
Work of contemporary comics creators; how they craft memoir-based texts that explore intersections of aging, sexuality, race, gender, and relationships. Same as 131:180 (GWSS:4180).

01J:190 (INTM:3799) Undergraduate Individual Instruction
1-3 s.h.
Individual instruction in intermedia for advanced students.

01J:200 (INTM:6780) Art, Engagement, and Activism
4 s.h.
Role of artists in our communities; how to build a rewarding studio practice and influence social, political, and cultural decisions within the community; work of artists, designers, creative scholars, performers, and writers whose work is socially engaged, collaborative, labeled as radical or activist in nature; students produce a small body of written, visual, and performed work influenced by events and needs within their communities; examination and discussion of various theories of art, activism, performance, and engagement.

01J:201 (INTM:6799) Individual Instruction in Intermedia and Video Art
arr.

01J:208 (INTM:6795) Intermedia Graduate Special Topics
3-4 s.h.
Areas of intermedia practice, including installation, video, Internet-based production, sound design, image and text, new media.

Jewelry and Metal Arts
Courses 01A:003 (ARTS:1510) Basic Drawing is prerequisite for nonmajors.

01G:084 (MTLS:2910) Introduction to Jewelry and Metal Arts
3 s.h.
Fabrication, hammer forming, hydraulic die forming, soldering, riveting, etching, texturing, anodization of aluminum and titanium, stone setting, and patination techniques; creation of jewelry, flatware, and other functional and nonfunctional sculptural objects using varied metals and other materials; emphasis on creativity, learning, and basic metalworking techniques. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors.

01G:085 (MTLS:2920) Intermediate Jewelry and Metal Arts
4 s.h.
Applications with casting (gold, silver, bronze), enameling, and stone setting, processes may be combined; photo etching and 3-D computer modeling; trends in craft; emphasis on development of student’s personal aesthetics, learning, and refining technical skills in metalworking and jewelry techniques. Prerequisites: 01G:084 (MTLS:2910).

01G:184 (MTLS:4920) Mold Making
4 s.h.
All aspects of mold making, including plaster, rubber, and silicone.

01G:186 (MTLS:3920) Advanced Jewelry and Metal Arts
4 s.h.
Electroforming; production of hollow copper structures through prolonged electroplating on a nonmetallic form (typically wax) with a conductive coating; metal-forming techniques (e.g., raising and fold forming); emphasis on development of personal aesthetics, learning, and refining technical skills in metalworking and jewelry techniques. Prerequisites: 01G:084 (MTLS:2910).

01G:187 (MTLS:4910) Mixed Media Workshop
3-4 s.h.
Free exploration of all media and materials, including found objects; creation of conceptual and/or functional mixed media objects, jewelry, sculptures, installation pieces; pioneering use of new materials, development of new techniques, creation of diverse innovative art works. Prerequisites: 01G:084 (MTLS:2910). Recommendations: 01G:085 (MTLS:2920) and 01G:186 (MTLS:3920).

01G:188 (MTLS:4975) Graduate Workshop
4 s.h.
Independent studio work; personal aesthetics, conceptual and technical skills developed and refined; creation of work without boundaries of media; portfolios, exhibitions, professional goals. Prerequisites: 01G:185, 01G:186 (MTLS:3920), and 01G:187 (MTLS:4910).

01G:190 (MTLS:4999) Undergraduate Individual Instruction
1-3 s.h.
Individual instruction in metalsmithing and jewelry for advanced students.

01G:192 (MTLS:4960) Form and Fabrication: The Hand-Built Bicycle Frame II
4 s.h.
Building on 01T:192 (TDSN:4150); advanced concepts of bicycle frame design and fabrication; concept development, fabrication geometry and design, metal properties and selection, tool selection, brazing and welding, including titanium-milling and how to build a frame jig; emphasis on applying fabrication skills while situating frame building project within context of a design problem. Prerequisites: 01T:192 (TDSN:4150).

01G:240 (MTLS:6999) Individual Instruction in Metalworking and Jewelry

Painting

Courses 01A:003 (ARTS:1510) Basic Drawing and 01A:004 (ARTS:1520) Design Fundamentals are prerequisites for all painting courses for art majors; 01A:003 (ARTS:1510) Basic Drawing is prerequisite for nonmajors.

01K:009 (PNTG:2410) Painting I 3 s.h.
Emphasis on observational painting, theory and development of pictorial ideas and skills. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520). Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors.

01K:010 (PNTG:2420) Painting II 4 s.h.
Materials, techniques, beginning of a personal painting language through observation and imagination. Prerequisites: 01K:009 (PNTG:2410).

01K:046 (PNTG:2430) Painting III 4 s.h.
Painting, with contemporary issues overlying study in materials and techniques; language and direction of personal painting. Prerequisites: 01K:010 (PNTG:2420).

01K:049 (PNTG:2440) Advanced Painting 4 s.h.
Individual projects as they aid the realization of a personal vision. Prerequisites: 01K:046 (PNTG:2430). Requirements: 01K:046 (PNTG:2430) taken two times.

01K:190 (PNTG:4499) Undergraduate Individual Instruction 1-3 s.h.
Individual instruction in painting for advanced students.

01K:199 (PNTG:4495) Special Topics in Painting and Drawing 3-4 s.h.
Advanced issues in painting, drawing. Prerequisites: 01K:010 (PNTG:2420).

01K:206 (PNTG:6495) Graduate Painting: Topics 3-4 s.h.
Individual painting projects in desired medium; topics vary.

01K:207 (PNTG:6475) Graduate Drawing and Painting Workshop 3-4 s.h.

01K:208 (PNTG:6480) Graduate Drawing and Painting Forum 1 s.h.
Problems and issues of contemporary artists.


Photography

Courses 01A:003 (ARTS:1510) Basic Drawing and 01A:004 (ARTS:1520) Design Fundamentals are prerequisites for all photography courses for art majors; 01A:003 (ARTS:1510) Basic Drawing is prerequisite for nonmajors.

01L:036 (PHTO:2510) Beginning Digital Photography 3 s.h.
How to use digital technology to make high-quality color and black-and-white photographs from scanned film and digital files; basic photography skills, including exposure, bracketing, composition; how to use raw files to make large digital prints; color profiles for fine digital printing. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520). Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors.

01L:040 (PHTO:2513) Digital Photographic Imaging 3 s.h.
Working knowledge of digital image-making techniques, including image capture, image building/editing, printing/output options, work with Photoshop on Macintosh computers.

01L:101 (PHTO:3510) Intermediate Darkroom 3-4 s.h.
Darkroom techniques, including film developing and printing; theory and practice of photography as fine art and cultural phenomenon; development of visual literacy, students' critical awareness of their work. Requirements: 01L:034 or 01L:036 (PHTO:2510) for majors; 01L:036 (PHTO:2510) or 01L:040 (PHTO:2513) for nonmajors.

01L:102 (PHTO:3520) Intermediate Photography Digital 3-4 s.h.
Digital photography including landscape, portrait, collage, still life, manipulated images; black-and-white and color printing; computer technology; history of photography in political and social issues. Prerequisites: 01L:036 (PHTO:2510).

01L:105 (PHTO:4510) Advanced Photography 3-4 s.h.
Individual projects; development of personal vision. Prerequisites: 01L:101 (PHTO:3510) or 01L:102 (PHTO:3520).

01L:129 (PHTO:4545) Materials and Techniques 4 s.h.
Concepts and techniques, from reading contemporary topics to understanding and applying nontraditional photographic processes and digital imaging. Prerequisites: 01L:101 (PHTO:3510).

01L:140 (PHTO:4555) Advanced Digital Imaging 4 s.h.
Varied image editing programs, with focus on Photoshop and the web. Prerequisites: 01L:101 (PHTO:3510) or 01L:102 (PHTO:3520).

01L:165 (PHTO:4665) Introduction to 4x5 and Studio Lighting 4 s.h.
Use of a 4x5 camera to correct perspective, depth of field; large format printing, negative processes. Prerequisites: 01L:101 (PHTO:3510).
01L:190 (PHTO:4599) Undergraduate Individual Instruction
1-3 s.h.
Individual instruction in photography for advanced students.

01L:231 (PHTO:6599) Individual Instruction in Photography
arr.

01L:236 (PHTO:6575) Graduate Photography Workshop
4 s.h.
Projects; group critiques; readings.

Printmaking

Courses 01A:003 (ARTS:1510) Basic Drawing and 01A:004 (ARTS:1520) Design Fundamentals are prerequisites for all printmaking courses for art majors; 01A:003 (ARTS:1510) Basic Drawing is prerequisite for nonmajors.

01M:011 (PRNT:2610) Introduction to Printmaking
3 s.h.
Introduction to methods, materials, and concepts of printmaking. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520). Requirements: art major.

01M:111 (PRNT:3610) New Media for Printmaking
4 s.h.
New concepts and techniques for contemporary print media, including digital and less toxic applications in relief, intaglio, lithography, and screenprinting. Prerequisites: 01M:011 (PRNT:2610).

01M:121 (PRNT:3620) Intaglio
4 s.h.
Concepts, techniques; traditional through contemporary ideas, methods; emphasis on metal plate printing, including etching, drypoint, engraving, softground, aquatint. Requirements: 01M:011 (PRNT:2610) or BFA candidacy in any area or graduate standing.

01M:122 (PRNT:4620) Advanced Intaglio and Relief
3-4 s.h.
Concepts and techniques of intaglio/relief; etching, engraving, drypoint, softground, aquatint, woodcut, linocut, color printing; emphasis on advanced methods, personal vision.

01M:124 (PRNT:3630) Relief
3-4 s.h.
Concepts and techniques of relief printmaking, including woodcut, linocut, relief etching, black-and-white and color printing methods; traditional and contemporary approaches; for graduate students with no printmaking experience. Requirements: 01A:003 (ARTS:1510), 01A:004 (ARTS:1520), and 01M:011 (PRNT:2610) for art majors; 01A:003 (ARTS:1510) for nonmajors; or BFA candidacy in any area; or graduate standing.

01M:131 (PRNT:3640) Lithography
4 s.h.
Technical, aesthetic characteristics; basic direct drawing, processing, printing of stone and plate images in black and white. Requirements: 01A:003 (ARTS:1510), 01A:004 (ARTS:1520), and 01M:011 (PRNT:2610) for art majors; 01A:003 (ARTS:1510) for nonmajors; or BFA candidacy in any area; or graduate standing.

01M:132 (PRNT:4640) Advanced Lithography
3-4 s.h.
Technical, aesthetic aspects; emphasis on color printing, indirect image-forming and photo-mechanical processes. Prerequisites: 01M:011 (PRNT:2610) and 01M:131 (PRNT:3640).

01M:134 (PRNT:3680) Silkscreen
4 s.h.
Photographic, nonphotographic stencil techniques for silkscreen printing. Requirements: 01A:003 (ARTS:1510), 01A:004 (ARTS:1520), and 01M:011 (PRNT:2610) for art majors; 01B:001 (ARTS:1010) and 01B:080 (ARTS:1050) for nonmajors; or BFA candidacy in any area; or graduate standing.

01M:135 (PRNT:4610) Advanced Printmaking
4 s.h.
Print media (i.e., intaglio, lithography, relief, screenprint); emphasis on individual technical and conceptual growth and development of independent studio practices. Requirements: two courses chosen from 01M:121 (PRNT:3620), 01M:124 (PRNT:3630), 01M:131 (PRNT:3640), and 01M:134 (PRNT:3680).

01M:142 (PRNT:3660) Monoprint
3-4 s.h.
Concepts, techniques in use of traditional and alternative printmaking media to produce unique, matrix-generated prints. Offered spring semesters. Prerequisites: 01M:021, and 01M:024 or 01M:031.

01M:151 (PRNT:3670) Foil Imaging I
3 s.h.
Participation in development of a new art form involving creation of original prints and other works of art using hot stamped foil and Iowa Foil Printer. Requirements: 01A:003 (ARTS:1510), 01A:004 (ARTS:1520), and 01M:011 (PRNT:2610) for art majors; 01A:003 (ARTS:1510) for nonmajors; or BFA candidacy in any area; or graduate standing.

01M:152 (PRNT:4670) Foil Imaging II
4 s.h.
Advanced aesthetic and technical research for creation of original prints and other works of fine art using hot stamped foil and other printmaking techniques; individual instruction. Prerequisites: 01M:151 (PRNT:3670).

01M:160 (PRNT:4675) Special Workshop in Printmaking
2-3 s.h.
Issues, themes, or studio practice.

01M:170 (PRNT:3675) Foil Workshop in Printmaking
2 s.h.
Hands-on experience creating foil prints; workshop format. One or two weeks. Offered summer session.

01M:250 (PRNT:6699) Individual Instruction in Printmaking
arr.

01M:260 (PRNT:6675) Graduate Print Workshop
3-4 s.h.
Contemporary issues in printmaking; emphasis on development of personal work and independent studio practice through group critiques, special research projects, work in all print media.

Sculpture

Courses 01A:003 (ARTS:1510) Basic Drawing and 01A:004 (ARTS:1520) Design Fundamentals are prerequisites for all sculpture courses for art majors; 01A:003 (ARTS:1510) Basic Drawing is prerequisite for nonmajors.
01N:015 (SCLP:2810) Undergraduate Sculpture I
Basic sculptural concepts, processes, investigation of materials such as plaster, clay, wood; emphasis on developing formal language, acquiring basic skills; spatial, conceptual, technical issues. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01A:003 (ARTS:1510) for nonmajors. GE: Literary, Visual, and Performing Arts.

01N:016 (SCLP:2820) Undergraduate Sculpture II
Continuation of 01N:015 (SCLP:2810); form, materials, processes, woodcarving, welding, concrete carving and direct application; expanding concept development; contemporary sculptural formats, collaborative process. Prerequisites: 01N:015 (SCLP:2810).

01N:017 (SCLP:2835) Welding and Fabrication
Metal welding, cutting, forging, and fabrication. Requirements: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520) for majors; 01B:001 (ARTS:1010) or 01B:090 (ARTS:1080) for nonmajors.

01N:019 (SCLP:2875) Sculpture Workshop
Critiques with focus on concept and form development; new processes. Prerequisites: 01N:015 (SCLP:2810).

01N:030 (SCLP:3810) Introduction to Art Studio
Exploration, design, and creation of interactive artworks, kinetic sculpture, robotic art, sound works, light art, and performance environments; application of basic electronics and mechanical techniques; use of programmable micro-controller Arduino.

01N:040 (SCLP:3895) Topics in Sculpture
Projects, reading; specialized conceptual forms and issues in contemporary sculpture, such as public art, installation. Prerequisites: 01N:015 (SCLP:2810).

01N:050 (SCLP:3840) Figure Modeling
Exploration of the human form with live model; clay on a wire armature, portrait modeling, relief. Prerequisites: 01N:015 (SCLP:2810).

01N:060 (SCLP:4825) Casting in Hot Metal
Foundry work, wax working, mold making, and processes. Prerequisites: 01G:184 (MTLS:4920) and 01N:016 (SCLP:2820).

01N:070 (SCLP:4830) Motion Systems for Visual Art
In-depth study of motion in art; study of nature, dance, and mechanisms used as inspiration; motion considered conceptually and mined for specific qualities based on student interest; basic mechanical systems (e.g., gears, pulleys, levers, cams); technical considerations (e.g., material choices for low friction interfaces, ball-bearings, various bushings); power transmission via motors, wind, and human power; discussion of mechanical systems.

01N:080 (SCLP:4899) Undergraduate Individual Instruction
Individual instruction in sculpture for advanced students.

01N:260 (SCLP:6899) Individual Instruction in Sculpture
Arr.

01N:264 (SCLP:6264) Graduate Sculpture Workshop
Critique seminar with readings for graduate sculptors and nonsculpture graduate students.

**Bookbinding**

01Y:015 (BKAT:4280) Artists' Books
Exploration of the book as a form for artistic expression; emphasis on conceptual development; relationship between content, form, and structure; how a book's structure and design can enhance and integrate part of the work's meaning. Prerequisites: 01Y:150 (BKAT:4205) or 108:150 (UICB:4205). Same as 108:154 (UICB:4280).

01Y:0150 (BKAT:4205) Bookbinding I: Materials and Techniques
Hands-on introduction to materials and techniques commonly used in bookbinding. Same as 108:150 (UICB:4205).

01Y:0151 (BKAT:4270) Bookbinding II
Build on skills acquired in 108:150 (UICB:4205); projects to complete six bindings based on historical and contemporary models; sewing styles, board attachments, endband types; nonadhesive and case-bound structures, varied materials and binding styles, their effects on structure, aesthetic considerations, further development of solid binding skills; historical development of particular binding practices. Prerequisites: 108:150 (UICB:4205). Same as 108:151 (UICB:4270).

01Y:0152 (BKAT:5210) Bookbinding III
Bookbinding structures based on historical and contemporary models; differences in various binding practices, how these differences affect function, why the styles developed; experience choosing appropriate structures for particular uses; emphasis on fine tuning skills and techniques required for advanced binding practices; sewn endbands, rounding and backing, sewing on varied supports, board attachments, and covering methods. Requirements: for 108:152 (UICB:5210) — 108:150 (UICB:4205) and 108:151 (UICB:4270); for 01Y:152 (BKAT:5210) — 01Y:150 (BKAT:4205) or 01Y:151 (BKAT:4270) or 108:150 (UICB:4205) or 108:151 (UICB:4270). Same as 108:152 (UICB:5210).

01Y:0153 (BKAT:5260) Studies in Bookbinding
Topics related to hand bookbinding. Same as 108:153 (UICB:5260).

01Y:0156 (BKAT:4210) Boxes and Enclosures
Hands-on techniques for a variety of book enclosures; appropriateness, aesthetic issues concerning box design; Japanese wraparound case, drop-spine box, hinged and lidded boxes, slipcase; technical skill development. Prerequisites: 108:150 (UICB:4205). Same as 108:156 (UICB:4210).

01Y:0157 (BKAT:4220) Moveable/Sculptural Books
Varied formats for moveable and/or sculptural books; history; readings, hands-on model making. Same as 108:157 (UICB:4220).

01Y:0158 (BKAT:4230) Pop-Up Book Structures
Calligraphy

01Z:133 (BKAT:5120) Western Papermaking History and Technique 3 s.h.
History and technique of traditional European hand papermaking and related aesthetics; students gain confidence in pursuing independent production of handmade papers or undertaking related research in their own particular areas of interest; fiber preparation, sheet forming, and drying/finishing methods; concurrent readings and discussions of related history and aesthetics; special projects selected by student with instructor approval. Same as 108:133 (UICB:5130).

01Z:142 (BKAT:4400) History of Western Letterforms 3 s.h.
History of Western letterforms, with focus on tools, materials, techniques; the major hands, their place in history, their influence on modern times; creation of letterforms using appropriate tools; hands-on approach with emphasis on understanding rather than mastery. Same as 108:142 (UICB:4400).

01Z:143 (BKAT:3400) Calligraphy: Foundational Hands 3 s.h.
Fundamental calligraphic skills using Roman majuscule, Humanistic miniscule, Italic; basic layout and color theory incorporated into letter practice. Same as 108:143 (UICB:3400).

01Z:146 (BKAT:4490) Studies in Letter Arts 3 s.h.

Papermaking

01X:104 (BKAT:3280) Elements of Book Art 3 s.h.

01X:110 (BKAT:3100) Papermaking 3 s.h.
History, fundamental techniques of Western and Eastern hand papermaking; projects in traditional sheet forming, basic paper chemistry, paper coloring. Offered spring semesters. Same as 108:110 (UICB:3100).

01X:120 (BKAT:5110) Islamic/Asian Papermaking History and Technique 3 s.h.
History, technique, and aesthetics of traditional Islamic and Asian hand papermaking. Same as 108:132 (UICB:5110).

01X:130 (BKAT:4100) Paperworks 3 s.h.
Conceptual and methodological approaches to 2-D and 3-D paper works; students create a body of works that couple the unique properties of paper-pulp medium with personal visual ideas and clarity of intent; contemporary issues in paper pulp and the medium’s relationship to larger art and craft contexts. Same as 108:130 (UICB:4100).

01X:131 (BKAT:5180) Advanced Projects in Paper Production 3 s.h.
Advanced independent projects undertaken in a classroom setting; collaborative group discussions to plan, implement, troubleshoot, and evaluate student projects. Prerequisites: 108:132 (UICB:5110) or 108:133 (UICB:5130) or 01X:120 (BKAT:5110) or 01Z:133 (BKAT:5120). Same as 108:131 (UICB:5180).

01X:136 (BKAT:5170) Advanced Papermaking Production 3 s.h.
Independent Western- or Japanese-style projects undertaken at UICB Research and Production Paper Facility at Oakdale Campus under faculty guidance; plan, implement, and evaluate professional scale production runs using full-scale equipment. Prerequisites: 108:132 (UICB:5110) or 108:133 (UICB:5130) or 01X:120 (BKAT:5110) or 01Z:133 (BKAT:5120). Same as 108:136 (UICB:5170).

01X:210 (BKAT:6099) Individual Instruction in Papermaking/Paperworks arr.
Prerequisites: 01X:120 (BKAT:5110).

Interdepartmental Courses

01P:029 (ARTS:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

01P:134 (ARTS:3230) Scene Design I 3 s.h.
Development of theatre scenery; how to research, conceptualize, and express ideas in three-dimensional models, simple sketches, and drafting. Same as 049:134 (THTR:3230).

01P:150 (ARTS:3320) Introduction to Sequential Art: Comics/Graphic Novels 3 s.h.
Overview of contemporary American comic artists, history of comics and graphic novels in the United States; genres and structures in sequential art; students create works that combine design, images, texts, story. Requirements: satisfaction of rhetoric requirement.

01P:160 (ARTS:4300) Letterpress I 3 s.h.
Mechanics of letterpress printing, typography, and design as applied to hand set metal type and edition printing; printing on a Vandercook proof press; introduction to photopolymer plates and methods of illustration related to edition printing, historical aspects of printing technology, typecasting, type classification; role of letterpress in modern private press and contemporary artist books. Same as 108:160 (UICB:4300).

01P:161 (ARTS:5340) Letterpress III: The Handprinted Book 3 s.h.
01P:162 (ARTS:4390) Book and Publication Design 3 s.h.
Students plan, design, and produce a book using Adobe Creative Suite; page layout software, typography, page layout and design, book formatting, handling of image files, preparation of materials for print and other contemporary book media; history of book design, book design in contemporary publishing; visit to University of Iowa Libraries Special Collections. Prerequisites: 01D:100 (DSGN:3120) or 108:160 (UICB:4300). Same as 108:162 (UICB:4390).

01P:163 (ARTS:4330) Digital to Letterpress Book Design 3 s.h.

01P:164 (ARTS:4340) Digital Design for Artists’ Books 3 s.h.
Introduction to concepts, techniques, and technologies used to design and produce artists’ books with personal computers and graphic design software. Same as 108:164 (UICB:4340).

01P:165 (ARTS:4310) Innovative Letterpress 3 s.h.
Creation of the visual book using letterpress printing; narrative, serialization, type as graphic, physical structure of the book; traditional letterpress printing, monoprinting, nontraditional letterpress techniques using technology ranging from metal to digital. Same as 108:165 (UICB:4310).

01P:167 (ARTS:5330) Letterpress III: Imagemaking 3 s.h.

01P:185 (ARTS:3400) Grant Writing in the Arts 3 s.h.

01P:190 (ARTS:4190) Honors in Studio Art 0-3 s.h.
Research, preparation, and exhibition of an honors project in studio art. Requirements: studio art major, UI g.p.a. of at least 3.33, and art g.p.a. of at least 3.50.

01P:199 (ARTS:4200) Topics in Studio Arts 3 s.h.

01P:299 (ARTS:6190) Graduate Independent Study arr.
Individual instruction by a faculty member.

Art Education for Undergraduate and Graduate Students

01E:143 (ARTE:3143) Methods of Art Education in Elementary Schools 3-4 s.h.
Application of studio methods to teaching children in Saturday Children’s Art Class Program. Same as 07E:143 (EDTL:3143).

01E:190 (ARTE:4099) Undergraduate Individual Instruction 1-3 s.h.
Individual instruction in art education. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520).

01E:196 (ARTE:3030) Designing and Teaching Art Workshops 4 s.h.
Overview; child, adolescent art; relationships with art, education; survey of literature; community art teaching experiences.

01E:290 (ARTE:6099) Individual Instruction in Art Education arr.

01E:367 (ARTE:6267) Seminar: Current Issues in Art Education 3-4 s.h.
Analysis of literature in art education and related disciplines. Same as 07S:367 (EDTL:6267).

01E:406 (ARTE:7206) Research in the Arts and Humanities 3 s.h.
Individual research under supervision; application to thesis preparation, doctoral prospectus development. Same as 07S:406 (EDTL:7206).
Asian and Slavic Languages and Literatures

**Director, Division of World Languages, Literatures, and Cultures**
- Russell Ganim

**Chair, Department of Asian and Slavic Languages and Literatures**
- Russell Ganim

**Professors**
- Chuanren Ke, Philip Lutgendorf, Margaret H. Mills, Frederick Smith (Religious Studies/Asian and Slavic Languages and Literatures)

**Associate professors**
- Maureen Robertson (Asian and Slavic Languages and Literatures/Cinema and Comparative Literature), Helen Shen

**Assistant professors**
- Jennifer Feeley, Kendall Heitzman, Yumiko Nishi

**Lecturers**
- Kiyomi Kawakami, Irina Kostina, Jitka Sonkova, Sang-Seok Yoon, Xiaoyuan Zhao

**Professors emeriti**
- W. South Coblin, Vadim Kreyd, Ray J. Parrott Jr., Helene A. Scriabine

**Associate professor emeritus**
- Christopher A. Wertz

**Assistant professor emeritus**
- Miriam J. Gelfand

**Undergraduate majors:** Asian languages and literature (B.A.); Russian (B.A.)
**Undergraduate minors:** Asian languages; Russian
**Graduate degree:** M.A. in Asian civilizations
**Web site:** http://clas.uiowa.edu/dwllc/asl

The Department of Asian and Slavic Languages and Literatures offers instruction in languages of Asia and eastern Europe as well as in the literatures, civilizations, and cultures of the regions. In addition to offering degree programs, the department welcomes undergraduate and graduate students from across the University to enroll in courses that complement their degree programs or satisfy their personal interests.

The department offers language study in Chinese, Czech, Hindi, Japanese, Korean, Polish, Russian, and Sanskrit.

Undergraduate students in all majors may satisfy the World Languages requirement of the General Education Program (p. 306) with courses in Chinese, Czech (effective fall 2013), Hindi, Japanese, Korean, Russian, or Sanskrit; see "Language for General Education" below. They also may get acquainted with Asia and Eastern Europe by taking any of the department’s General Education Program courses on Asian humanities and on Russian and Slavic literature and culture, all taught in English. Entering students may take the department's First-Year Seminars, one on Asian culture and civilization, the other on Slavic culture and civilization.

The Department of Asian and Slavic Languages and Literatures is one of the academic units in the Division of World Languages, Literatures, and Cultures (p. 222).

**Undergraduate Programs of Study**
- Major in Asian languages and literature (Bachelor of Arts)
- Major in Russian (Bachelor of Arts)
- Minor in Asian languages
- Minor in Russian

The major in Asian languages and literature gives students the opportunity to develop advanced skills in an Asian language while they study the people, literatures, and cultures of Asia. Students choose one of four tracks: Chinese, Hindi, Japanese, or Sanskrit.

Students interested in Asian studies may add a second major in international studies with an emphasis in Asian studies; see International Studies (p. 393) in the Catalog. Many other disciplines work well as second majors for Asian languages and literature students, such as history, art history, political science, religion, sociology, journalism, business, and anthropology.

Graduates have found careers in education, government, communications, business, and other fields in the United States and abroad. The program also provides excellent background for advanced study in a variety of fields in the humanities and social sciences and for professional schools, such as law and business.

The Russian major trains students in both written and spoken Russian and in Russian literature, culture, and civilization. The department encourages students to pursue a second major (e.g., global health, history, linguistics, political science) and to develop their interests in related or complementary fields. Students interested in focusing on a broader interdisciplinary understanding of the region may earn a second major in International Studies (p. 393).

Training in Russian is often an important asset to careers in the natural and physical sciences, engineering, medicine, business, journalism, library and information science, and the social and military sciences. It also may be appropriate preparation for study of law or international relations as well as Slavic languages and literatures, comparative literature, and other humanistic disciplines.

Some governmental agencies are interested in job candidates who have advanced training in Russian; these agencies give preference to applicants who combine strong language proficiency with a well-rounded background in area studies. Students who develop an exceptional facility with the Russian language may pursue careers in literary and technical translation and interpretation.

**Bachelor of Arts: Asian Languages and Literature**

The Bachelor of Arts with a major in Asian languages and literature requires a minimum of 120 s.h., including 27-30 s.h. of work for the major. Students choose one
of four tracks: Chinese, Hindi, Japanese, or Sanskrit. Credit required for the major depends on choice of track; requirements for each track are listed below. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The amount of approved transfer credit that may be applied to the major varies by track; students should consult their advisors about courses taken at other institutions, including study abroad.

The major in Asian languages and literature requires the following work.

**Chinese Track**

The Chinese track requires a minimum of 30 s.h. of work for the major. Students must complete the following courses.

**CHINESE LANGUAGE**

Students must successfully complete 039:105 (CHIN:2101) Second-Year Chinese: First Semester and 039:106 (CHIN:2102) Second-Year Chinese: Second Semester (total of 10 s.h.) at The University of Iowa with a grade of C or higher, or the equivalent, before they may enroll in the following required courses.

All of these:

039:108 (CHIN:4101) Classical Chinese: First Semester 3 s.h.

Advanced Chinese language—one of these:

039:165 (CHIN:5101) Fifth-Year Chinese: First Semester 3 s.h.
039:166 (CHIN:5102) Fifth-Year Chinese: Second Semester 3 s.h.
039:171 (CHIN:5103) Readings in Chinese Literature 3 s.h.

**CHINESE LITERATURE AND CINEMA**

One of these:

039:141 (CHIN:3341) Chinese Literature: Poetry 3 s.h.
039:142 (CHIN:3202) Chinese Literature: Prose 3 s.h.

One of these:

039:173 (CHIN:4206) Transnational Chinese Cinemas 3 s.h.
039:180 (CHIN:4203) Modern Chinese Writers 3 s.h.

**CHINESE LITERATURE AND CULTURE**

The following courses support the study of literature and culture. Courses that pertain to Chinese culture (the arts, history, literature, politics, religion, and translation) and to the methodology of literary or cultural students, and are cross-listed with the Department of Asian and Slavic Languages and Literatures or are offered by other departments, may be counted toward this requirement. Course content may vary by semester or instructor; students should consult their advisors for approval.

Two of these:

039:019 (CHIN:1504) Asian Humanities: China 3 s.h.
039:032 (CHIN:1702) Chinese Popular Culture 3 s.h.
039:057 (ASIA:2606) Civilizations of Asia: South Asia 3-4 s.h.
039:140 (CHIN:4204) The Literature of Daoism 3 s.h.
039:198 (ASIA:4507) Topics in Asian Studies arr.
039:213 (CHIN:5104) Advanced Classical Chinese 3 s.h.
039:240 (CHIN:5201) Seminar in Chinese Fiction 3 s.h.

**Hindi Track**

The Hindi track requires a minimum of 30 s.h. of work for the major. Students must complete the following courses.


Additional South Asian studies courses numbered 100 or above, including 1-3 s.h. of independent study 16 s.h.

A list of South Asian studies courses numbered 100 or above (advanced) is available from the department.

Hindi track students are urged to fulfill the General Education Program (p. 306) Historical Perspectives or International and Global Issues requirement (3 s.h.) by completing 016:007 (HIST:2606)/039:057 (ASIA:2606) Civilizations of Asia: South Asia.

**Japanese Track**

The Japanese track requires 30 s.h. of work for the major. Students may apply a maximum of 12 s.h. of approved transfer credit toward track requirements. Those who are planning to study abroad should consult with their Japanese track advisors in advance to determine whether their planned course work abroad will be accepted toward track requirements.

The following courses are prerequisite to the Japanese track; students may not count credit earned in these courses toward track requirements.

39J:010 (JPNS:1101) First-Year Japanese: First Semester 5 s.h.

Work for the Japanese track includes third-year and fourth-year Japanese, literature and translation, linguistics and advanced language studies, and cultural studies. Students must complete the following courses.

**THIRD- AND FOURTH-YEAR JAPANESE**

Both of these sequences (12 s.h.):


**LITERATURE AND TRANSLATION**

Three of these (9 s.h.):

39J:130 (JPNS:3201) Workshop in Japanese Literary Translation 3 s.h.
### LINGUISTICS AND ADVANCED LANGUAGE STUDIES

At least 6 s.h. from these:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>39J:103</td>
<td>Language in Japanese Society</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>39J:119</td>
<td>Classical Japanese: First Semester</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>39J:128</td>
<td>Introduction to Japanese Linguistics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>39J:129</td>
<td>Japan: Culture and Communication</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### CULTURAL STUDIES

Students complete one course (total of 3 s.h.) chosen from the following lists.

**Asian and Slavic languages and literatures:**

- 039:020 (JPNS:1506) Asian Humanities: Japan
- 039:135 (JPNS:3135) Postmodern Aesthetics and Japanese Culture

**Anthropology:**


**Art history:**

- 39J:033 (JPNS:2250) Introduction to the Art of Japan

**History:**

- 39J:172 (JPNS:4610) Japan--Age of the Samurai
- 39J:173 (JPNS:4615) Modern Japan
- 39J:175 (JPNS:4620) Japan--U.S. Relations

**Religious studies:**

- 39J:017 (JPNS:1115) Japanese Religions

**World languages, literatures, and cultures:**

- 39J:162 (JPNS:3700) Topics in Global Cinema

### Sanskrit Track

The Sanskrit track requires a minimum of 27 s.h. for the major. Students must complete the following courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

Students may substitute one of the following Slavic language two-course sequences for one of the four required Russian/East European culture courses (see list above). Availability of Polish language courses varies.

- 041:121 (SLAV:1121)-041:122 (SLAV:1122) Elementary Polish I-II
- 041:141 (SLAV:1211)-041:142 (SLAV:1212) Conversational Czech I
- 041:143 (SLAV:2211)-041:144 (SLAV:2212) Conversational Czech III-IV

Students majoring in Russian are urged to choose elective courses in economics, geography, history, political science, global health, and international studies. Nearly every avenue of professional training and employment requires a solid background in Russian area studies. For
example, criteria for U.S. government employment include substantive knowledge in history, economics, political science, sociological disciplines, scientific specialties, demography, military-related skills, and in some cases, cultural and religious background. In-depth knowledge of literature or linguistics without other substantive background may be of limited practical use in finding employment.

**B.A. with Teacher Licensure**

Students majoring in Asian languages and literature (Chinese or Japanese track) or in Russian who are interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for their major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services about requirements. Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Asian languages and literature majors must complete designated pedagogy and linguistics courses in the department in addition to the course work required for their major.

Students who plan to use their work toward a minor in Chinese, Japanese, or Russian as academic background for earning teacher licensure should contact the Office of Education Services about requirements.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**B.A.: Asian Languages and Literature**

Before the third semester begins: for students in Chinese and Japanese tracks, language work begun (students in the Hindi and Sanskrit tracks may begin language work in their sophomore year)

Before the fifth semester begins: at least first-year language competency

Before the seventh semester begins: at least second-year language competency and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least third-year, first-semester language competency and one additional course in the major (two additional courses in the Japanese track)

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.A.: Russian**

Before the third semester begins: competence in first-year Russian

**Before the fifth semester begins:** competence in second-year Russian

**Before the seventh semester begins:** competence in third-year Russian, an additional course in the major, and at least 90 s.h. earned toward the degree

**Before the eighth semester:** competence in fourth-year Russian and two more courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major: Asian Languages and Literature**

The department offers students the opportunity to graduate with honors in the Asian languages and literature major. Students who wish to graduate with honors in the major must have the consent of the department chair and a faculty sponsor (an Asian specialist from any department). They must register for 039:191 (ASIA:4301) Honors Tutorial and 039:195 (ASIA:4506) Senior Honors Thesis and must complete an acceptable thesis based on original research.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

**Honors in the Major: Russian**

The department offers students the opportunity to graduate with honors in the Russian major. Students must have junior or senior standing, a g.p.a. of at least 3.33 in Russian, and a cumulative University of Iowa g.p.a. of at least 3.33 in order to enroll in the honors program in Russian. Students may earn up to 9 s.h. of honors credit in Russian; they earn 3 s.h. for each set of extensive readings with discussions, regular reports, and semester paper that they complete. Contact the department for information about requirements for graduation with honors in the Russian major.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

**Minor: Asian Languages**

The minor in Asian languages is offered with four emphases: Chinese, Hindi, Japanese, and Sanskrit. Credit for the minor varies by emphasis. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Requirements for each emphasis are listed below.

**CHINESE EMPHASIS**

The minor in Asian languages with Chinese emphasis requires 15 s.h., including 12 s.h. earned in advanced courses taken at The University of Iowa. The minor must include the following course work. Some of these courses have prerequisites; students must complete all of a course’s prerequisites before they may register for that course.
Both of these sequences:


One of these:

039:141 (CHIN:3341) Chinese Literature: Poetry 3 s.h.
039:142 (CHIN:3202) Chinese Literature: Prose 3 s.h.
039:173 (CHIN:4206) Transnational Chinese Cinemas 3 s.h.
039:180 (CHIN:4203) Modern Chinese Writers 3 s.h.

HINDI EMPHASIS

The minor in Asian languages with Hindi emphasis requires 14 s.h., including 11 s.h. of advanced courses taken at The University of Iowa. The courses 039:123 (SOAS:2101) First-Year Hindi-Urdu: First Semester and 039:124 (SOAS:2102) First-Year Hindi: Second Semester do not count as advanced courses for the minor.

JAPANESE EMPHASIS

The minor in Asian languages with Japanese emphasis requires 15 s.h., including 12 s.h. in advanced courses taken at The University of Iowa.

The following courses are prerequisite to the Japanese emphasis; students may not count credit earned in them toward requirements for the minor.

039:010 (JPNS:1101) First-Year Japanese: First Semester 5 s.h.
039:012 (JPNS:1103) First-Year Japanese: Second Semester 5 s.h.
039:102 (JPNS:3102) Second-Year Japanese: Second Semester 4-5 s.h.

The minor with Japanese emphasis must include the following courses.

039:105 (JPNS:3103)-039:106 (JPNS:3104) Third-Year Japanese I-II 6 s.h.
One course in literature and translation 3 s.h.
One course in linguistics and advanced language studies 3 s.h.
One course in literature and translation, or in linguistics and advanced language studies, or in cultural studies 3 s.h.

Students select the courses in literature and translation, linguistics and advanced language studies, and cultural studies from those listed under "Bachelor of Arts: Asian Languages and Literature"/"Japanese Track" above.

SANSKRIT EMPHASIS

The minor in Asian languages with Sanskrit emphasis requires 15 s.h., including 12 s.h. in advanced courses taken at The University of Iowa. The advanced courses must be chosen from the following list.

039:111 (SOAS:2902) First-Year Sanskrit: Second Semester 4 s.h.
039:112 (SOAS:3901) Second-Year Sanskrit: First Semester 3 s.h.
039:113 (SOAS:3902) Second-Year Sanskrit: Second Semester 3 s.h.
039:186 (SOAS:4201) Third-Year Sanskrit: First Semester 3 s.h.
039:187 (SOAS:4202) Third-Year Sanskrit: Second Semester 3 s.h.
039:216 (SOAS:5201) Individual Sanskrit for Advanced Students

The course 039:110 (SOAS:2901) First-Year Sanskrit: First Semester does not count as an advanced course for the minor.

Minor: Russian

The minor in Russian requires a minimum of 15 s.h. in Russian courses, including 12 s.h. in advanced courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students may count a maximum of 3 s.h. taught in English toward the minor. The department recommends that students choose 100-level courses for the minor, such as the following sequences.

041:109 (SLAV:3113)-041:110 (SLAV:3114) Beginning Composition and Conversation I-II 8 s.h.
041:111 (SLAV:3111)-041:112 (SLAV:3112) Third-Year Russian I-II 8 s.h.
041:113 (SLAV:4111)-041:114 (SLAV:4112) Fourth-Year Russian I-II 8 s.h.

Language for General Education

Undergraduate students in all majors may satisfy the World Languages requirement of the College of Liberal Arts and Sciences General Education Program (p. 306) with course sequences in Chinese, Czech (effective fall 2013), Hindi, Japanese, Korean, Russian, and Sanskrit.

Students who have had experience with Japanese or Russian should take the appropriate University of Iowa language placement test, which helps determine the level at which they should begin study of the language. Students with backgrounds in Chinese, Czech, Hindi, Korean, or Sanskrit may receive individual evaluations from the department.

CHINESE

The following sequence fulfills the General Education Program’s World Languages requirement and is appropriate for students without previous knowledge of Chinese.

039:008 (CHIN:1111) First-Year Chinese: First Semester 5 s.h.
039:009 (CHIN:1112) First-Year Chinese: Second Semester 5 s.h.
039:105 (CHIN:2101) Second-Year Chinese: First Semester 5 s.h.
039:106 (CHIN:2102) Second-Year Chinese: Second Semester 5 s.h.

Students who have participated in 165:814 (ABRD:3411) Iowa in Tianjin after completing 039:008 (CHIN:1111) First-Year Chinese: First Semester and 039:009 (CHIN:1112) First-Year Chinese: Second Semester, may fulfill the World Languages requirement with the following sequence.

039:008 (CHIN:1111) First-Year Chinese: First Semester 5 s.h.
039:009 (CHIN:1112) First-Year Chinese: Second Semester 5 s.h.
039:107 (CHIN:2103) Accelerated Second-Year Chinese: First Semester 3 s.h.
039:114 (CHIN:2104) Accelerated Second-Year Chinese: 3 s.h. Second Semester

Students who have taken 039:107 (CHIN:2103) and/or 039:114 (CHIN:2104) should not enroll in 039:105 (CHIN:2101) and/or 039:106 (CHIN:2102).

Additional course work is available, including advanced Chinese, classical Chinese, and business Chinese. Consult the department for appropriate placement in Chinese language courses.

**CZECH**

Effective fall 2013, the following sequence fulfills the General Education Program's World Languages requirement and is most appropriate for students without previous knowledge of Czech.

041:141 (SLAV:1211) Conversational Czech I (effective fall 2013) 4 s.h.
041:142 (SLAV:1212) Conversational Czech II (effective fall 2013) 3 s.h.
041:143 (SLAV:2211) Conversational Czech III (effective fall 2013) 3 s.h.
041:144 (SLAV:2212) Conversational Czech IV (effective fall 2013) 3 s.h.

**HINDI**

The following sequence fulfills the General Education Program's World Languages requirement. Additional courses are available.

039:123 (SOAS:2101) First-Year Hindi-Urdu: First Semester 5 s.h.
039:124 (SOAS:2102) First-Year Hindi: Second Semester 5 s.h.
039:126 (SOAS:3101) Second-Year Hindi: First Semester 4 s.h.
039:127 (SOAS:3102) Second-Year Hindi: Second Semester 4 s.h.

**JAPANESE**

The following sequence fulfills the General Education Program's World Languages requirement and is appropriate for students without previous knowledge of Japanese.

039:010 (JPNS:1101) First-Year Japanese: First Semester 5 s.h.
039:012 (JPNS:1103) First-Year Japanese: Second Semester 5 s.h.
039:101 (JPNS:3101) Second-Year Japanese: First 4-5 s.h. Semester
039:102 (JPNS:3102) Second-Year Japanese: Second 4-5 s.h. Semester

**KOREAN**

The following sequence fulfills the General Education Program's World Languages requirement and leads to elementary/intermediate proficiency in Korean.

039:040 (ASIA:1101) First-Year Korean: First Semester 4 s.h.
039:041 (ASIA:1102) First-Year Korean: Second Semester 4 s.h.
039:042 (ASIA:2101) Second-Year Korean: First Semester 4 s.h.
039:043 (ASIA:2102) Second-Year Korean: Second 4 s.h. Semester


**RUSSIAN**

The following sequence fulfills the General Education Program's World Languages requirement.

041:001 (SLAV:1111) First-Year Russian I 5 s.h.
041:002 (SLAV:1112) First-Year Russian II 5 s.h.
041:003 (SLAV:2111) Second-Year Russian I 4 s.h.
041:004 (SLAV:2112) Second-Year Russian II 4 s.h.

**SANSKRIT**

The following sequence fulfills the General Education Program's World Languages requirement.

039:110 (SOAS:2901) First-Year Sanskrit: First Semester 4 s.h.
039:111 (SOAS:2902) First-Year Sanskrit: Second Semester 4 s.h.
039:112 (SOAS:3901) Second-Year Sanskrit: First Semester 3 s.h.
039:113 (SOAS:3902) Second-Year Sanskrit: Second Semester 3 s.h.


**Related Certificate**

The College of Liberal Arts and Sciences and the Tippie College of Business offer the Certificate in International Business. The program entails study of international business and economics; international relations and institutions; a language; and the art, literature, culture, and/or politics of a geographic area. Students of Chinese, Japanese, Hindi, or Russian are likely to satisfy the certificate’s language requirement while completing the requirements for their major. For information about the certificate, see International Business (p. 387) in the Catalog.

**Graduate Programs of Study**

- Master of Arts in Asian civilizations

The master’s degree program in Asian civilizations prepares students for doctoral study in a variety of disciplines. It also may be good choice for students planning nonacademic careers in which advanced knowledge of Asian civilizations could be useful. For example, students working toward professional degrees, such as an M.D. or J.D., may decide to earn the M.A. in Asian civilizations while completing the professional degree.

**Master of Arts**

The Master of Arts program in Asian Civilizations requires a minimum of 30 s.h. of graduate credit, including 24 s.h. earned in residence at The University of Iowa. All students must maintain a g.p.a. of 3.00 or higher. Detailed information on degree requirements is sent to all applicants.

M.A. students choose from several tracks: Hindi language and literature, Sanskrit language and literature, South Asian studies, Chinese literature and culture, Chinese linguistics, teaching Chinese as a foreign language, interdisciplinary Chinese studies, teaching Japanese as a...
foreign language, Japanese studies, and interdisciplinary Japanese studies.

By the end of the first semester in residence, students propose a study plan developed in consultation with their advisor and in accordance with guidelines for specializations within the program.

By the end of the final semester in residence, students are expected to demonstrate, either by departmental examination or the successful completion of courses at the appropriate level, advanced competence in Chinese, Japanese, Hindi, or Sanskrit. Advanced competence is defined generally as fourth-year level course work in Chinese or Japanese and third-year level in Hindi and Sanskrit.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. The Department of Asian and Slavic Languages and Literatures requires a g.p.a. of at least 3.00 for regular admission and a g.p.a. of at least 2.75 for conditional admission.

Applicants must submit a statement of purpose, a research paper written in English, three letters of recommendation, and scores on the Graduate Record Exam (GRE) General Test. Applicants whose first language is not English must score at least 590 (paper-based) or 97 (Internet-based) on the Test of English as a foreign language (TOEFL).

Both international and U.S. graduate applications requesting financial support for the following academic year are due February 1. All other applications are accepted until April 15 for fall admission and October 1 for spring admission.

Application materials are available from the department.

Study Abroad

The department strongly urges its students to seek opportunities for summer language study and study abroad to accelerate the language acquisition process. The University’s memberships in the American Institute of Indian Studies and the China Cooperative Language and Study Programs consortium help facilitate students’ access to quality international programs in India and China. The government of the People's Republic of China offers scholarships for two students to live and study in Mainland China each year.

The UI-Nanzan Exchange allows Iowa students to pay Iowa tuition, room, and board while attending the Center for Japanese Studies at Nanzan University in Nagoya, Japan. There also is a cooperative agreement with the Landour Language School in the Himalayan foothills of India. The South Asian Studies Program has launched a new study abroad program in Mysore and Bangalore, India, where students have the opportunity to study a variety of aspects of traditional and modern Indian civilization.

Iowa students participate in summer, semester, or academic year programs in Russia under the auspices of the American Council of Teachers of Russian (ACTR), the association that directs academic language training programs in the cities of Moscow, St. Petersburg, and Vladimir.

Many students participate in summer, semester-long, and year-long study abroad programs in India, China, and Japan offered through other U.S. universities. In many cases credit is transferable, and it is possible for a student to study abroad and still complete the Four-Year Graduation Plan. There are many resources available for funding research and study abroad. It also may be possible for students to apply University of Iowa financial aid to their study abroad programs.

Contact the Department of Asian and Slavic Languages and Literatures or International Programs Study Abroad for more information.

Summer Study, Internships

The department offers an intensive course of language study (second year) each summer in which students complete the equivalent of one academic year of study (equivalent of one course for each of two semesters, totaling 8 s.h.). Scholarships are available for summer intensive Russian.

Students are encouraged to enrich their programs of study through internships designed to combine work experience in Asia or the United States with study or research projects. The University’s Pomerantz Career Center keeps a list of internships.

Activities

Student Associations

Students have many opportunities to enrich their studies in Asian languages and literature while living in Iowa City. The University sponsors student associations for students from many Asian countries, including mainland China, Japan, Korea, India, Pakistan, and Taiwan. All University of Iowa students are welcome to join. Various international community groups sponsor cultural events and holiday celebrations throughout the year.

Residence in Living-Learning Community

The Global Mosaic Living-Learning Community welcomes American and international first-year and second-year students who wish to broaden their knowledge of international issues, languages, and cultures. Global Mosaic members live in Mayflower Residence Hall and enjoy a variety of programs on diverse cultures, the arts, fashion, cinema, dining and cuisine, study abroad, and more. Students must apply to live in the Global Mosaic Living-Learning Community; see the Living-Learning Communities web page.

Facilities

Language Media Center

The University’s Language Media Center provides facilities for language learning, teaching, and research. Equipment in the center includes state-of-the-art computer, audio, and video facilities as well as standard and short-wave radios, tape and cassette recorders, record players, and soundproof recording rooms. An electronic classroom, a soundproof workroom, and a library of tape, disc, and cassette recordings also are available.
University of Iowa Libraries
Since 1960 University of Iowa Libraries has routinely acquired most American titles in Asian studies and selected overseas scholarly publications in English and other Western languages. The Main Library’s Asian collection includes approximately 80,000 volumes in Asian languages and about 140,000 Western-language volumes on Asian subjects. The University has been a member of the Library of Congress Foreign Currency Exchange Program for Indian books and periodicals since 1975. The library’s nonprint media collection includes a growing number of Asian feature films. A Chinese-Japanese-Korean computer terminal gives students and faculty access to the growing Research Libraries Information Network database in Asian languages.

Financial Support
Undergraduate and graduate students have access to the following financial aid and scholarship resources. Contact the Department of Asian and Slavic Languages and Literatures for application information.

Cheng/Liu Scholarship: Undergraduate and graduate students currently majoring in Chinese in the Department of Asian and Slavic Languages and Literatures at The University of Iowa may apply for the Cheng/Liu Scholarship. The award can be used for summer Chinese language study.

Fairall Scholarship: Undergraduate or graduate majors who have attended and/or graduated from Iowa elementary or secondary schools may be nominated by the department to receive a Fairall Scholarship. Preference is given to Japanese studies students. Applications are available late spring, with scholarships to be awarded the following fall semester.

Foreign language and area studies fellowships: Only U.S. citizens are eligible. Graduate students combining work in Asian languages at an advanced level with interdisciplinary or professional programs may apply. The award is offered by International Programs for academic year and summer language study.

Graduate assistantships: The department offers teaching assistantships for graduate students in the program. All applicants to graduate study in the program receive information on applying for an assistantship. Assistantships are awarded each spring for the following academic year.

Graduate international research: Opportunities for funding research abroad include Stanley Fellowships for Graduate Student Research Abroad, CIREH Research Scholarships in International Health, Fulbright Grants, and Foreign Language Area Scholarships.

Summer language scholarships: Currently enrolled undergraduate and graduate students may compete for a Stanley-University of Iowa Foundation Support Organization Summer Language Scholarship, to be used for intensive summer language study in Chinese, Hindi, Japanese, or Sanskrit. Eight to ten awards of $2,000–$2,500 are made each summer. Applications are due March 1.

Support for undergraduate study abroad: Opportunities for undergraduates to study abroad include the Presidential Scholarships for Study Abroad and the Stanley Scholarships for International Research and Study.

Courses
Language for Undergraduate and Graduate Students
Chinese
High school students and University of Iowa students who would like to learn Chinese but do not plan to use Chinese to satisfy the World Languages requirement of the College of Liberal Arts and Sciences General Education Program may wish to take the beginning Chinese courses 039:003 (CHIN:1115), 039:004 (CHIN:1116), 039:010 (CHIN:1117), and 039:011 (CHIN:1118) in sequence and may follow them with the second-year courses 039:105 (CHIN:2101) and 039:106 (CHIN:2102). See the course descriptions below.

039:001 (CHIN:1101) Conversational Chinese I 1 s.h.
Introduction to modern Chinese, with focus on communication "survival" skills for discussing oneself, family, daily activities, interests, personal preferences, food, shopping, travel, lodging; situational activities and performance.

039:002 (CHIN:1102) Conversational Chinese II 1 s.h.
Continuation of 039:001 (CHIN:1101), with focus on speaking and listening.

039:003 (CHIN:1115) Beginning Chinese I 3 s.h.
Beginning Chinese; offered through UI Confucius Institute; first of a four-course sequence.

039:004 (CHIN:1116) Beginning Chinese II 3 s.h.
Continuation of 039:003 (CHIN:1115); offered through UI Confucius Institute; second of a four-course sequence. Requirements: 039:003 (CHIN:1115) or equivalent as demonstrated in written and oral exams.

039:008 (CHIN:1111) First-Year Chinese: First Semester 5 s.h.
Sound system of Mandarin Chinese, basic sentence patterns; aural understanding, speaking, reading, writing. Offered fall semesters. Requirements: undergraduate standing. GE: World Languages First Level Proficiency.

039:009 (CHIN:1112) First-Year Chinese: Second Semester 5 s.h.

039:010 (CHIN:1117) Beginning Chinese III 3 s.h.
Continuation of 039:004 (CHIN:1116); offered through UI Confucius Institute; third of a four-course sequence. Prerequisites: 039:004 (CHIN:1116).
039:011 (CHIN:1118) Beginning Chinese IV 3 s.h.
Continuation of 039:010 (CHIN:1117); offered through UI Confucius Institute; last of a four-course sequence. Prerequisites: 039:010 (CHIN:1117).

039:105 (CHIN:2101) Second-Year Chinese: First Semester 5 s.h.

039:106 (CHIN:2102) Second-Year Chinese: Second Semester 5 s.h.

039:107 (CHIN:2103) Accelerated Second-Year Chinese: First Semester 3 s.h.
Intermediate Chinese. Requirements: grades of C or higher in 039:008 (CHIN:1111) and 039:009 (CHIN:1112), and one summer of Chinese study in China. GE: World Languages First Level Proficiency.

039:108 (CHIN:4101) Classical Chinese: First Semester 3 s.h.
Late Zhou period; readings from Zhanquocu, Mengzi, Zhuangzi; focus on grammatical analysis, exact translation. Offered fall semesters. Prerequisites: 039:106 (CHIN:2102).

039:109 (CHIN:4102) Classical Chinese: Second Semester 3 s.h.
Continuation of 039:108 (CHIN:4101). Offered spring semesters. Prerequisites: 039:108 (CHIN:4101).

039:114 (CHIN:2104) Accelerated Second-Year Chinese: Second Semester 3 s.h.

039:115 (CHIN:3101) Third-Year Chinese: First Semester 3 s.h.
Reading of advanced modern Chinese texts; speaking, writing. Offered fall semesters. Prerequisites: 039:106 (CHIN:2102).

039:116 (CHIN:3102) Third-Year Chinese: Second Semester 3 s.h.
Continuation of 039:115 (CHIN:3101). Offered spring semesters. Prerequisites: 039:115 (CHIN:3101).

039:117 (CHIN:3103) Business Chinese I 3 s.h.
Skill development in communicating with Chinese counterparts on a number of domains in business translations; first of a two-course sequence. Prerequisites: 039:106 (CHIN:2102).

039:118 (CHIN:3104) Business Chinese II 3 s.h.
Skill development in communicating with Chinese counterparts on a number of domains in business translations; second of a two-course sequence. Prerequisites: 039:117 (CHIN:3103).

039:128 (CHIN:4103) Fourth-Year Chinese: First Semester 3 s.h.
Proficiency through oral and written discussions of modern texts. Offered fall semesters. Prerequisites: 039:116 (CHIN:3102).

039:129 (CHIN:4104) Fourth-Year Chinese: Second Semester 3 s.h.
Offered spring semesters. Prerequisites: 039:128 (CHIN:4103).

039:165 (CHIN:5101) Fifth-Year Chinese: First Semester 3 s.h.
Improvement of language skills in modern Chinese: listening, speaking, reading, writing; skill development in reading authentic texts related to topics of student interest. Prerequisites: 039:129 (CHIN:4104).

039:166 (CHIN:5102) Fifth-Year Chinese: Second Semester 3 s.h.
Continuation of 039:165 (CHIN:5101). Prerequisites: 039:165 (CHIN:5101).

039:171 (CHIN:5103) Readings in Chinese Literature 3 s.h.
Readings for advanced modern Chinese learners to elevate reading and writing abilities; essays, fiction, poetry by contemporary Chinese writers. Taught in Chinese.

039:213 (CHIN:5104) Advanced Classical Chinese 3 s.h.
Readings from Zuozhuan, Guoyu, other texts of early classical period. Prerequisites: 039:109 (CHIN:4102).

039:220 (CHIN:5105) Literary Chinese I 3 s.h.
Readings from literary and historical texts of Han and Wei-Jin periods. Prerequisites: 039:109 (CHIN:4102).

Czech

041:141 (SLAV:1211) Conversational Czech I 4 s.h.
Development of basic reading and writing skills, ability to understand and speak everyday Czech; history and culture of Czech-speaking countries through discussions, readings, and videos.

041:142 (SLAV:1212) Conversational Czech II 3 s.h.
Continuation of 041:141 (SLAV:1211); development of basic reading and writing skills, ability to understand and speak everyday Czech; history and culture of Czech-speaking countries through discussions, readings, and videos. Prerequisites: 041:141 (SLAV:1211).

041:143 (SLAV:2211) Conversational Czech III 3 s.h.
Continuation of 041:142 (SLAV:1212); development of reading and writing skills, ability to understand and speak everyday Czech; history and culture of Czech-speaking countries through discussions, readings, and videos. Prerequisites: 041:142 (SLAV:1212).
041:144 (SLAV:2212) Conversational Czech IV 3 s.h.  
Continuation of 041:143 (SLAV:2211); development of reading and writing skills, ability to understand and speak everyday Czech; history and culture of Czech-speaking countries through discussions, readings, and videos. Prerequisites: 041:143 (SLAV:2211).

041:145 (SLAV:3145) Third-Year Czech I 4 s.h.  
Advanced knowledge of Czech grammar; reading, comprehension, conversation, and writing skills; varied techniques and activities for proficiency in Czech; conversation in small groups, presentation of oral reports, written compositions, group projects; articles from the press, contemporary Czech short stories, videos of contemporary Czech cultural scene. Prerequisites: 041:144 (SLAV:2212).

041:146 (SLAV:3146) Third-Year Czech II 4 s.h.  
Continuation of 041:145 (SLAV:3145); advanced knowledge of Czech grammar and basic syntax structures of Czech sentences; reading, aural comprehension, conversation, writing skills; short stories from Czech Literature, Internet press articles, short compositions; videos of contemporary Czech cultural scene. Prerequisites: 041:145 (SLAV:3145).

Hindi  
039:123 (SOAS:2101) First-Year Hindi-Urdu: First Semester 5 s.h.  
Reading, writing, speaking. Offered fall semesters of odd years. GE: World Languages First Level Proficiency.

039:124 (SOAS:2102) First-Year Hindi: Second Semester 5 s.h.  

039:126 (SOAS:3101) Second-Year Hindi: First Semester 4 s.h.  

039:127 (SOAS:3102) Second-Year Hindi: Second Semester 4 s.h.  

039:184 (SOAS:4101) Third-Year Hindi: First Semester 3 s.h.  
Advanced level Hindi texts; speaking, writing. Offered fall semesters. Prerequisites: 039:127 (SOAS:3102).

039:185 (SOAS:4102) Third-Year Hindi: Second Semester 3 s.h.  
Continuation of 039:184 (SOAS:4101). Offered spring semesters. Prerequisites: 039:184 (SOAS:4101).

Japanese  
39j:010 (JPNS:1101) First-Year Japanese: First Semester 5 s.h.  

39j:012 (JPNS:1103) First-Year Japanese: Second Semester 5 s.h.  


39j:105 (JPNS:3103) Third-Year Japanese I 3 s.h.  
Modern Japanese; focus on speaking, listening, reading, writing; materials related to everyday life and civilization in Japan. Offered fall semesters. Prerequisites: 39j:102 (JPNS:3102).

39j:106 (JPNS:3104) Third-Year Japanese II 3 s.h.  
Continuation of 39j:105 (JPNS:3103). Offered spring semesters. Prerequisites: 39j:105 (JPNS:3103).

Modern Japanese; focus on reading, writing, speaking, listening. Offered fall semesters. Prerequisites: 39j:106 (JPNS:3104).

39j:108 (JPNS:3106) Fourth-Year Japanese II 3 s.h.  

Grammar, readings in classical Japanese. Offered fall semesters. Prerequisites: 39j:106 (JPNS:3104).

39j:121 (JPNS:4101) Fifth-Year Japanese I 3 s.h.  
Modern Japanese; emphasis on communication skills. Offered fall semesters. Prerequisites: 39j:107 (JPNS:3105) and 39j:108 (JPNS:3106).

39j:122 (JPNS:4102) Fifth-Year Japanese II 3 s.h.  
Continuation of 39j:121 (JPNS:4101). Offered spring semesters. Prerequisites: 39j:121 (JPNS:4101).
### Japanese

**39J:131 (JPNS:4103) Sixth-Year Japanese I**
3 s.h.
Improvement of Japanese for academic and professional purposes. Offered fall semesters. Prerequisites: 39J:122 (JPNS:4102).

**39J:132 (JPNS:4104) Sixth-Year Japanese II**
3 s.h.

### Korean

**039:040 (ASIA:1101) First-Year Korean: First Semester**
4 s.h.
Modern Korean; speaking, listening, reading, writing. Offered fall semesters. GE: World Languages First Level Proficiency.

**039:041 (ASIA:1102) First-Year Korean: Second Semester**
4 s.h.

**039:042 (ASIA:2101) Second-Year Korean: First Semester**
4 s.h.

**039:043 (ASIA:2102) Second-Year Korean: Second Semester**
4 s.h.

**039:150 (ASIA:3101) Third-Year Korean: First Semester**
3 s.h.
Continuation of 039:043 (ASIA:2102); advanced intermediate Korean—conversation and grammar skills beyond basic intermediate level; vocabulary expansion with increasingly complex, abstract concepts; how to advance one’s opinion and discuss thoughts, ideas. Prerequisites: 039:043 (ASIA:2102).

**039:151 (ASIA:3102) Third-Year Korean: Second Semester**
3 s.h.
Continuation of 039:150 (ASIA:3101); conversation and grammar skills beyond basic intermediate level; writing skills for formal occasions; advanced discussion skills—how to advance one’s opinion and share thoughts and ideas; traditional and modern Korean culture. Prerequisites: 039:150 (ASIA:3101).

### Polish

**041:121 (SLAV:1121) Elementary Polish I**
4 s.h.
Introduction to Polish language and culture.

**041:122 (SLAV:1122) Elementary Polish II**
4 s.h.
Continuation of 041:121 (SLAV:1121).

### Russian

**041:001 (SLAV:1111) First-Year Russian I**
5 s.h.
Basic language skills of listening, speaking, reading, and writing Russian; fundamentals of Russian grammar. GE: World Languages First Level Proficiency.

**041:002 (SLAV:1112) First-Year Russian II**
5 s.h.

**041:003 (SLAV:2111) Second-Year Russian I**
4 s.h.

**041:004 (SLAV:2112) Second-Year Russian II**
4 s.h.

**041:005 (SLAV:1113) Conversational Russian I**
3 s.h.
Basic elements of Russian for travel and business; for adult learners.

**041:006 (SLAV:1114) Conversational Russian II**
3 s.h.
Continuation of 041:005 (SLAV:1113); basic elements of Russian for travel or business; for adult learners.

**041:109 (SLAV:3113) Beginning Composition and Conversation I**
4 s.h.
Russian oral and aural skills developed through idiomatic usage, stylistics, phonetics, intonation, grammar review; supplemented by short stories, newspaper texts. Taught in Russian. Prerequisites: 041:004 (SLAV:2112).

**041:110 (SLAV:3114) Beginning Composition and Conversation II**
4 s.h.
Russian oral and aural skills developed through idiomatic usage, stylistics, phonetics, intonation, grammar review; supplemented by short stories, conversation handbooks, current periodicals. Taught in Russian. Prerequisites: 041:004 (SLAV:2112).

**041:111 (SLAV:3111) Third-Year Russian I**
4 s.h.
Advanced Russian grammar, reading, conversation, and written skills through oral reports, compositions, conversation. Prerequisites: 041:004 (SLAV:2112).

**041:112 (SLAV:3112) Third-Year Russian II**
4 s.h.
Advanced Russian grammar, reading, conversation, and written skills through oral reports, compositions, conversation. Prerequisites: 041:111 (SLAV:3111).

**041:113 (SLAV:4111) Fourth-Year Russian I**
4 s.h.
Perfecting spoken Russian and aural comprehension of native speech. Taught in Russian. Requirements: 041:112 (SLAV:3112) or three years of college-level Russian.
### For Undergraduates

#### Asian Culture and Civilization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>039:006 (ASIA:1060)</td>
<td>Introduction to Buddhism</td>
<td>3 s.h.</td>
<td>Basic tenets, religious paradigms, historical phases important in the development of Buddhism; from the Buddha’s life to evolution of Mahāyāna Buddhism; readings from India, Tibet, China, Japan, Korea, Southeast Asia. GE: Values, Society, and Diversity. Same as 032:006 (RELS:1506).</td>
</tr>
<tr>
<td>039:007 (ASIA:1110)</td>
<td>Gods, Buddhhas, and Ghostly Officials: The Past and Present of Chinese Religions</td>
<td>3 s.h.</td>
<td>History of religious beliefs and practices in China; specific case studies that illuminate current situation of religion in China and impact on Chinese society; focus on the still widespread worship of gods and ancestors, the Confucian, Buddhist and Daoist traditions, recent upsurge of Christianity in China, and emergence of new religions (e.g., the Falun gong). Same as 032:010 (RELS:1510).</td>
</tr>
<tr>
<td>039:016 (CHIN:1070)</td>
<td>Asian Art and Culture</td>
<td>3 s.h.</td>
<td>Art from India, China, and Japan in many media and forms, in their cultural and historical contexts; cultural distinctions of these Asian civilizations as seen through the visual arts; chronology used to highlight historical processes and provide perspectives on continuity and change. GE: Historical Perspectives; Literary, Visual, and Performing Arts. Same as 01H:016 (ARTH:1070).</td>
</tr>
<tr>
<td>039:017 (ASIA:1770)</td>
<td>Asian Humanities: Middle East</td>
<td>3 s.h.</td>
<td>How the self has been constructed in literary texts from premodern and modern Islamic world.</td>
</tr>
<tr>
<td>039:018 (SOAS:1502)</td>
<td>Asian Humanities: India</td>
<td>3 s.h.</td>
<td>Introduction to four thousand years of South Asian civilization, through popular stories. GE: Values, Society, and Diversity. Same as 032:008 (RELS:1502).</td>
</tr>
<tr>
<td>039:019 (CHIN:1504)</td>
<td>Asian Humanities: China</td>
<td>3 s.h.</td>
<td>Literary and philosophical texts of China in English translation. GE: Values, Society, and Diversity.</td>
</tr>
<tr>
<td>039:020 (JPNS:1506)</td>
<td>Asian Humanities: Japan</td>
<td>3 s.h.</td>
<td>Introduction to premodern, modern, and contemporary Japanese images, myths, and literature in English translation. GE: Values, Society, and Diversity.</td>
</tr>
<tr>
<td>039:028 (ASIA:2231)</td>
<td>Introduction to the Art of China</td>
<td>3 s.h.</td>
<td>Visual arts of China and their history; emphasis on understanding in context of Chinese civilization, history. Same as 01H:031 (ARTH:2220).</td>
</tr>
<tr>
<td>039:029 (ASIA:1000)</td>
<td>First-Year Seminar</td>
<td>1-2 s.h.</td>
<td>Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.</td>
</tr>
</tbody>
</table>
039:032 (CHIN:1702) Chinese Popular Culture 3 s.h.
Introduction to popular culture from the People's Republic of China, Taiwan, Hong Kong, and the Chinese diaspora; shifting relationships among cultural production, media and technology, and political thought; influences of Japan, Korea, and the West; materials drawn from film, television shows, music, new media, popular literature, comics, magazines, advertising, fashion, art, and material culture; no previous knowledge of Chinese is required.

039:034 (ASIA:1704) The Languages of Asia in Cultural and Historical Perspective 3 s.h.
Chinese, Japanese, Korean, Sanskrit and Hindi; cultural and ethnic factors which have affected and are affected by each language; nontechnical introduction to the structure of the language, discussion of the script in which the language is written, and the history of the language, including a brief outline of the political and cultural history of each pertinent linguistic area and the ways linguistic history has been affected by these factors.

039:036 (ASIA:1706) Understanding Korean Culture Wave 3 s.h.
Introduction to the Korean culture wave and characteristics of contemporary Korean popular culture; lectures with discussions of readings, various audio-visual references (i.e., films, television dramas, music videos, cartoon, Internet contents, etc.).

039:044 (ASIA:2444) Envision India 3 s.h.
Introduction to world view and civilization of the South Asian subcontinent, not as a timeless and isolated culture, but as a dynamic and interactive part of evolving global cultural exchanges.

039:048 (ASIA:2450) India Beat: The Aesthetics and Politics of India Today 3 s.h.
Ways in which music forms a crucial part of Indian public sphere, reflecting and shaping culture, society, and economy; wide range of genres commonly performed and heard across India and South Asia today (i.e., film music, several folk forms, classical, semi-classical, Indipop, rock) and locating each of them in their respective historical, cultural, and socioeconomic contexts; exploration of themes and questions (i.e., emergence and impact of technologies of mass production, distribution of music in colonial and post-independence India).

039:055 (ASIA:2602) Civilizations of Asia: China 3 s.h.
GE: Historical Perspectives; International and Global Issues. Same as 016:005 (HIST:2602).

039:056 (ASIA:2604) Civilizations of Asia: Japan 3-4 s.h.

039:057 (ASIA:2606) Civilizations of Asia: South Asia 3-4 s.h.

039:064 (ASIA:1040) Living Religions of the East 3 s.h.
Religious beliefs, practices in India, China, Japan. GE: Values, Society, and Diversity. Same as 032:004 (RELS:1404).

039:087 (ASIA:2887) Perspectives on Korea 3 s.h.
History of Korea from earliest times to present; changing meanings of Korea and Koreans; relevant issues of politics, society, and culture; events that shaped ancient Korean kingdoms, the Choson dynasty (1392-1910), Japanese occupation, and divided Korean peninsula; how present perspectives on Korea have influenced understandings of its past; placement of Korea within a regional and global context to examine Korea's relationship with the world. Same as 16W:087 (HIST:2887).

039:135 (ASIA:1135) Korean Language in Culture and Society 3 s.h.
Introduction to various sociolinguistic phenomena in Korean society; general linguistic characteristics of Korean; Confucianism and honorifics; language changes in North and South Korea; gender differences and generation differences; Korean contacts with English, Chinese, Japanese, others. Taught in English.

039:191 (ASIA:4301) Honors Tutorial arr.

039:195 (ASIA:4506) Senior Honors Thesis arr.

Japanese Culture and Civilization

39J:016 (JPNS:1116) Japanese Theater 3 s.h.
Major forms of Japanese theater and performance including Nō and kyōgen, the bunraku puppet theater, kabuki, shingeki "Western" theater, benshi film narration, butoh modern dance, counterculture and street theater of the 1960s, and Japanese musicals; focus on textual analysis and performance practices; weekly screenings of theatrical performances and student-led staged readings of contemporary performances; all readings in English and screenings have subtitles or accompanying scripts; no knowledge of Japanese required.

39J:017 (JPNS:1115) Japanese Religions 3 s.h.
Religions of Japan from ancient times to the present day; elite and popular Japanese interpretations of Chinese Buddhist and Daoist traditions; the parallel development of an indigenous kami tradition; contemporary new religious movements; focus on the codification of a variety of religious (and sometimes quasi-religious) paths, including the way of tea, the way of the brush, and the way of the samurai. Same as 032:017 (RELS:1610).

39J:020 (JPNS:1200) Special Topics in Japanese Studies 3 s.h.
Topics vary.

39J:033 (JPNS:2250) Introduction to the Art of Japan 3 s.h.
Chronological survey of Japan's visual arts in their historical and cultural contexts from Neolithic age to present; extensive use of slides, films, other visual materials. Same as 01H:033 (ARTH:2250).

Slavic Culture and Civilization

041:029 (SLAV:1000) First-Year Seminar Cultural, literary, architectural, and historical beauty of Prague, the capital of the Czech Republic. Requirements: first- or second-semester standing.

041:058 (SLAV:1450) Diversities of Eastern Europe: Culture, Art, and Politics 3 s.h.
Exploration of major cultural and social changes in Central Europe since the 1950s; very similar, yet different experiences of four nations with a communist takeover, including crushed attempts to reform and humanize socialism and their final reach for freedom and democracy in 1989; current cultural and social situations of each country as they took advantage of newly available opportunities.

041:082 (SLAV:3082) Youth Subcultures After Socialism  
Examination of youth subculture (i.e., distinct style and identity, beliefs, value system, fashion and favorite music) on the territory of post-communist Europe and its relations with the mainstream culture; how young people of Russia express their individuality after years of dullness and monotony. GE: Values, Society, and Diversity.

041:086 (SLAV:3086) Russian Media Today  
Contemporary conditions of the Russian mass media; tensions of the effective work of mass media under the pressure of state control and tendencies in the progress of independent media outlets; developments in Russian media since 1991, including the printed press, radio, television and new media (i.e., Internet and the like); the impact of the Putin presidency on the media and their role in securing his election victories in 2000 and 2004.

041:093 (SLAV:1531) Slavic Folklore  
Introduction to culture, history, and art of eastern European peoples; pagan, dualistic, and animistic beliefs and their coexistence with Christian faith in eastern Europe. GE: Historical Perspectives; Values, Society, and Diversity.

041:094 (SLAV:1532) Religion and Culture of Slavs  
Early and medieval Slavic history, with focus on Russian and Czech art, literature, and religion from 10th through 17th century. GE: Historical Perspectives; Values, Society, and Diversity.

041:098 (SLAV:1131) Introduction to Russian Culture  
Development of cultural history in Russia from middle ages to present; painting, music architecture, literature viewed against their political, historical, and social settings. Taught in English. GE: Values, Society, and Diversity.

041:099 (SLAV:1132) Russia Today  
Contemporary Russia, with focus on prevailing social, political, economic, ethnic, environmental conditions; attention to historical evolution of problems, current factors; what these factors might portend for the future. Taught in English. GE: International and Global Issues; Values, Society, and Diversity.

041:199 (SLAV:4995) Honors  
Arr.  
Requirements: consent of program coordinator.

For Undergraduate and Graduate Students

Asian Culture and Civilization

039:121 (ASIA:3120) Autobiography in Islamic Literary Cultures  
How the self has been constructed in Islamic literary cultures from classical Islamic period to modernity.

039:125 (ASIA:3550) Islam, Secularity, Modernity  
How religiosity and secularity are experienced in the Muslim world today.

039:130 (CHIN:3260) Conversational Business Chinese  

039:131 (ASIA:3270) Themes in Asian Art History  
Same as 01H:124 (ARTH:3270).

039:139 (CHIN:3301) Chinese Historical Phonology  
Phonology of Mandarin, other major Chinese dialect groups; reconstruction of the sound system of Middle and Old Chinese. Same as 103:139 (LING:3301).

039:140 (CHIN:4204) The Literature of Daoism  
Texts of philosophical, religious Daoism; Daoism in traditional Chinese political theory, literature, the arts, alchemy and medicine, sexual custom, combat. Taught in English. Same as 032:186 (RELS:4404).

039:141 (CHIN:3341) Chinese Literature: Poetry  
Readings in classical and modern Chinese poetry in English translation. Same as 048:141 (CCL:3341).

039:142 (CHIN:3202) Chinese Literature: Prose  
Readings in Chinese prose, primarily fiction, from third century B.C. to 1900 A.D., in English translation.

039:143 (CHIN:3201) Workshop in Chinese Literary Translation  
Translation from Chinese to English with emphasis on literary translation; issues in theory and practice of translation; special features of Chinese as a source language for translation. Prerequisites: 039:116 (CHIN:3102). Same as 218:131 (TRNS:3202).

039:144 (CHIN:3302) Introduction to Chinese Linguistics  
Aspects of modern Chinese linguistics, such as Chinese phonology, syntax, pedagogical grammar, history of the language. Taught in English. Same as 164:181 (SLA:3302), 103:144 (LING:3302).
039:145 (ASIA:4606) Topics in Asian Cinema  3 s.h.
Issues or topics in East or South Asian cinemas. Same as 048:106 (CCL:4606).

039:148 (SOAS:3448) The Allure of Krishna: Sacred Sexuality in Indian Culture  3 s.h.
For thousands of years, Krishna, the dark-skinned flute-player, has been central to the religious experience of many Hindus; his diverse roles as mischievous divine child, sensual teenage cowherd, and adult statesman, warrior, and philosopher celebrated in poetry and prose, painting and sculpture, music, dance, drama, film, and television; exploration of multiple facets of Krishna’s character through literary and visual sources, focus on trends in his work, in the form of Radha, Krishna’s mistress and beloved. Same as 032:148 (RELS:3448).

039:156 (ASIA:4660) Buddhist Poetry  3 s.h.
Poetry across the Buddhist world as a favorite form of expression for talking about things that cannot be captured in words; content and style of some major works of Buddhist poetry; theories about relationships between words and meaning that inform poems; scandalous lives of poets; opportunity to explore Buddhist poetry analytically and creatively; no prior knowledge of Asian languages required. Same as 032:156 (RELS:4660).

039:159 (ASIA:3219) Chinese Art and Culture  3 s.h.
Archaeological discoveries, sculpture, painting, architecture, calligraphy, other arts of Greater China area in historical and cultural contexts of past 5,000 years. Prerequisites: 01H:006 (ARTH:1060) or 01H:031 (ARTH:2220). Same as 01H:119 (ARTH:3220).

039:162 (ASIA:4620) Turning East  3 s.h.
The global nature of pilgrimage, primarily religious travel in or to Asia; journeys to single sacred sites, travel circuits to multiple destinations, internal or metaphorical pilgrimages. Same as 032:163 (RELS:4620).

039:164 (ASIA:3700) Topics in Global Cinema  3 s.h.
Identification of new models and methods to investigate cinema’s relationship to current global issues beyond traditional scholarly focus in Western Europe and the United States; exploration of an emerging field, moving away from the paradigm of national cinema and bringing together shared theoretical frameworks while acknowledging different historical and cultural contexts. Same as 218:160 (WLLC:3700), 39:162 (JPN:3700).

039:168 (ASIA:3560) Topics in Asian Religions  3 s.h.
Same as 032:170 (RELS:3560).

039:170 (ASIA:3655) Zen Buddhism  3 s.h.
Prerequisites: 032:004 (RELS:1404) or 032:006 (RELS:1506) or 032:010 (RELS:1510). Same as 032:188 (RELS:3655).

039:172 (ASIA:3890) Comparative Ritual  3 s.h.
Practice and theory; rituals from religions, including Hinduism, Buddhism, Christianity, Indian religions; theories of interpretation. Same as 032:172 (RELS:3890).

039:173 (CHIN:4206) Transnational Chinese Cinemas  3 s.h.
Films from Mainland China, Hong Kong, Taiwan, and Chinese diasporic communities, silent era to present; relationship of film to nation-state, cultural interflows, media technologies, ideologies. English subtitles. Same as 048:174 (CCL:4674).

039:175 (ASIA:4166) Topics in Asian History  3 s.h.
Same as 16W:178 (HIST:4166).

039:177 (ASIA:6483) Second Language Classroom Learning  3 s.h.
Synthesis of empirical findings on children’s and adults’ learning of a second or foreign language; emphasis on theoretical underpinnings of approaches, methods, techniques in language teaching. Same as 164:171 (SLA:6506), 07S:183 (EDTL:6483).

039:178 (ASIA:3414) Government and Politics of the Far East  3 s.h.
Functions, institutions of government in countries of Far East; focus on social, economic, historical environments. GE: International and Global Issues; Social Sciences. Same as 030:143 (POLI:3414).

039:180 (CHIN:4203) Modern Chinese Writers  3 s.h.
Readings in modern and contemporary Chinese fiction; in English translation. Same as 048:183 (CCL:4203).

039:183 (SOAS:3920) Enlightenment: Cross-Cultural Experiments in Religious Realization  3 s.h.
Enlightenment as one of the most important ideas that feeds contemporary religious and spiritual imagination; exploration of this concept in contemporary religious and spiritual discourse. Same as 032:182 (RELS:3582).

039:188 (ASIA:3775) East Meets West: The Western Reception of Eastern Religion  3 s.h.
Introduction of religious ideas and forms from India, China, and Japan into Europe and America to late 20th century, from Greeks to New Age. Same as 032:178 (RELS:3575).

039:196 (ASIA:4655) China Since 1927  3 s.h.
Communist revolution from 1920s to founding of People’s Republic of China in 1949; Mao Zedong’s radical policies, Cultural Revolution; Deng Xiaoping’s economic reforms; China today. GE: International and Global Issues. Same as 16W:198 (HIST:4655).

039:197 (ASIA:4657) Chinese History from 1600 to 1927  3 s.h.
Chinese history from the 17th to early 20th century, history of the Qing dynasty (1644-1911); Qing’s role in shaping aspects of today’s politics in China and the mentality of Chinese people; foundation of Manchu state in early 17th century, Ming-Qing transition in 1644, politics and society during the high Qing era, decline of the empire under foreign invasion and inner rebellions in the 19th century, collapse of the dynasty in 1911. Same as 16W:197 (HIST:4650).

039:198 (ASIA:4507) Topics in Asian Studies  3 s.h.
Topics vary.

039:199 (ASIA:4508) Asian Studies  3 s.h.
Japanese Culture and Civilization

Aspects of the Japanese language that reflect culture, social structures of Japan; communication styles and strategies, cross-cultural communication, language in media, metaphors.

Same as 032:116 (RELS:3660).

39J:123 (JPNS:3260) Japanese Painting 3 s.h.
Japanese painting in its historical, cultural contexts; focus on developments of successive eras—religious art; narrative, other literary connections; Zen; decorative traditions; popular arts; Japan and the modern world. Same as 01H:123 (ARTH:3260).

Cultural anthropology of Japan, including historical tradition, religious ethos, social organization, human ecology, educational and political institutions; emphasis on how these aspects relate to and influence one another. GE: Values, Society, and Diversity. Same as 113:125 (ANTH:2175).

Phonology, morphology, syntax, semantics, pragmatics; basic structural features of Japanese language.

39J:129 (JPNS:3402) Japan: Culture and Communication 3 s.h.

39J:130 (JPNS:3201) Workshop in Japanese Literary Translation 3 s.h.

39J:135 (JPNS:3135) Postmodern Aesthetics and Japanese Culture 3 s.h.
Japanese postmodern trends (from Zen Buddhism to the habits of contemporary otaku consumers); examination of aesthetics including works of literature, film, visual art, and electronic media.

39J:141 (JPNS:3202) Traditional Japanese Literature in Translation 3 s.h.
From seventh century to early modern times. Same as 048:143 (CCL:3204).

39J:142 (JPNS:3203) Modern Japanese Fiction in Translation 3 s.h.
Nineteenth century to present. Same as 048:142 (CCL:3203).

39J:143 (JPNS:3204) Topics in Japanese Literature in Translation 3 s.h.
Topics vary.

39J:144 (JPNS:3205) Major Authors in Modern Japanese Literature 3 s.h.
Modern Japanese literary works in English translation.

Close reading in English of Murasaki Shikibu’s Tale of Genji; tale’s literary and social contexts, and later reception. Same as 048:144 (CCL:4201).

39J:146 (JPNS:3206) Warriors Dreams 3 s.h.
Images of the warrior in traditional Japanese literature, from poetry of the eighth century to romances of the 19th century; readings in English. Same as 048:147 (CCL:3206).

39J:147 (JPNS:3208) Introduction to Japanese Film 3 s.h.
History of Japanese cinema with particular attention paid to Japanese conventions and innovations that differ from classical Hollywood or European paradigms (benshi silent-film narrators, jidaigeki period films, wartime propaganda, postwar melodrama, avant-garde Japanese New Wave, rise of Japanese documentary, anime); screenings may include works by world-famous directors (Mizoguchi, Ozu, Kurosawa) and later masters (Ichikawa Kon, Suzuki Seijun, Itami Juzo); knowledge of film or Japanese is not necessary; all readings in English, films screened with Japanese subtitles.

Cultural texts and practices in contemporary Japan: literature, film, television, manga.

39J:162 (JPNS:3700) Topics in Global Cinema 3 s.h.
Identification of new models and methods to investigate cinema’s relationship to current global issues beyond traditional scholarly focus in Western Europe and the United States; exploration of an emerging field, moving away from the paradigm of national cinema and bringing together shared theoretical frameworks while acknowledging different historical and cultural contexts. Same as 218:160 (WLLC:3700), 039:164 (ASIA:3700).

39J:172 (JPNS:4610) Japan--Age of the Samurai 3 s.h.
Society, culture, and politics of feudal Japan; social class, gender, norms, and political and economic developments explored through cinema and literature. Same as 16W:172 (HIST:4610).

39J:173 (JPNS:4615) Modern Japan 3 s.h.
Political, social, and cultural developments of Japanese feudalism; feature films, fiction. Same as 16W:173 (HIST:4615).

39J:175 (JPNS:4620) Japan--U.S. Relations 3 s.h.
Political, social, economic, and cultural developments in Japan mid-19th to late-20th century. Same as 16W:175 (HIST:4620).

Korean Culture and Civilization

039:174 (ASIA:4151) Selected Readings in Korean I 3 s.h.
Korean literary works and various readings related to Korean history, culture, and society; expansion of Korean literary and cultural knowledge through readings; advanced Korean texts. Prerequisites: 039:151 (ASIA:3102).

039:179 (ASIA:4152) Selected Readings in Korean II 3 s.h.
Slavic Culture and Civilization

041:102 (SLAV:3202) Russian Literature in Translation 1860-1917
Survey of major works, figures, and trends of 19th- and 20th-century Russian literature; age of the Russian novel; development of short fiction, drama, poetry of the Silver Age. Same as 048:107 (CCL:3302).

041:104 (SLAV:3131) Health Care and Health Reforms in Russia
Societal changes and their continuing effect on the Russian health care system since 1991; guest lectures from public health, nursing, medicine, cultural anthropology. Same as 152:170 (GHS:3131).

041:108 (SLAV:3990) Special Readings
Russian-language materials determined by student and instructor. Requirements: 16 s.h. of Russian language instruction.

041:134 (SLAV:3134) Forbidden Masterpieces: Russian and Czech Authors who Changed History
Examination of 20th-century literature written by authors fighting for the freedom of their nations, often suppressed, banned, imprisoned, or even stripped of their citizenship by the totalitarian communist governments; film screenings; works and films that made serious political statements, often at great risk to the artists involved, that influenced political changes. Taught in English.

041:150 (SLAV:2100) Secrets of Russian Mentality
Deeper insight of Russian mentality through philosophical, historical, cultural, and practical developments that have shaped Russian behavior and thought.

041:155 (SLAV:3122) Tolstoy and Dostoevsky
Tolstoy’s War and Peace, Anna Karenina; Dostoevsky’s Crime and Punishment, The Brothers Karamazov, and short stories. Taught in English. Same as 048:149 (CCL:3122).

041:157 (SLAV:3124) Invitation to Nabokov
Nabokov’s works and his writings on Russian literature.

041:160 (SLAV:2131) Women in Russian Society
Historical developments that have shaped women’s role in contemporary Russian society; readings in cultural history, political science, autobiographical and fictional literature, contemporary film. Taught in English.

041:164 (SLAV:2531) Topics in Russian, East European, and Eurasian Studies
Arranged.

041:165 (SLAV:3100) West and East: Women in the Slavic World
Roles of women in two Slavic countries—Islamic Republic of Dagestan in Russia, and the Czech Republic—using approaches from the social sciences and humanities; Christian/Catholic traditions in the western Slavic country (i.e., Czechoslovakia/ Czech Republic) and Islamic influences in eastern parts of Russia; analysis of women’s egalitarian roles in socialist societies of 1980s, the impact of the major political, economic, and social transitions on women’s lives in 1990s.

Primarily for Graduate Students

Asian Culture, Linguistics, Pedagogy, Individual Study

039:200 (ASIA:6901) Second Language Acquisition Research and Theory I
Theories regarding success and failure in acquisition of second or subsequent languages; research, issues. Same as 009:237 (FREN:6901), 164:201 (SLA:6901), 035:201 (SPAN:6901), 39J:201 (JPNS:6901).

039:201 (ASIA:6903) Second Language Acquisition Research and Theory II

039:202 (CHIN:7401) Teaching Chinese as a Foreign Language I: Theories/Research
Research, theory on acquisition of Chinese as a non-native language. Same as 164:281 (SLA:7401).

039:203 (CHIN:7402) Teaching Chinese as a Foreign Language II
Multiple levels of major Chinese textbooks, curricular organizational schemes, language programs, communicative language instruction; development of supplementary materials for a University of Iowa Chinese course. Same as 164:282 (SLA:7408).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>039:204 (CHIN:7403)</td>
<td>Teaching Chinese as a Foreign Language III</td>
<td>3 s.h.</td>
<td>Development, application of technological teaching/learning materials; emphasis on designing computer-based materials that increase learner interaction in contextualized cultural environments.</td>
</tr>
<tr>
<td>039:205 (ASIA:6910)</td>
<td>Analysis of L1 and L2 Data</td>
<td>3 s.h.</td>
<td>Issues in qualitative and quantitative analysis of first- and second-language data; data collection, analytical frameworks and approaches. Prerequisites: 164:201 (SLA:6901). Same as 164:205 (SLA:6910).</td>
</tr>
<tr>
<td>039:209 (CHIN:7405)</td>
<td>Teaching Chinese as a Foreign Language V</td>
<td>3 s.h.</td>
<td>Seminar on research design; for M.A. students planning to write a thesis or project, or graduate students seeking knowledge in designing qualitative or quantitative studies. Prerequisites: 07P:143 (PSQF:5143) and 039:202 (CHIN:7401). Same as 164:275 (SLA:7804).</td>
</tr>
<tr>
<td>039:210 (CHIN:6401)</td>
<td>Teaching Chinese as a Foreign Language VI: Pedagogical/Research Project</td>
<td>3 s.h.</td>
<td>Participation in Chinese as a Foreign Language material development projects under instructor’s guidance.</td>
</tr>
<tr>
<td>039:233 (CHIN:5024)</td>
<td>Teaching Chinese as a Foreign Language VII: Pedagogical Grammar</td>
<td>3 s.h.</td>
<td>Introduction to Chinese grammar system from perspective of teaching Chinese as a foreign language; students teach a unit of Chinese grammar to demonstrate understanding of assigned grammar unit and pedagogical approach involved.</td>
</tr>
<tr>
<td>039:240 (CHIN:5201)</td>
<td>Seminar in Chinese Fiction</td>
<td>3 s.h.</td>
<td>Novels, novelettes; 16th to 18th centuries (Ming and Qing periods). Requirements: ability to read original texts. Same as 048:233 (CCL:5201).</td>
</tr>
<tr>
<td>039:250 (SOAS:4802)</td>
<td>South Asian Research Seminar</td>
<td>arr.</td>
<td>Faculty and student research.</td>
</tr>
<tr>
<td>039:291 (ASIA:6501)</td>
<td>M.A. Thesis</td>
<td>arr.</td>
<td>Offered fall semesters.</td>
</tr>
</tbody>
</table>

**Japanese Culture, Linguistics, Pedagogy, Individual Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
</table>
39J:201 (JPNS:6901) Second Language Acquisition Research and Theory I
3 s.h.
Theories regarding success and failure in acquisition of second or subsequent languages; research, issues. Same as 009:237 (FREN:6901), 039:200 (ASIA:6901), 164:201 (SLA:6901), 035:201 (SPAN:6901).

39J:202 (JPNS:5401) Japanese as a Foreign Language: Practical Applications
3 s.h.
Instructional methodology, curriculum, and material design; hands-on experience. Prerequisites: 39J:122 (JPNS:4102). Same as 164:276 (SLA:5441).

39J:204 (JPNS:5901) Practicum in Teaching Japanese as a Foreign Language
1-3 s.h.
Teaching apprenticeship guided and supervised by a faculty member skilled in University curriculum and instruction.

39J:215 (JPNS:5902) Individual Japanese for Advanced Students
arr.

39J:239 (JPNS:6403) Special Topics in Japanese Linguistics
3 s.h.
Topics in applied linguistics and language pedagogy related to Japanese language. Same as 164:228 (SLA:6403).

39J:245 (JPNS:7201) Seminar in Japanese Literature
3 s.h.
Requirements: three years of Japanese.

39J:251 (JPNS:7101) Readings in Modern Japanese
3 s.h.
Readings in modern Japanese.

39J:257 (JPNS:7630) Readings: Japanese History
arr.
Same as 016:294 (HIST:7630).

Slavic Linguistics, Pedagogy, Individual Study

041:234 (SLAV:5030) Principles of Teaching and Learning Foreign Languages
3 s.h.
Same as 009:234 (FREN:5030), 013:221 (GRMN:5030), 039:234 (ASIA:5030).

041:276 (SLAV:5220) Seminar: Russian Linguistics
6,8 s.h.
Topics may include Russian morphosyntax, colloquial Russian, Russian pragmatics, Slavic gender linguistics.

041:279 (SLAV:4990) Independent Research
arr.
Directed study.
Biochemistry

Head
• Charles M. Brenner

Professors
• Charles M. Brenner, Pamela Geyer, George Giudice, David H. Price, Peter Rubenstein, Madeline A. Shea, Lori L. Wallrath, Daniel L. Weeks, Ronald Weigel, Marc S. Wold

Professors emeriti
• Arthur Arnone, Thomas W. Conway, John Donelson, Alice B. Fulton, Rex Montgomery, Bryce Plapp, Arthur A. Specter, Earle Stellwagen, Charles A. Swenson

Adjunct professors
• Theresa Gioannini, Nancy C. Stellwagen, Ramaswamy Subramanian, Joseph Walder, Liping Yu

Associate professors
• John Dagle, Adrian Elcock, M. Todd Washington

Assistant professors
• Sheila A. Baker, Heather L. Bartlett, Kris DeMali, Ernesto Fuentes, Shahram Khademi, Miles Pufall

Lecturer
• Elisabeth Swain

Undergraduate major: B.A., B.S. in Biochemistry
Graduate degree: M.S., Ph.D. in Biochemistry
Web site: http://www.biochem.uiowa.edu/

Biochemistry is the study of basic chemical processes that occur in and govern all living systems. Nearly all areas of the life sciences engage in biochemical research.

Biochemistry graduates with bachelor’s degrees often work as research assistants in industry, government, education, or health services; teach in secondary schools; or go on to advanced study in medicine, dentistry, or other areas. Those with advanced degrees pursue careers as teachers, researchers, or administrators in universities and medical schools, government, research agencies, and varied industries.

The Department of Biochemistry offers degree programs for undergraduates and for graduate students and administers the academic curriculum at both levels. The College of Liberal Arts and Sciences grants undergraduate degrees in biochemistry and oversees undergraduate academic policy relating to the student record. The Graduate College grants graduate degrees in biochemistry.

Undergraduate Programs
• Major in biochemistry (Bachelor of Science, Bachelor of Arts)

Bachelor of Science
The Bachelor of Science with a major in biochemistry requires a total of 120 s.h., including 71 s.h. of work for the major. In order to count transfer credit in biochemistry toward the major, students must have the approval of an undergraduate advisor in the department.

The biochemistry major for the B.S. prepares students to work in positions that require a mastery of general biochemistry. It is also excellent preparation for graduate study in biochemistry and related sciences or for study toward a professional degree in the health sciences.

Students are encouraged to take courses from other disciplines, such as business, pre-law, psychology, or journalism. This prepares them for a variety of career paths.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The biochemistry major for the Bachelor of Science requires the following course work.

All of these:
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.
099:101 (BIOC:3101) Technical Communication in Biochemistry 1 s.h.
099:120 (BIOC:3120) Biochemistry and Molecular Biology I 3 s.h.
099:130 (BIOC:3130) Biochemistry and Molecular Biology II 3 s.h.
099:140 (BIOC:3140) Experimental Biochemistry 2 s.h.
Advanced science electives, chosen in consultation with advisor 9 s.h.
One of these:
099:155 (BIOC:4155) Research, Independent Study 6 s.h.
Lab-intensive advanced science electives, chosen in consultation with the advisor 6 s.h.
One of these sequences:
Two of these:
004:131 (CHEM:4431) Physical Chemistry I 3 s.h.
004:132 (CHEM:4432) Physical Chemistry II 3 s.h.
099:241 (BIOC:5241) Biophysical Chemistry I 3 s.h.
099:242 (BIOC:5242) Biophysical Chemistry II 3 s.h.
One of these:
004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.
004:142 (CHEM:2420) Organic Chemistry Laboratory for Majors (preferred) 3 s.h.

Students are encouraged to begin research by taking 099:115 (BIOC:3115) Undergraduate Independent Study (may be taken for a total of 6 s.h.), which has no prerequisites. The course involves experience in an active biochemistry research lab, which must be arranged ahead of time with a supervising faculty member. Students may make arrangements directly with the faculty member or they may request assistance from an undergraduate advisor. Credit earned in 099:115 (BIOC:3115) does not count toward the major, but it does count toward the minimum 120 s.h. required to graduate.

In order to register for 099:155 (BIOC:4155) Research, Independent Study, students must have a completed 099:120 (BIOC:3120), 099:130 (BIOC:3130), and 099:140 (BIOC:3140) with a grade average of B or higher.
in the three courses, and they must not have earned a grade below B-minus in any one of them; or they must have their advisor’s consent and the instructor’s consent to enroll in 099:155 (BIOC:4155).

**Bachelor of Arts**

The Bachelor of Arts in biochemistry requires a total of 120 s.h., including 55 s.h. of work for the major. In order to count transfer credit in biochemistry toward the major, students must have the approval of an undergraduate advisor in the department.

Students are encouraged to take courses from other disciplines, such as business, pre-law, psychology, or journalism. This prepares them for a variety of career paths.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The biochemistry major for the Bachelor of Arts requires the following course work.

All of these:

- 099:120 (BIOC:3120) Biochemistry and Molecular Biology I 3 s.h.
- 099:130 (BIOC:3130) Biochemistry and Molecular Biology II 3 s.h.
- 099:140 (BIOC:3140) Experimental Biochemistry 2 s.h.

Advanced science electives, chosen in consultation with advisor 6 s.h.

One of these sequences:


One of these:

- 004:131 (CHEM:4431) Physical Chemistry I 3 s.h.
- 004:132 (CHEM:4432) Physical Chemistry II 3 s.h.
- 099:241 (BIOC:5241) Biophysical Chemistry I 3 s.h.
- 099:242 (BIOC:5242) Biophysical Chemistry II 3 s.h.

Bachelor of Arts students who intend to go on to advanced degrees in the biological or health sciences are advised to earn at least 4 s.h. in 099:115 (BIOC:3115) Undergraduate Independent Study or 099:155 (BIOC:4155) Research, Independent Study. There are no prerequisites for 099:115 (BIOC:3115). The course involves experience in an active biochemistry research lab, which must be arranged ahead of time with a supervising faculty member. Students may make arrangements directly with the faculty member or they may request assistance from an undergraduate advisor. Credit earned in 099:115 (BIOC:3115) does not count toward the major, but it does count toward the minimum 120 s.h. required to graduate.

In order to register for 099:155 (BIOC:4155) Research, Independent Study, students must have completed 099:120 (BIOC:3120), 099:130 (BIOC:3130), and 099:140 (BIOC:3140) with a grade average of B or higher in the three courses, and they must not have earned a grade below B-minus in any one of them; or they must have their advisor’s consent and the instructor’s consent to enroll in 099:155 (BIOC:4155).

**B.A. or B.S. with Teacher Licensure**

Students interested in teaching at the elementary and/or secondary level must complete the College of Education’s Teacher Education Program (TEP). Several courses in the College of Education and student teaching are required. Contact the Office of Education Services for details.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**Bachelor of Science**

**Before the third semester begins:**


**Before the fifth semester begins:**


**Before the seventh semester begins:**


**Before the eighth semester begins:**


**Before the eighth semester begins:**


**Before the ninth semester begins:**

- the courses listed above, plus 004:121 (CHEM:2210) Organic Chemistry I and 004:122 (CHEM:2220) Organic Chemistry II, and at least one-third of the semester hours required for graduation

**Before the tenth semester begins:**

- the courses listed above, plus 004:121 (CHEM:2210) Organic Chemistry I and 004:122 (CHEM:2220) Organic Chemistry II, and at least one-half of the semester hours required for graduation

**During the eighth semester:**

- enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Bachelor of Arts**

**Before the third semester begins:**

- 004:011 (CHEM:1110) Principles of Chemistry I and 004:012 (CHEM:1120) Principles of Chemistry II, math through 22M:026 (MATH:1860) Calculus II or above; and at least one-quarter of the semester hours required for graduation
Before the fifth semester begins: the courses listed above, plus 002:010 and 002:011, 004:121 (CHEM:2210) Organic Chemistry I and 004:122 (CHEM:2220) Organic Chemistry II, and at least one-half of the semester hours required for graduation


Before the eighth semester begins: the courses listed above, plus 004:131 (CHEM:4431) Physical Chemistry I or 004:132 (CHEM:4432) Physical Chemistry II or 099:241 (BIOC:5241) Biophysical Chemistry I or 099:242 (BIOC:5242) Biophysical Chemistry II, and a science elective

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors

Qualified students may work toward graduation with honors in biochemistry. They must be members of the University of Iowa Honors Program, which requires that students maintain a cumulative University of Iowa g.p.a. of at least 3.33 (contact the University of Iowa Honors Program for more information). To graduate with honors in the major, students must earn 6 s.h. in 099:120 (BIOC:3120) Biochemistry and Molecular Biology I or 099:130 (BIOC:3130) Biochemistry and Molecular Biology II, and at least three-quarters of the semester hours required for graduation

Before the eighth semester begins: the courses listed above, plus 004:131 (CHEM:4431) Physical Chemistry I or 004:132 (CHEM:4432) Physical Chemistry II or 099:241 (BIOC:5241) Biophysical Chemistry I or 099:242 (BIOC:5242) Biophysical Chemistry II, and a science elective

Graduate Programs

• Master of Science in biochemistry
• Doctor of Philosophy in biochemistry

Students admitted to graduate study in biochemistry usually pursue the Doctor of Philosophy. Qualified students interested in earning the Doctor of Medicine along with the Ph.D. may apply to the Medical Scientist Training (p. 1038) Program, which offers a joint M.D./Ph.D. program.

Master of Science

The Master of Science program in biochemistry requires a minimum of 30 s.h. of graduate credit, thesis research, and a thesis. See “Doctor of Philosophy” for information about the graduate curriculum.

Doctor of Philosophy

The Doctor of Philosophy program in biochemistry requires a minimum of 72 s.h. of graduate credit. The focus of the graduate program is on the individual student.

The 72 s.h. required for the degree includes 34 s.h. of course work and 16 s.h. of research credit. Students may take courses that enhance their educational goals. All Ph.D. students take the following 19 s.h. of course work; they choose an additional 13 s.h. from courses offered by the Department of Biochemistry and other University of Iowa departments.

099:261 (BIOC:5261) Research Techniques (first-year laboratory rotation) 1-5 s.h.
650:270 (GRAD:7270) Principles of Scholarly Integrity 0-1 s.h.
Biophysical chemistry (students typically earn 6 s.h.) 1-3 s.h.
Molecular or cellular biology (students typically earn 6-8 s.h.) 1-4 s.h.
Graduate seminar 3 s.h.

The following is a typical first-year curriculum.

First semester:
099:243 (BIOC:5243) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1 1 s.h.
099:245 (BIOC:5245) Protein Structure, Stability, and Folding: Biophysical Chemistry Module 2 1 s.h.
099:247 (BIOC:5247) Biophysics of Macromolecular Interactions: Biophysical Chemistry Module 3 1 s.h.
099:261 (BIOC:5261) Research Techniques 1-5 s.h.
156:201 (BISC:5201) Fundamentals of Gene Expression 1 s.h.
156:204 (BISC:5204) Biostatistics for Biomedical Research 1 s.h.
156:265 (BISC:5265) Biosciences Critical Thinking and Communication 2 s.h.
650:270 (GRAD:7270) Principles of Scholarly Integrity 0-1 s.h.

Second semester:
099:226 (BIOC:5226) Enzyme Kinetics and Bioorganic Mechanisms 1-2 s.h.
099:244 (BIOC:5244) Ligand Binding and X-Ray Crystallography: Biophysical Chemistry Module 4 1 s.h.
099:246 (BIOC:5246) Enzyme Kinetics and Enzyme Mechanisms: Biophysical Chemistry Module 5 1 s.h.
099:248 (BIOC:5248) Nuclear Magnetic Resonance Spectroscopy: Biophysical Chemistry Module 6 1 s.h.
099:261 (BIOC:5261) Research Techniques 1-5 s.h.
142:215 (MCB:6215) Transcription and Multi-Functional Regulation by RNA 1 s.h.
142:217 (MCB:6217) Epigenetics, Cancer, and Mouse Models of Disease 1 s.h.
156:205 (BISC:5205) Practical Bioinformatics 1 s.h.
156:265 (BISC:5265) Biosciences Critical Thinking and Communication 2 s.h.
099:282 (BIOC:5282) Seminar 0-1 s.h.
or
156:265 (BISC:5265) Biosciences Critical Thinking and Communication 2 s.h.

Once students are promoted to the second year of study, they choose research laboratories for Ph.D. thesis research and begin their thesis projects. They take courses that supplement their interests and preparation, including the following.

099:282 (BIOC:5282) Seminar 1 s.h.
Graduate-level science electives 6 s.h.

Students take the comprehensive examination before the end of June in their second year, after which they are admitted formally to degree candidacy and begin to concentrate on thesis research. The program culminates in successful defense of completed thesis work before an examining committee.
In addition to meeting these requirements and those of the Graduate College, students are expected, as part of their training, to assist in teaching biochemistry for one semester.

Throughout the program, students are associated with faculty-directed research groups. They receive close personal attention from the biochemistry faculty members who serve as research advisors.

**Admission**

The graduate program in biochemistry is flexible enough to accommodate students with bachelor's degrees in any of the biological, biochemical, or physical sciences. Appropriate preparation includes one-year, college-level courses in organic and physical chemistry, biology, physics, and mathematics through calculus. Students are expected to have had one or more introductory courses in biochemistry.

Applicants must have an undergraduate g.p.a. of at least 3.00 and must submit acceptable verbal, quantitative, and analytical scores on the Graduate Record Examination (GRE) General Test. Applicants are encouraged to submit their scores on the GRE Subject Test in Chemistry; Biology; or Biochemistry, Cell, and Molecular Biology.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Financial Support**

Students admitted to the Ph.D. program in biochemistry routinely receive a stipend and tuition support.

**Faculty and Research**

The department's faculty members supervise research in biochemistry; molecular, cellular, developmental, computational, and structural biology; and model system genetics. Their work is supported by grants from the National Institutes of Health, the National Science Foundation, the American Heart Association, the American Cancer Society, the Muscular Dystrophy Association, and other sources. To learn more about the department's faculty members and areas of research, visit the Department of Biochemistry web site.

**Facilities**

The Department of Biochemistry occupies 36,700 square feet on the fourth floor of the Bowen Science Building and 7,500 square feet on the third floor of the Medical Education Research Facility on the University's health sciences campus. It has a number of well-equipped research laboratories; other departmental facilities include the Biochemistry Stores, the Mattill Biochemistry Reading Room, and the Heath Conference Room.

The department makes available a number of shared instruments; among them are an Applied PhotoPhysics stopped flow spectrometer SX20 (2009); a Jasco spectrophotometer, model J815 (2010); a Horiba fluorolog-3 spectrofluorometer (2010); and a Beckman Coulter ultra XLI analytical centrifuge (1996).

Faculty, staff, and students in the department have access to a variety of shared Carver College of Medicine resources, including X-ray crystallography, the DNA Facility, the NMR Facility, the Proteomics Facility, the Flow Cytometry Facility, the Gene Transfer Vector Core Facility, the Small Animal Imaging Core, and the Transgenic Animal Facility. The University also supports resources such as the Central Microscopy Research Facilities and the Center for Biocatalysis and Bioprocessing.

**Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>099:101 (BIOC:3101)</td>
<td>Technical Communication in Biochemistry</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>099:110 (BIOC:3110)</td>
<td>Biochemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:115 (BIOC:3115)</td>
<td>Undergraduate Independent Study</td>
<td>arr.</td>
</tr>
<tr>
<td>099:120 (BIOC:3120)</td>
<td>Biochemistry and Molecular Biology I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:130 (BIOC:3130)</td>
<td>Biochemistry and Molecular Biology II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:140 (BIOC:3140)</td>
<td>Experimental Biochemistry</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

**Admission Requirements**

- Applicants must have an undergraduate g.p.a. of at least 3.00.
- Applicants must submit acceptable verbal, quantitative, and analytical scores on the GRE General Test.
- Applicants are encouraged to submit their scores on the GRE Subject Test in Chemistry; Biology; or Biochemistry, Cell, and Molecular Biology.
- Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog.

**Financial Support**

Students admitted to the Ph.D. program in biochemistry routinely receive a stipend and tuition support.

**Faculty and Research**

The department's faculty members supervise research in biochemistry; molecular, cellular, developmental, computational, and structural biology; and model system genetics. Their work is supported by grants from the National Institutes of Health, the National Science Foundation, the American Heart Association, the American Cancer Society, the Muscular Dystrophy Association, and other sources. To learn more about the department's faculty members and areas of research, visit the Department of Biochemistry web site.

**Facilities**

The Department of Biochemistry occupies 36,700 square feet on the fourth floor of the Bowen Science Building and 7,500 square feet on the third floor of the Medical Education Research Facility on the University's health sciences campus. It has a number of well-equipped research laboratories; other departmental facilities include the Biochemistry Stores, the Mattill Biochemistry Reading Room, and the Heath Conference Room.

The department makes available a number of shared instruments; among them are an Applied PhotoPhysics stopped flow spectrometer SX20 (2009); a Jasco spectrophotometer, model J815 (2010); a Horiba fluorolog-3 spectrofluorometer (2010); and a Beckman Coulter ultra XLI analytical centrifuge (1996).

Faculty, staff, and students in the department have access to a variety of shared Carver College of Medicine resources, including X-ray crystallography, the DNA Facility, the NMR Facility, the Proteomics Facility, the Flow Cytometry Facility, the Gene Transfer Vector Core Facility, the Small Animal Imaging Core, and the Transgenic Animal Facility. The University also supports resources such as the Central Microscopy Research Facilities and the Center for Biocatalysis and Bioprocessing.

**Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>099:101 (BIOC:3101)</td>
<td>Technical Communication in Biochemistry</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>099:110 (BIOC:3110)</td>
<td>Biochemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:115 (BIOC:3115)</td>
<td>Undergraduate Independent Study</td>
<td>arr.</td>
</tr>
<tr>
<td>099:120 (BIOC:3120)</td>
<td>Biochemistry and Molecular Biology I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:130 (BIOC:3130)</td>
<td>Biochemistry and Molecular Biology II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:140 (BIOC:3140)</td>
<td>Experimental Biochemistry</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>
099:161 (BIOC:8101) Biochemistry for Dental Students

099:162 (BIOC:8102) Biochemistry for Pharmacy Students

099:163 (BIOC:8103) Medical Biochemistry
Biochemical concepts and application to clinical problems. Requirements: M.D. enrollment.

099:164 (BIOC:8204) Biochemistry for Physician Assistant Students
Aspects of general biochemistry necessary for understanding the biochemical basis of human disease; analysis of appropriate clinical cases. Requirements: enrollment in Physician Assistant Studies and Services.

099:215 (BIOC:5215) Directed Readings for Graduate Students
Directed readings with course content arranged with professor.

099:226 (BIOC:5226) Enzyme Kinetics and Bioorganic Mechanisms
Principles and applications of steady-state and transient enzyme kinetics; mechanisms of catalysis of biochemical reactions. Prerequisites: 099:120 (BIOC:3120).

099:241 (BIOC:5241) Biophysical Chemistry I
Principles and experimental approaches used to study structure and function of biological macromolecules; protein structure, stability, and dynamics; macromolecular interactions; common biophysical methods. Requirements: one year of biochemistry. Recommendations: physical chemistry course and one semester of calculus.

099:242 (BIOC:5242) Biophysical Chemistry II
Principles and experimental approaches used to study structure and function of biological macromolecules; ligand binding and enzyme catalysis; X-ray crystallography; NMR spectroscopy. Requirements: one year of biochemistry. Recommendations: physical chemistry course and one semester of calculus.

099:243 (BIOC:5243) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1
Overview of principles of protein structure, stability, folding, and dynamics; brief treatment of structural biology approaches to help students become critical users of models derived from X-ray crystallography and NMR; taken alone or as part of 099:241 (BIOC:5241). Requirements: introductory course in biochemistry. Same as 156:206 (BISC:5206).

099:244 (BIOC:5244) Ligand Binding and X-Ray Crystallography: Biophysical Chemistry Module 4
In-depth examination of principles of ligand binding; experimental approaches to study interactions with small molecules, proteins, and nucleic acids; X-ray crystallography in determining structures of biological macromolecules; taken alone or as part of 099:242 (BIOC:5242). Requirements: introductory course in biochemistry.

099:245 (BIOC:5245) Protein Structure, Stability, and Folding: Biophysical Chemistry Module 2
In-depth examination of statistical thermodynamics and molecular forces in biological systems as related to protein structure, stability, and folding; nucleic acid structure and stability; taken alone or as part of 099:241 (BIOC:5241). Requirements: introductory course in biochemistry.

099:246 (BIOC:5246) Enzyme Kinetics and Enzyme Mechanisms: Biophysical Chemistry Module 5
Enzymes as unparalleled catalysts and representing a unique class of drug targets; organic chemistry of enzyme catalyzed reactions with emphasis on physical organic logic of sources of enzyme-catalytic power; enzyme inhibition by small molecules from a medicinal chemistry perspective; taken alone or as part of 099:242 (BIOC:5242). Requirements: introductory course in biochemistry. Same as 046:266 (PHAR:5566).

099:247 (BIOC:5247) Biophysics of Macromolecular Interactions: Biophysical Chemistry Module 3
In-depth examination of protein-protein interactions and protein-nucleic acid interactions; implications in biological motility, transcription, and replication; taken alone or as part of 099:241 (BIOC:5241). Requirements: introductory course in biochemistry.

Basic principles of nuclear magnetic resonance (NMR) and applications important for understanding structure and function of biological macromolecules; emphasis on methodology and experimental design, interpretation of data, and critical reading of literature; intended for graduate students with an interest in applications of NMR to problems of structural biology; taken alone or as part of 099:242 (BIOC:5242). Requirements: one year of biochemistry. Recommendations: basic knowledge of spectroscopy and some previous exposure to NMR from basic chemistry courses.

099:253 (BIOC:7253) Metabolism I
Basics of carbohydrate metabolism (glycolysis, gluconeogenesis, the pentose phosphate pathway), hormonal regulation of carbohydrate metabolism, the citric acid cycle, amino acid catabolism, oxidative phosphorylation; assignment of an advanced topic related to material, typically a recent research paper, extending inquiry beyond that presented in class and presented orally at end of five-week module. Requirements: undergraduate biochemistry course or background in enzyme function.

099:254 (BIOC:7254) Metabolism II
Central carbon metabolism, carbohydrate biosynthesis in plants and bacteria, lipid structure/function, fatty acid catabolism, lipid biosynthesis, and biological membranes/transport; assignment of an advanced topic related to material, typically a recent research paper, extending inquiry beyond that presented in class and presented orally at end of five-week module. Prerequisites: 099:253 (BIOC:7253).
099:256 (BIOC:7256) Molecular Biology  1 s.h.
DNA, RNA, and protein metabolism, regulation of gene expression, and DNA-based information technologies.

099:261 (BIOC:5261) Research Techniques  1-6 s.h.
Laboratory rotation for first-year graduate students in biochemistry.

099:275 (BIOC:5875) Perspectives in Biocatalysis  1-3 s.h.

099:282 (BIOC:5282) Seminar  0-1 s.h.
How to evaluate reports of scientific investigations critically; techniques for presenting scientific information.

Thesis research.
Biology

Chair
- Bernd Fritzsch

Professors
- Mark Blumberg (Psychology/Biology), Jeffrey L. Denburg, Daniel Eberl, Jan Fassler, Bernd Fritzsch (Iowa Entrepreneurial Endowed Professor of Biology), Steven Green (Biology/Otolaryngology—Head and Neck Surgery), Stephen D. Hendrix, Alan Kay, Jim Jung-Ching Lin, Robert E. Malone, Sally Mason, Linda Maxson, Jeffrey C. Murray (Pediatrics/Biology), Diane C. Slusarski, David R. Soll (Carver/Enrl Witschi Professor of the Biological Sciences), Chun-Fang Wu

Associate professors
- Chi-Lien Cheng, Josep Comeron, Michael E. Dailey, Albert Erives, Douglas Houston, Erin Irish, John Logsdon, John Manak (Biology/Pediatrics), Bryant F. McCAllister, Christopher Stipp (Biology/Molecular Physiology and Biophysics), Joshua Weiner

Assistant professors
- Andrew Forbes, Bridget Lear, Ana Llopard, Maurine Neiman, Bryan T. Phillips, Veena Prahlad, Sarit Smolikove

Lecturers
- Lori Adams, V. Jean Fitzgerald, Mark Holbrook, Brenda Leicht, Kenneth Mason

Professors emeriti

Associate professors emeriti
- Robert W. Embree, Diana G. Horton, Thomas E. Melchert

Undergraduate major: biology (B.A., B.S.)

Undergraduate minor: biology

Graduate degrees: M.S. in integrated biology; Ph.D. in integrated biology

Web site: http://www.biology.uiowa.edu

The Department of Biology offers undergraduate and graduate programs that prepare students for work in a wide variety of fields in business, education, foundations, government, health care, industry, and research. It also offers several courses that undergraduate students in all majors may use to satisfy the General Education Program (p. 306) Natural Sciences requirement and other courses on topics of general interest for undergraduate non-biology majors, including a First-Year Seminar designed for entering students.

Undergraduate Programs of Study

- Major in biology (Bachelor of Arts, Bachelor of Science)
- Minor in biology

The major in biology prepares students to enter research or service careers associated with private industry or government programs and for primary and secondary school teaching. It also prepares them to enter advanced degree programs leading to careers in higher education and to independent research in a variety of biological fields, or for practice in health professions such as medicine, dentistry, pharmacy, nursing, veterinary medicine, medical technology, and physical therapy.

Students majoring in biology may earn a Bachelor of Science or a Bachelor of Arts degree. All students complete the chemistry/physics/mathematics foundation and the biology core. In addition, B.S. students choose one of six tracks, while B.A. students choose courses from several breadth menus and have a wider selection of elective courses.

The department acquaints undergraduate students with the nature of practicing scientists’ work by offering 002:189 (BIOL:4898) Entering Research, 002:196 (BIOL:4999) Honors Investigations (requires membership in the University of Iowa Honors Program), and 002:199 (BIOL:4899) Introduction to Research (requires a Department of Biology faculty sponsor). Students associate with one of the department’s research groups in experiments, discussion of current research, study of specialized topics, and attendance at research seminars.

Students interested in field biology, zoology, or botany may take varied courses in those subjects offered during the summer at Iowa Lakeside Laboratory (p. 1207), in northwestern Iowa.

Bachelor of Science

The Bachelor of Science with a major in biology requires a minimum of 120 s.h., including at least 63-73 s.h. (18-19 courses) of work for the major. The major is divided into six tracks that emphasize the most dynamic and active areas in the biological sciences. Five of the tracks—cell and developmental biology, genetics and biotechnology, evolutionary biology, neurobiology, and plant biology—emphasize distinct areas. The sixth track—comprehensive biology—provides highly diverse content.

Students working toward a B.S. must complete the chemistry/physics/mathematics foundation, the biology core, and one of the six tracks. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). Students who wish to apply transfer credit toward graduation with a major in biology should consult their biology advisor.

CHEMISTRY/PHYSICS/MATHEMATICS FOUNDATION

All of these:

004:121 (CHEM:2210) Organic Chemistry I 3 s.h.

One of these sequences:

029:011 (PHYS:1511)-029:012 (PHYS:1512) College Physics I-II 8 s.h.
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.
One of these:
22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
22M:025 (MATH:1850) Calculus I 5 s.h.

One of these:
22S:030 (STAT:2010) Statistical Methods and Computing (preferred for evolution track) 3 s.h.
22S:101 (STAT:3510) Biostatistics 3 s.h.

**BIOLOGY CORE**

All of these:
002:031 (BIOL:1411)-002:032 (BIOL:1412) Foundations of Biology - Diversity of Form and Function 8 s.h.
002:128 (BIOL:2512) Fundamental Genetics 4 s.h.
002:131 (BIOL:3172) Evolution 4 s.h.

**Tracks for the Bachelor of Science**

Bachelor of Science students majoring in biology must select a single track. Each track includes seven or eight courses. The experiential elective requirement may be satisfied by taking an appropriate investigative lab for the track, or through several other options: students who use 002:196 (BIOL:4999) Honors Investigations must complete a minimum of 6 s.h. in that course; students who use 002:199 (BIOL:4899) Introduction to Research must complete a minimum of 5 s.h. in that course in combination with 1 s.h. in 002:189 (BIOL:4898) Entering Research; and students who use 002:188 (BIOL:4897) Advanced Teaching Internship in Biology must complete a minimum of 4 s.h. in that course.

**CELL AND DEVELOPMENTAL BIOLOGY TRACK**

The cell and developmental biology track provides education in the structure and function of cells and in the principles of development as they apply to animals and plants. This track is appropriate for students who wish to pursue graduate study in cellular and developmental biology, to prepare for professional study in medicine and other health-related fields, or to take positions in laboratories and companies engaged in cancer research and related fields.

**Group 1 (Biochemistry)**

One of these:
099:110 (BIOL:3110) Biochemistry 3 s.h.
099:120 (BIOL:3120) & 099:130 (BIOL:3130) Biochemistry and Molecular Biology I-II 6 s.h.

**Group 2 (Cell/Developmental Biology Core)**

This course:
002:114 (BIOL:2723) Cell Biology 3 s.h.

One of these:
002:104 (BIOL:3233) Introduction to Developmental Biology 3 s.h.
002:117 (BIOL:3363) Plant Developmental Biology 3 s.h.

One of these:
002:133 (BIOL:3626) Cell Biology Laboratory 4 s.h.
002:135 (BIOL:3736) Developmental Biology Lab 4 s.h.

**Group 3 (Experiential Elective)**

One of these:
002:133 (BIOL:3626) Cell Biology Laboratory (if not used for group 2 above) 4 s.h.
002:135 (BIOL:3736) Developmental Biology Lab (if not used for group 2 above) 4 s.h.
002:132 (BIOL:3676) Evolution Lab 4 s.h.
002:138 (BIOL:3716) Genetics and Biotechnology Lab 4 s.h.
002:186 (BIOL:3656) Neurobiology Laboratory 4 s.h.
002:196 (BIOL:4999) Honors Investigations (in cell/developmental biology) 6 s.h.
002:188 (BIOL:4897) Advanced Teaching Internship in Biology 4 s.h.

**Group 4 (Electives)**

At least two of these, with a minimum of one course numbered 100 (3000) or above:
002:104 (BIOL:3233) Introduction to Developmental Biology (if not used for group 2 above) 3 s.h.
002:117 (BIOL:3363) Plant Developmental Biology (if not used for group 2 above) 3 s.h.
002:124 (BIOL:3343) Animal Physiology 3 s.h.
002:170 (BIOL:4213) Bioinformatics 4 s.h.
002:184 (BIOL:4753) Developmental Neurobiology 3 s.h.
002:150 (BIOL:2254) Endocrinology 3 s.h.
002:180 (BIOL:3253) Fundamental Neurobiology 4 s.h.
002:168 (BIOL:4333) Genes and Development 3 s.h.
002:178 (BIOL:3314) Genomics 3 s.h.
002:145 (BIOL:2753) Introduction to Neurobiology 3 s.h.
002:171 (BIOL:3713) Molecular Genetics 4 s.h.
061:157 (MICR:2157) General Microbiology 5 s.h.
061:147 (MICR:3147) Survey of Immunology 3 s.h.

**EVOLUTIONARY BIOLOGY TRACK**

The evolutionary biology track provides education in the principles of evolution as they apply to understanding diversity within and among species, from genomic, ecological, and historical perspectives. This track is appropriate for students who wish to pursue graduate study in evolutionary biology and related fields or to take positions in laboratories using population genetics or phylogenetic approaches such as forensics, fisheries, and human disease mapping.

**Group 1 (Biochemistry)**

One of these:
099:110 (BIOL:3110) Biochemistry 3 s.h.
099:120 (BIOL:3120) & 099:130 (BIOL:3130) Biochemistry and Molecular Biology I-II 6 s.h.

**Group 2 (Evolution Core)**

Both of these:
002:132 (BIOL:3676) Evolution Lab 4 s.h.
002:134 (BIOL:2673) Ecology 3 s.h.

One of these:
002:178 (BIOL:3314) Genomics 3 s.h.
002:160 (BIOL:4373) Molecular Phylogenetics 3 s.h.
002:162 (BIOL:4273) Population Genetics and Molecular Evolution 3 s.h.
Group 3 (Experiential Elective)
One of these:
002:138 (BIOL:3716) Genetics and Biotechnology Lab 4 s.h.
002:196 (BIOL:4999) Honors Investigations (in evolution) 6 s.h.
002:188 (BIOL:4897) Advanced Teaching Internship in Biology 4 s.h.
159:195 (ENVS:3095) Field Ecology 4 s.h.
An approved Iowa Lakeside Laboratory course 4 s.h.

Group 4 (Electives)
At least two of these, with a minimum of one course numbered 100 (3000) or above:
002:170 (BIOL:4213) Bioinformatics 4 s.h.
002:114 (BIOL:2723) Cell Biology 3 s.h.
002:168 (BIOL:4333) Genes and Development 3 s.h.
002:104 (BIOL:3233) Introduction to Developmental Biology 3 s.h.
002:160 (BIOL:4373) Molecular Phylogenetics 3 s.h.
002:117 (BIOL:3363) Plant Developmental Biology 3 s.h.
002:162 (BIOL:4273) Population Genetics and Molecular Evolution 3 s.h.
061:170 (MICR:3170) Microbial Genetics 3 s.h.

GENETICS AND BIOTECHNOLOGY TRACK
The genetics and biotechnology track provides education in the key principles of transmission, maintenance, regulation, and manipulation of genes. This track is appropriate for students who wish to pursue graduate study in genetics or to enter the modern biotechnology industry. It also provides excellent preparation for professional study in medicine and other health-related fields.

Group 1 (Biochemistry)
One of these:
099:110 (BIOC:3110) Biochemistry 3 s.h.
099:120 (BIOC:3120)-099:130 (BIOC:3130) Biochemistry and Molecular Biology I-II 6 s.h.

Group 2 (Genetics Core)
All of these:
002:178 (BIOL:3314) Genomics (if not used for group 2 above) 3 s.h.
002:160 (BIOL:4373) Molecular Phylogenetics (if not used for group 2 above) 3 s.h.
002:162 (BIOL:4273) Population Genetics and Molecular Evolution (if not used for group 2 above) 3 s.h.
002:143 (BIOL:3244) Animal Behavior 4 s.h.
002:103 (BIOL:2374) Biogeography 3 s.h.
002:170 (BIOL:4213) Bioinformatics 4 s.h.
002:108 (BIOL:2346) Vertebrate Zoology 4 s.h.
012:122 (GEOS:3220) Evolution of the Vertebrates 3 s.h.
012:170 (GEOS:4700) Evolution of Ecosystems 3 s.h.
213:116 (ANTH:3307) Modern Human Origins 3 s.h.
213:151 (ANTH:3325) Human Evolutionary Genetics 3 s.h.

Group 3 (Experiential Elective)
One of these:
002:132 (BIOL:3676) Evolution Lab 4 s.h.
002:133 (BIOL:3626) Cell Biology Laboratory 4 s.h.
002:135 (BIOL:3736) Developmental Biology Lab 4 s.h.
002:130 (BIOL:3676) Evolution Lab 4 s.h.
002:196 (BIOL:4999) Honors Investigations 6 s.h.
002:188 (BIOL:4897) Advanced Teaching Internship in Biology 4 s.h.

Group 4 (Electives)
At least two of these, with a minimum of one course numbered 100 (3000) or above:
002:124 (BIOL:3343) Animal Physiology 3 s.h.
002:114 (BIOL:2723) Cell Biology 3 s.h.
002:184 (BIOL:4753) Developmental Neurobiology 3 s.h.
002:150 (BIOL:2254) Endocrinology 3 s.h.
002:104 (BIOL:3233) Introduction to Developmental Biology 3 s.h.
002:181 (BIOL:4353) Neurophysiology 3 s.h.

NEUROBIOLOGY TRACK
The neurobiology track provides education in nervous system function at all levels, from molecular to systems biology. This track is appropriate for students who wish to pursue graduate study in neurobiology and related areas, including psychology and the social sciences; to enter laboratories that study the therapeutic basis of neurological disorders; or to work in pharmaceutical companies. It also provides good preparation for professional study in medicine and other health-related fields.

Group 1 (Biochemistry)
One of these:
099:110 (BIOC:3110) Biochemistry 3 s.h.
099:120 (BIOC:3120)-099:130 (BIOC:3130) Biochemistry and Molecular Biology I-II 6 s.h.

Group 2 (Neurobiology Core)
All of these:
002:145 (BIOL:2753) Introduction to Neurobiology 3 s.h.
002:143 (BIOL:3244) Animal Behavior 4 s.h.
002:180 (BIOL:3253) Fundamental Neurobiology 4 s.h.
002:186 (BIOL:3656) Neurobiology Laboratory 4 s.h.

Group 3 (Experiential Elective)
One of these:
002:133 (BIOL:3626) Cell Biology Laboratory 4 s.h.
002:135 (BIOL:3736) Developmental Biology Lab 4 s.h.
002:132 (BIOL:3676) Evolution Lab 4 s.h.
002:196 (BIOL:4999) Honors Investigations (in neurobiology) 6 s.h.
002:188 (BIOL:4897) Advanced Teaching Internship in Biology 4 s.h.

Group 4 (Electives)
At least two of these, with a minimum of one course numbered 100 (3000) or above:
002:124 (BIOL:3343) Animal Physiology 3 s.h.
002:114 (BIOL:2723) Cell Biology 3 s.h.
002:184 (BIOL:4753) Developmental Neurobiology 3 s.h.
002:150 (BIOL:2254) Endocrinology 3 s.h.
002:104 (BIOL:3233) Introduction to Developmental Biology 3 s.h.
002:181 (BIOL:4353) Neurophysiology 3 s.h.
PLANT BIOLOGY TRACK

The plant biology track provides education in how plants grow, how they have evolved, and how they interact with other organisms. This track is appropriate for students who wish to pursue graduate study in biology specializing in plants. It also is good preparation for positions in plant biotechnology companies that work in biofuels development, crop improvement, or carbon dioxide sequestration, or in agencies dedicated to the conservation of natural lands.

Group 1 (Biochemistry)
One of these:

- 099:110 (BIOC:3110) Biochemistry 3 s.h.
- 099:120 (BIOC:3120) & 099:130 (BIOC:3130) Biochemistry and Molecular Biology I-II 6 s.h.

Group 2 (Plant Biology Core)
Both of these:

- 002:134 (BIOL:2673) Ecology 3 s.h.
- 002:117 (BIOL:3363) Plant Developmental Biology 3 s.h.

One of these:

- 002:138 (BIOL:3716) Genetics and Biotechnology Lab 4 s.h.
- 002:132 (BIOL:3676) Evolution Lab 4 s.h.

Group 3 (Experiential Elective)
One of these:

- 002:138 (BIOL:3716) Genetics and Biotechnology Lab (if not used for group 2 above) 4 s.h.
- 002:132 (BIOL:3676) Evolution Lab (if not used for group 2 above) 4 s.h.

COMPREHENSIVE BIOLOGY TRACK

The comprehensive biology track offers a diverse, well-balanced introduction to the major fields of biology. This track prepares students for graduate study in the biological sciences and in science education and for work in laboratories that engage in research and applications in many fields of biology. It also provides broadly based preparation for professional study in medicine and other health-related fields.

Group 1 (Biochemistry and Molecular Biology)
One of these sequences:

- 099:120 (BIOC:3120) & 099:130 (BIOC:3130) Biochemistry and Molecular Biology I-II 6 s.h.

Group 2 (Cellular Biology)
One of these:

- 002:114 (BIOL:2723) Cell Biology 3 s.h.
- 002:145 (BIOL:2753) Introduction to Neurobiology 3 s.h.

Group 3 (Biological Systems)
One of these:

- 002:143 (BIOL:3244) Animal Behavior 4 s.h.
- 002:124 (BIOL:3343) Animal Physiology 3 s.h.
- 002:150 (BIOL:2254) Endocrinology 3 s.h.
- 002:104 (BIOL:3233) Introduction to Developmental Biology 3 s.h.
- 002:117 (BIOL:3363) Plant Developmental Biology 3 s.h.

Group 4 (Population Biology)
One of these:

- 002:103 (BIOL:2374) Biogeography 3 s.h.
- 002:134 (BIOL:2673) Ecology 3 s.h.
- 002:162 (BIOL:4273) Population Genetics and Molecular Evolution 3 s.h.

Group 5 (Investigative Lab)
One of these:

- 002:133 (BIOL:3626) Cell Biology Laboratory 4 s.h.
- 002:135 (BIOL:3736) Developmental Biology Lab 4 s.h.
- 002:132 (BIOL:3676) Evolution Lab 4 s.h.
- 002:138 (BIOL:3716) Genetics and Biotechnology Lab 4 s.h.
- 159:195 (ENVS:3095) Field Ecology 4 s.h.
- An approved Iowa Lakeside Laboratory course 4 s.h.

Group 6 (Experiential Elective)
At least one of these:

- 002:133 (BIOL:3626) Cell Biology Laboratory (if not used for group 5 above) 4 s.h.
- 002:135 (BIOL:3736) Developmental Biology Lab (if not used for group 5 above) 4 s.h.
- 002:132 (BIOL:3676) Evolution Lab (if not used for group 5 above) 4 s.h.
- 002:138 (BIOL:3716) Genetics and Biotechnology Lab (if not used for group 5 above) 4 s.h.
- 002:186 (BIOL:3656) Neurobiology Laboratory 4 s.h.

An approved Iowa Lakeside Laboratory course 4 s.h.
Suggested Schedule for First-Year Science Courses
The following first-year schedule of science courses is recommended for all biology majors (B.A. or B.S. students).

First-semester science courses:

- 004:011 (CHEM:1110) Principles of Chemistry I 4 s.h.
- Calculus or mathematics leading to calculus 5-10 s.h.

Second-semester science courses:

- 002:031 (Biol:1411) Foundations of Biology 4 s.h.
- 004:012 (CHEM:1120) Principles of Chemistry II 4 s.h.
- Calculus (if not taken during the first semester) 5 s.h.

Bachelor of Arts
The Bachelor of Arts with a major in biology requires a minimum of 120 s.h., including at least 60-70 s.h. (19 courses) of work for the major. The major for the Bachelor of Arts prepares students for graduate study in the biological sciences and is especially appropriate for those interested in careers in biological science education at all levels. It also provides suitable preparation for professional positions in laboratory or field research or for professional study in medicine and other health-related fields.

The B.A. program is broadly based. It introduces students to key concepts in important areas of biology and, compared to the B.S. program, provides more flexibility in choosing elective courses.

Students working toward a Bachelor of Arts must complete the chemistry/physics/math foundation; the biology core; one course from each of three breadth menus; one course with a laboratory; and three elective courses, which may include one course in the history or philosophy of science. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students who wish to apply transfer credit toward graduation with a major in biology should consult their biology advisor.

CHEMISTRY/PHYSICS/MATHEMATICS FOUNDATION
All of these:

- 004:121 (CHEM:2210) Organic Chemistry I 3 s.h.

One of these:

- 004:122 (CHEM:2220) Organic Chemistry II 3 s.h.
- 099:110 (BIOL:3110) Biochemistry 3 s.h.

One of these sequences:

- 029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.

One of these:

- 22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
- 22M:025 (MATH:1850) Calculus I 5 s.h.

One of these:

22S:101 (STAT:3510) Biostatistics 3 s.h.

BIOLOGY CORE
All of these:

- 002:031 (Biol:1411)-002:032 (Biol:1412) Foundations of Biology - Diversity of Form and Function 8 s.h.
- 002:128 (Biol:2512) Fundamental Genetics 4 s.h.
- 002:131 (Biol:3172) Evolution 4 s.h.

BREADTH MENUS
Students must complete at least one course from each of the following three breadth menus.

Molecular and Cellular Biology
002:114 (Biol:2723) Cell Biology 3 s.h.
002:171 (Biol:3713) Molecular Genetics 4 s.h.

Developmental Biology and Physiology
002:104 (Biol:3233) Introduction to Developmental Biology 3 s.h.
002:117 (Biol:3363) Plant Developmental Biology 3 s.h.
002:124 (Biol:3343) Animal Physiology 3 s.h.
002:145 (Biol:2753) Introduction to Neurobiology 3 s.h.
002:150 (Biol:2254) Endocrinology 3 s.h.

Ecology and Evolutionary Biology
002:103 (Biol:2374) Biogeography 3 s.h.
002:134 (Biol:2673) Ecology 3 s.h.

COURSE WITH A LABORATORY
One of these (must not have been used as a breadth menu course):

- 002:108 (Biol:2346) Vertebrate Zoology 4 s.h.
- 002:132 (Biol:3676) Evolution Lab 4 s.h.
- 002:133 (Biol:3626) Cell Biology Laboratory 4 s.h.
- 002:135 (Biol:3736) Developmental Biology Lab 4 s.h.
- 002:138 (Biol:3716) Genetics and Biotechnology Lab 4 s.h.
- 002:186 (Biol:3656) Neurobiology Laboratory 4 s.h.
- 002:196 (Biol:4999) Honors Investigations 6 s.h.
- 012:121 (Geos:3210) Principles of Paleontology 3 s.h.
- 061:157 (MICR:2157) General Microbiology 5 s.h.
- 099:140 (BIOC:3140) Experimental Biochemistry 4 s.h.
- Iowa Lakeside Laboratory courses (students consult their advisors) 4-5 s.h.

ELECTIVES
Students complete at least three elective courses, which may include any course chosen from a breadth menu or from the list of courses with a laboratory that has not been used to satisfy those requirements, any other 2-4 s.h. course numbered 100 (2000) or above offered by the Department of Biology, any approved advanced biology course taught at Iowa Lakeside Laboratory (p. 1207) (students should consult their advisors), and/or any course(s) chosen from the following list:

- 012:107 (Geos:3070) Marine Ecosystems and Conservation 3 s.h.
- 012:122 (Geos:3220) Evolution of the Vertebrates 3 s.h.
- 012:170 (Geos:4700) Evolution of Ecosystems 3 s.h.
- 027:155 (Hhp:4130) Skeletal Muscle Physiology 3 s.h.
- 061:147 (MICR:3147) Survey of Immunology 3 s.h.
Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Bachelor of Science

Before the third semester begins:


Before the seventh semester begins: the courses listed above, 002:128 (BIOL:2512) Fundamental Genetics, 002:131 (BIOL:3172) Evolution, 029:011 (PHYS:1511) College Physics I and 029:012 (PHYS:1512) College Physics II or equivalents; five or six more courses in the major including an investigative lab; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: the courses listed above and two or three more courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Bachelor of Arts

Before the third semester begins:


Before the seventh semester begins: the courses listed above, 002:128 (BIOL:2512) Fundamental Genetics, 002:131 (BIOL:3172) Evolution, 029:011 (PHYS:1511) College Physics I and 029:012 (PHYS:1512) College Physics II or equivalents; five or six more courses in the major including an investigative lab; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: the courses listed above and two or three more courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Suggested Schedule for First-Year Science Courses

The following first-year schedule of science courses is recommended for all biology majors (B.A. or B.S. students).

First-semester science courses:

- 004:011 (CHEM:1110) Principles of Chemistry I 4 s.h.
- Calculus or mathematics leading to calculus 5-10 s.h.

Second-semester science courses:

- 002:031 (BIOL:1411) Foundations of Biology 4 s.h.
- 004:012 (CHEM:1120) Principles of Chemistry II 4 s.h.
- Calculus (if not taken during the first semester) 5 s.h.

B.A. or B.S. with Teacher Licensure

Biology majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education's Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Students with a strong interest in science teaching may complete a major offered by the Science Education Program. Students choose from emphases in biology, chemistry, earth science, and physics and earn a Bachelor of Science degree. They may apply for admission to the Teacher Education Program. See Science Education (p. 769) in the Catalog.

Biology majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Students with a strong interest in science teaching may complete a major offered by the Science Education Program. Students choose from emphases in biology, chemistry, earth science, and physics and earn a Bachelor of Science degree. They may apply for admission to the Teacher Education Program. See Science Education (p. 769) in the Catalog.
Honors in the Major

The department offers qualified students the opportunity to graduate with honors in the biology major. Departmental honors students must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

In the Biology Honors Program, students gain an introduction to the pursuits of practicing scientists by associating with one of the department’s research groups and participating in an independent research project guided by a faculty member (the research supervisor).

Honors students write a thesis based on an interesting biological problem, which is usually identified by the research supervisor. The thesis should clearly document that the student has acquired the necessary experimental skills to address specific questions and test specific hypotheses related to the research problem. Honors Seminar in Biology [002:198 (BIOL:4998)], or an equivalent seminar, provides students with an ideal opportunity to improve their skills in seminar presentation and in writing scientific English. Throughout undergraduate residence, departmental honors students also may enroll in honors sections of courses offered by the Department of Biology and by other departments and programs.

To graduate with honors in the biology major, students must fulfill the following requirements:

- complete the requirements for a major in biology (either B.S. or B.A.) with a g.p.a. of at least 3.33 in all course work in the major taken at The University of Iowa (including all biology courses and cognates in chemistry, physics, biochemistry, mathematics, and statistics);
- complete 2 s.h. in either 002:198 (BIOL:4998) Honors Seminar in Biology or an advanced biology seminar course;
- complete a minimum of 6 s.h. (taken over two or more semesters) of 002:196 (BIOL:4999) Honors Investigations;
- write a brief research proposal summarizing the background and goals of their proposed honors research;
- upon completion of their research, submit an acceptable honors thesis; and
- give a brief oral presentation of their research findings to other biology honors students.

Students pursuing a B.S. in biology may apply 6 s.h. of 002:196 (BIOL:4999) Honors Investigations toward the experiential elective requirement in an appropriate track. Students pursuing a B.A. in biology may apply 6 s.h. of 002:196 (BIOL:4999) Honors Investigations toward the required course with a laboratory and count the 2 s.h. earned in 002:198 (BIOL:4998) Honors Seminar in Biology toward the elective requirement.

Biology majors interested in graduating with honors in the major should contact the biology honors advisor as early as possible, preferably during their sophomore or junior year, so that they may be matched with an appropriate lab. Visit Biology Honors Program to learn more about honors study in the department.

Joint B.A./M.A.T. with Science Education Subtrack

Bachelor of Arts students interested in pursuing a graduate degree in teaching may apply to the joint Bachelor of Arts/Master of Arts in Teaching program offered by the College of Liberal Arts and Sciences and the College of Education. Designed for undergraduates majoring in biology, chemistry, environmental sciences, or physics, the joint program enables students to earn a B.A. and an M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see “Joint B.A./M.A.T. with Science Education Subtrack” in the Teaching and Learning (College of Education) section of the Catalog. Interested students should consult an advisor.

Joint B.A./M.P.H. with Epidemiology Subtrack or M.S. in Epidemiology

Bachelor of Arts students majoring in biology who are interested in earning a Master of Science in epidemiology or a Master of Public Health with epidemiology subtrack may apply to the joint Bachelor of Arts/M.P.H. or M.S. program offered by the College of Liberal Arts and Sciences and the College of Public Health. The joint program permits students to count 12 s.h. of credit toward the requirements of both degrees, enabling them to begin the study of public health before they complete the bachelor’s degree. For information about the M.P.H., see “Epidemiology Subtrack” in the Master of Public Health (p. 1171) section of the Catalog; for information about the M.S. program, see Epidemiology (p. 1154) in the Catalog.

Minor

The minor in biology requires a minimum of 15 s.h. in biology courses, including 12 s.h. in advanced courses numbered 100 (2000) or above offered by the Department of Biology at The University of Iowa or in approved Iowa Lakeside Laboratory (p. 1207) courses. Students must maintain a g.p.a. of at least 2.00 in the minor and in the advanced courses. Course work in the minor may not be taken pass/nonpass. Students may not use transfer courses to satisfy the advanced course requirement.

Graduate Programs of Study

- Master of Science in integrated biology, with or without thesis
- Doctor of Philosophy in integrated biology

Department of Biology graduate programs emphasize original research and the skills essential for publishing and communicating research findings to the biology community. They prepare students for careers in the academic research community, education, industry, and government.

The department emphasizes the Ph.D. program. The M.S. without thesis is an exit degree program; entering graduate students are not admitted to the nonthesis program. Research programs in the department cover most areas of the biological sciences: cell biology,
developmental biology, ecology, evolution, genetics, neurobiology, and plant biology.

When a new graduate student is admitted, he or she is assigned a temporary advisor. The student and advisor meet before registration to discuss the student’s educational background and to formulate a study plan for the first year. Students may be advised to take specific course work in order to enhance their background in certain areas.

During the first year, students whose preparation in chemistry, genetics, mathematics, and physics does not meet the department’s graduate entry requirements must remedy deficiencies by taking appropriate course work.

Minimum entry requirements are:
- two semesters of organic chemistry or one semester of organic chemistry and one semester of biochemistry;
- one semester of calculus;
- two semesters of college physics; and
- 20 s.h. of work in biology.

A student with a bachelor’s degree outside the biological sciences may request modification of certain area requirements; the Graduate Affairs Committee decides whether portions of the requirements may be waived. Students take 002:227 (BIOL:5412) Fundamental Genetics--Graduate Lecture and 002:228 (BIOL:5512) Fundamental Genetics--Graduate Discussion during the first year, but they may be excused from this requirement by the Graduate Affairs Committee if they already have taken equivalent course work. After the first year, students are advised by their research sponsor and dissertation committee.

Master of Science

The Master of Science in integrated biology requires 30 s.h. of graduate credit with thesis and 34 s.h. of graduate credit without thesis. All M.S. students take a seminar (2 s.h.) with a substantial writing and oral presentation requirement and two advanced lecture-based courses in biology. Students receive academic credit for courses required for an M.S. or Ph.D. but not for courses taken to remedy undergraduate deficiencies.

Thesis students may count a maximum of 9 s.h. of research credit toward the degree. Remaining course work is tailored to the student’s background and career goals and is selected in consultation with the student’s advisory committee. The thesis is based on original research. After the thesis is accepted by the student’s supervisor and advisory committee, the student must pass an oral examination based on the thesis research and on related subjects.

Nonthesis students must write a library research report for a maximum of 4 s.h. of credit. They may apply up to 8 s.h. of research credit toward the degree. The nonthesis program may include credit earned in biology or cognate sciences; course work is tailored to the student’s background and career goals and is selected in consultation with the student’s advisory committee.

Upon completion of the 34 s.h. and acceptance of the research report by the faculty sponsor, the nonthesis student must pass a written examination covering the

graduate program in integrated biology, including the area of the research report.

See The Graduate Program on the Department of Biology web site to learn more about course work and details of the M.S. program.

Doctor of Philosophy

The Doctor of Philosophy in integrated biology requires a minimum of 72 s.h. of graduate credit. The department expects new Ph.D. students to do research in three laboratories on a rotating basis during their first semester (August-December). Students consult with their temporary advisors and with prospective faculty research sponsors before identifying their preferences for research rotations. They choose a permanent laboratory affiliation based on their rotations.

During the first year, students are required to enroll in 002:200 (BIOL:6298) Concepts, Models, and Systems in Biology (COSMOS) Seminar, which introduces students to multiple levels of biological analysis and provides them with significant opportunities to hone their skills in written and oral communication. At the end of the first year, students take a qualifying exam that consists of essay questions based on major themes in biology; students’ performance on this exam determines whether or not they may continue in the program.

During the first two years, students must enroll in at least two advanced lecture courses, one seminar course (2 s.h.) that has a significant writing component, and a course on scientific writing designed for graduate students.

Each student’s dissertation committee determines additional formal course work and proficiency requirements based on the student’s background and current and prospective research interests. The committee also determines what portion of the formal course work or proficiency requirements the student must complete before taking the comprehensive examination.

For the comprehensive examination, students prepare a National Institutes of Health/National Science Foundation-style grant application on their planned thesis work and answer questions about the document in an oral exam. Students must demonstrate knowledge of biology fundamentals and the analytic and synthetic skills necessary to become creative, independent scientists. Once they complete the course work and proficiency requirements and pass the comprehensive examination, students may be admitted to full candidacy for the Ph.D.

Ph.D. students also must develop and demonstrate teaching skills by serving as teaching assistants for at least two semesters. The first teaching semester takes place during spring of the student’s first year; it includes at least two semesters. The first teaching semester takes place during spring of the student’s first year; it includes extensive departmental training in effective teaching skills.

The program culminates in students’ preparation of a dissertation based on original independent research. Students must pass a final examination that covers the thesis and its specialized field before the Ph.D. is awarded.

See The Graduate Program on the Department of Biology web site to learn more about course work and details of the Ph.D. program.

Admission

The department considers applications to the Doctor of Philosophy program and the Master of Science program
with thesis. The Master of Science without thesis is an exit degree; entering graduate students are not admitted to the nonthesis program.

Application materials for the graduate program must be sent both to the University’s Office of Admissions and to the Department of Biology graduate admissions committee. Complete instructions are listed on the application form; contact the Department of Biology or visit its web site. Applicants should have official transcripts from each undergraduate and graduate institution they have attended sent to both the Office of Admissions and the Department of Biology. They also should arrange to have official scores from the Graduate Record Examination (GRE) General Test (verbal, quantitative, and analytical writing) sent to both offices. A valid B.A. or B.S. from an accredited institution is required.

Applicants whose first language is not English must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL) and have their score sent to the Office of Admissions. International applicants who received their degrees (either bachelor’s or master’s) from a U.S. institution are exempt from this requirement. All international students whose first language is not English are required to take an English proficiency exam when they first enroll for classes.

Successful applicants for graduate admission usually have a g.p.a. of at least 3.00 and score above 1200 (combined verbal and quantitative) on the Graduate Record Examination (GRE) General Test taken before August 2011; or 308 (combined verbal and quantitative) on the GRE taken August 2011 or later. These criteria are general guidelines for the admissions committee, which also considers letters of recommendation, research experience, and other appropriate criteria.

Although most applicants have completed undergraduate programs in biology, the department also considers applicants with backgrounds in related sciences providing they have taken the required course work.

Students applying for admission to the M.S. with thesis program should have a bachelor’s degree in one of the biological sciences. Students with bachelor’s degrees in other areas may need to register as nondegree students (A9 or G9) and make up the equivalent of the department’s bachelor’s degree program prior to consideration for admission. Nondegree students must complete chemistry, physics, and calculus requirements in addition to the biology courses listed in the undergraduate program. Nondegree students should consult the department’s graduate program administrator before applying for admission.

Applications should be submitted by January 1 (check the Department of Biology web site for current deadlines) and must include the applicant’s GRE test scores. In order to meet the deadline, applicants must take the GRE in October or earlier. Late applications are considered as placement and funding permit.

For more information about graduate programs in integrated biology, visit the Department of Biology web site. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Financial Support

All graduate students making satisfactory progress toward the Ph.D. receive stipends and full tuition support from non-University of Iowa fellowships, teaching assistantships, or research assistantships available through individual research grants administered by faculty members or by the University. First-year Ph.D. students are supported by department fellowships during the research rotation period and by teaching assistantships during the spring semester.

Facilities

The department is housed in two contiguous buildings, with modern facilities and equipment for state-of-the-art research.

Facilities include the Keck Dynamic Image Analysis Facility, which couples sophisticated state-of-the-art microscopy and computerized motion analysis to permit three-dimensional real-time analysis of cell movement in vitro and in situ. The Roy J. Carver Center for Genomics houses the department’s DNA sequencing, oligo synthesis, quantitative PCR, functional genomics/microarray facilities, and informatics facilities. The Roy J. Carver Center for Imaging is a well-staffed microscopy and imaging facility; its newly established confocal microscope is available for teaching and research.

A large greenhouse is used in plant research and education.

The department also houses animal-care facilities suitable for mice, rats, rabbits, *Xenopus laevis*, and zebra fish. These facilities are managed by the University’s animal care unit, which is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care. A central University facility provides assistance in the preparation of transgenic mice.

The department is home to the Developmental Studies Hybridoma Bank, which is affiliated with the National Institutes of Health. The hybridoma bank collects and distributes monoclonal antibodies that originate in laboratories all over the world. Its collection now contains more than 1300 monoclonal antibodies that are distributed to users internationally for a modest fee.

In addition to department facilities, the University offers a genomic sequencing service, a DNA oligonucleotide synthesis and enzyme lab, oligopeptide synthesis and sequencing equipment, and mass- and NMR spectroscopy facilities. The Center for Biocatalysis and Bioprocessing is available for growing large amounts of microorganisms (e.g., 100 liters) for use in protein isolation.

Iowa Lakeside Laboratory

The Iowa Lakeside Laboratory is a field station run cooperatively by The University of Iowa, Iowa State University, and the University of Northern Iowa. Located on West Lake Okoboji, in northwestern Iowa, the laboratory affords excellent conditions for summer study in field biology, limnology, phyology, aquatic ecology, polination biology, and plant taxonomy. It offers a wide variety of summer courses at the undergraduate and graduate levels. Students should check with their advisors to determine whether specific courses may be counted toward requirements for graduation. See Iowa Lakeside Laboratory (p. 1207) (University College) in the Catalog or visit the Lakeside Laboratory web site.
Courses

Many courses include field and/or laboratory components.

**Primarily for Undergraduates**

002:001 (BIOL:1261) Introduction to Botany 4 s.h.
Biology of plant life; emphasis on structure, function, reproduction, inheritance, diversity, evolution. Requirements: one year of high school chemistry. GE: Natural Sciences with Lab.

002:002 (BIOL:1141) Introductory Animal Biology 4 s.h.

002:028 (BIOL:1808) Ways of Knowing Science 1 s.h.
Science as a powerful way of knowing based on experimentation and observation of natural world; introduction to subdivisions of scientific research; scope and methods of scientific research; questions that scientific research seek answers for; methods that scientists use to obtain answers to their questions; how science affects us personally and how it affects the rest of society; research seminars, discussion, and exploration.

002:031 (BIOL:1411) Foundations of Biology 4 s.h.
Unifying concepts of living systems; emphasis on common properties and processes; chemical and cellular basis of life, genetics, and evolution. Prerequisites: 004:011 (CHEM:1110). GE: Natural Sciences with Lab.

002:032 (BIOL:1412) Diversity of Form and Function 4 s.h.
Underlying unifying concepts of life; emphasis on diversity of living systems; the tree of life, cellular evolution, prokaryotic diversity, plant and animal form and function; interactions among diverse forms of life and their environment. Prerequisites: 002:031 (BIOL:1411). Requirements: grade of C- or higher in 002:031 (BIOL:1411). GE: Natural Sciences with Lab.

002:050 (BIOL:1060) Origins of Life in the Universe 3 s.h.
Fundamental questions (How old is the universe? What is the nature of life? How has life evolved on Earth? What are our human origins? Are there other habitable planets in the universe?) that revolve around understanding origins from different perspectives (i.e., astronomy, physics, geoscience, biology, chemistry, anthropology); work with faculty from several departments to investigate these questions; inquiry-based activities to build success in critical thinking, teamwork, and effective written and oral communication; second of a two-part sequence. Recommendations: first-year or sophomore standing. GE: Natural Sciences with Lab. Same as 029:041 (ASTR:1061), 012:046 (GEOS:1060), and 012:045 (GEOS:1060). 002:051 (BIOL:1061) Origins of Life in the Universe (Part 2) 4 s.h.

002:013 (BIOL:2673) Ecology 3 s.h.
Adaptations of organisms to their physical and biological environments; organism-environment interactions; population biology; interactions between species; ecology of communities, ecosystems; human impact on ecosystems. Prerequisites: 002:031 (BIOL:1411), 002:032 (BIOL:1412), and 02M:016 (MATH:1460) or 02M:025 (MATH:1850) or 02M:031 (MATH:1550). Corequisite: a basic statistics course. Same as 159:134 (ENVS:2673).

002:128 (BIOL:2512) Fundamental Genetics 4 s.h.

002:134 (BIOL:2673) Ecology 3-4 s.h.
Adaptations of organisms to their physical and biological environments; organism-environment interactions; population biology; interactions between species; ecology of communities, ecosystems; human impact on ecosystems. Prerequisites: 002:031 (BIOL:1411), 002:032 (BIOL:1412), and 22M:016 (MATH:1460) or 22M:025 (MATH:1850) or 22M:031 (MATH:1550). Recommendations: a basic statistics course. Same as 159:134 (ENVS:2673).

002:145 (BIOL:2753) Introduction to Neurobiology 3 s.h.
Techniques of molecular biology, genomics, neuropharmacology, and functional brain imaging applied to understanding how the brain works. Prerequisites: 002:031 (BIOL:1411) and 002:032 (BIOL:1412).
Elementary Topics of General Interest

These courses are not open to graduate students and do not provide credit toward a biology major.

002:021 (BIOL:1140) Human Biology 4 s.h.
Molecular and cellular basis of human life; integration of humans and the biosphere through photosynthesis, respiration; structure, function of human tissues, organs, organ systems; reproduction, genetics, impact of molecular biology and genetic engineering; lecture, laboratory. GE: Natural Sciences with Lab.

002:022 (BIOL:1370) Understanding Evolution 3 s.h.
Evolution and diversity of living things, their patterns on Earth, their organization in ecological systems; dynamics of evolutionary processes. GE: Natural Sciences without Lab.

002:029 (BIOL:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

002:040 (BIOL:1251) How the Brain Works (and Why It Doesn't) 3-4 s.h.
Introductory survey of neuroscience; structure and function of the brain; nature of consciousness; brain function in mental illness and degenerative disorders; genes and the mind; perception, sensation, memory, and emotions. Requirements: non-biology major. GE: Natural Sciences without Lab.

002:081 (BIOL:1311) Human Genetics in the Twenty-First Century 3 s.h.
Heredity in human families, populations; genetic basis of normal, abnormal traits; chromosome behavior; molecular basis of genetics; sex determination. GE: Natural Sciences without Lab. Same as 113:081 (ANTH:1310).

002:087 (BIOL:1360) Spring Flora 3 s.h.
Recognition and identification of spring-flowering herbaceous plants, native woodland trees and shrubs, woody landscape plants; family characteristics, use of taxonomic key.

002:095 (BIOL:1260) Plants and Human Affairs 2-3 s.h.
How plants are useful to people: food, clothing, shelter, medicines, psychoactive agents; plants' social, economic, ecological significance. GE: Natural Sciences without Lab.

002:099 (BIOL:2211) Genes, Genomes, and the Human Condition 3 s.h.

For Undergraduate and Graduate Students

002:101 (BIOL:3898) Teaching Internship in Biology 2 s.h.
Training in teaching the laboratory component of a large General Education biology course; weekly session with instructor, shadowing and assisting a graduate teaching assistant in a lab section, leading laboratory exercises. Prerequisites: 002:031 (BIOL:1411) and 002:032 (BIOL:1412). Requirements: grades of B or higher in 002:031 (BIOL:1411) and 002:032 (BIOL:1412), and junior or senior standing.

002:104 (BIOL:3233) Introduction to Developmental Biology 3 s.h.
Fundamental mechanisms in differentiation, organogenesis, morphogenesis; and pattern formation; mechanistic approach at molecular, cellular, tissue levels of organizations. Prerequisites: 002:032 (BIOL:1412), 002:128 (BIOL:2512), and 004:012 (CHEM:1120). Requirements: grades of C- or higher in 002:032 (BIOL:1412) and 002:128 (BIOL:2512).

002:117 (BIOL:3363) Plant Developmental Biology 3 s.h.
Developmental processes throughout life cycle of vascular plants; current knowledge of mechanisms, control; emphasis on molecular and genetic approaches to studying development. Prerequisites: 002:128 (BIOL:2512).

002:124 (BIOL:3343) Animal Physiology 3 s.h.

002:131 (BIOL:3172) Evolution 4 s.h.

002:132 (BIOL:3676) Evolution Lab 4 s.h.
Methods of sampling and describing variation in natural populations; application of molecular genetic, bioinformatic, and computational techniques to describe genetic variation through sequence analysis; use of controlled laboratory experiments and computer simulations to illustrate evolutionary principles. Prerequisites: 002:128 (BIOL:2512). Corequisites: 002:131 (BIOL:3172), if not taken as a prerequisite.

002:133 (BIOL:3626) Cell Biology Laboratory 4 s.h.
Conceptual understanding and technical skills in fluorescence microscopy and digital imaging, mammalian cell culture, tissue fractionation, centrifugation, electrophoresis, and expression of recombinant proteins. Prerequisites: 002:031 (BIOL:1411), 002:032 (BIOL:1412), and 002:114 (BIOL:2723).
002:135 (BIOL:3736) Developmental Biology Lab  
4 s.h.  
Experimental manipulation of embryos to examine mechanisms of early development, including gametogenesis and fertilization, cleavage, gastrulation, pattern formation and organogenesis; in vivo imaging of development, methods to visualize gene expression and independent research; model organisms including sea urchin, fish, frog, chick, mouse. Prerequisites: 002:104 (BIOL:3233) and 002:128 (BIOL:2512).

002:138 (BIOL:3716) Genetics and Biotechnology Lab  
4 s.h.  

002:143 (BIOL:3244) Animal Behavior  
4 s.h.  
Genetics, sensory physiology, migration, development of behavior, circadian rhythms, foraging strategies, aggression, sexual and parental behavior, group selection, social behavior. Prerequisites: 002:031 (BIOL:1411) and 002:032 (BIOL:1412).

002:160 (BIOL:4373) Molecular Phylogenetics  
3 s.h.  
Theory underlying phylogenetic analysis with application of these methods to molecular data sets; analysis of multigene data, organellar, and nuclear genome sequences to reconstruct the history of cells. Requirements: grade of C- or higher in 002:131 (BIOL:3172) or graduate standing.

002:162 (BIOL:4273) Population Genetics and Molecular Evolution  
3 s.h.  
Nucleotide sequences, genes, and mutation; rates and patterns of nucleotide substitution; selection at the molecular level and the neutral theory; population genetics theory; genome evolution. Requirements: grade of C- or higher in 002:131 (BIOL:3172) or graduate standing.

002:168 (BIOL:4333) Genes and Development  
3 s.h.  
Mechanisms by which genes control development of multicellular animals; methodology of scientific research applied to developmental genetics. Requirements: grade of B or higher in 002:128 (BIOL:2512). Recommendations: 002:104 (BIOL:3233).

002:170 (BIOL:4213) Bioinformatics  
4 s.h.  
Overview of bioinformatics topics, including access to sequence data, pairwise and multiple sequence alignment algorithms, molecular phylogeny, microarray data analysis, protein analysis, proteomics and protein structure analysis; emphasis on each topic includes biological motivation, computational approach (practical and theoretical), and interpretation of output. Prerequisites: 002:128 (BIOL:2512) or 099:120 (BIOL:3120). Recommendations: grade of B+ or higher in 002:128 (BIOL:2512) or 099:120 (BIOL:3120), or graduate standing. Same as 127:170 (GENE:6170).

002:171 (BIOL:3713) Molecular Genetics  
4 s.h.  
Mechanism, regulation of RNA, DNA, protein biosynthesis, with emphasis on methods of genetic analysis; application of modern recombinant DNA techniques to basic problems. Requirements: 002:128 (BIOL:2512) or 099:120 (BIOL:3120) or first-year graduate standing.

002:178 (BIOL:3314) Genomics  
3 s.h.  
Major areas of genomics, including DNA and protein sequence analysis, structural diversity of whole genomes, microarray applications, proteomics; computer workshop experience in applying bioinformatics tools. Prerequisites: 002:128 (BIOL:2512) or 099:120 (BIOL:3120).

002:180 (BIOL:3253) Fundamental Neurobiology  
4 s.h.  
Cellular neurobiology (cytoskeleton and transport, membrane physiology, synaptic transmission and plasticity, sensory transduction); systems neurobiology (peripheral and central sensory processing, autonomic and somatic motor systems); cognitive neurobiology (emotion, biological rhythms and sleep, memory, attention, language); developmental neurobiology. Prerequisites: 002:145 (BIOL:2753). Recommendations: 002:114 (BIOL:2723) and 099:110 (BIOL:3110). Same as 132:180 (NSCI:7180).

002:181 (BIOL:4353) Neurophysiology  
3-4 s.h.  
Physiological properties of nerve cells, nervous systems; axonal conduction, synaptic transmission, sensory transduction, integrative processes, higher functions. Prerequisites: 002:145 (BIOL:2753) or 002:180 (BIOL:3253), 22M:016 (MATH:1460) or 22M:025 (MATH:1850), and 029:012 (PHYS:1512) or 029:082 (PHYS:1612). Same as 132:181 (NSCI:4353).

002:184 (BIOL:4753) Developmental Neurobiology  
3 s.h.  
Neural induction and nervous system patterning; neurogenesis, axon and dendrite outgrowth and targeting; synapse formation, specificity, refinement; mechanisms of neuronal cell death; myelination; neural stem cells; introduction to cellular, molecular, and genetic techniques in studies of neural development. Prerequisites: 002:145 (BIOL:2753). Corequisites: 002:180 (BIOL:3253). Requirements: grade of B- or higher in 002:145 (BIOL:2753) or graduate standing. Same as 072:184 (MPB:5184), 132:184 (NSCI:6184).

002:186 (BIOL:3656) Neurobiology Laboratory  
4 s.h.  
Principles and practice of neurobiology research, including microscopy and imaging, cellular and molecular neurobiology, and electrophysiology. Prerequisites: 002:145 (BIOL:2753).

002:188 (BIOL:4897) Advanced Teaching Internship in Biology  
arr.  
Teaching the laboratory component of a large introductory-level biology course; weekly training session with instructor; shadowing and assisting a graduate teaching assistant in a weekly lab section. Prerequisites: 002:031 (BIOL:1411) and 002:032 (BIOL:1412). Requirements: grades of B- or higher in 002:031 (BIOL:1411) and 002:032 (BIOL:1412), junior or senior standing, and interview with instructor.

002:189 (BIOL:4898) Entering Research  
1 s.h.  
Independent, investigative research experience; research process —establishing goals and expectations with a mentor, defining a research hypothesis, presentation of results in written and oral form; supportive learning environment to share research experiences and develop identities as scientists, explore relationships between medicine and research, and learn skills to become effective independent researchers. Corequisites: 002:196 (BIOL:4999) or 002:199 (BIOL:4899).

002:192 (BIOL:3743) Basic Biology of Human Disease  
2 s.h.  

Basic problems of infectious disease; selected viral, bacterial, and fungal pathogens, with emphasis on fungal pathogenesis; DNA fingerprinting; epidemiological study of disease dynamics. Prerequisites: 002:128 (BIOL:2512).

002:196 (BIOL:4999) Honors Investigations
Conduct independent scientific research related to the field of biology. Requirements: honors standing in biology, UI g.p.a. of at least 3.33, and biology g.p.a. of at least 3.33.

002:198 (BIOL:4998) Honors Seminar in Biology
2 s.h.
Requirements: honors standing.

002:199 (BIOL:4899) Introduction to Research
2-3 s.h.
Conduct independent scientific research related to the field of biology.

Primary for Graduate Students

002:174 (BIOL:5320) Computational Genomics
3 s.h.
Introduction to computational methods used in genome analysis and functional genomics; biological sequence analysis, sequence database search, microarray data analysis, biological network analysis; in-depth coverage of principal genome science challenges and recent solutions. Same as 051:122 (BME:5330), 127:173 (GENE:5173), 055:122 (ECE:5220).

002:190 (BIOL:5177) Topics in Evolution and Ecology
1-2 s.h.
Requirements: grades of B- or higher in 002:128 (BIOL:2512) and 002:131 (BIOL:3172), or graduate standing.

002:191 (BIOL:5117) Topics in Molecular Genetics
1-2 s.h.
Requirements: grade of C+ or higher in 002:128 (BIOL:2512) or graduate standing.

002:194 (BIOL:5127) Topics in Cell and Development
1-2 s.h.

002:195 (BIOL:5157) Topics in Neurobiology
1-2 s.h.
Topics vary. Requirements: 002:180 (BIOL:3253) or graduate standing.

1-2 s.h.
Primary research on central biological questions utilizing full array of organisms and analytical approaches; opportunity to improve skills in public speaking, presentation, and scientific writing. Requirements: integrated biology graduate standing.

002:202 (BIOL:5211) Genes, Genomes, and the Human Condition Graduate Lecture
3 s.h.
Organization, expression, and evolution of genes in context of genomes; focus on human genome; distribution and transmission of variation in human population. Recommendations: 002:031 (BIOL:1411) highly recommended.

002:207 (BIOL:5289) Research Method and Theory
2 s.h.
Materials and methods of scientific investigation; lab techniques; library resources usage, NCBI data base training; lab safety; research ethics; reading, writing, presenting scientific papers. Requirements: new graduate standing in biology.

002:215 (BIOL:5199) Critical Readings in Biology
arr.

002:218 (BIOL:5218) Microscopy for Biomedical Research
arr.
Basic microscopy methods for research including optics, preparation, and analysis of biomedical specimens; light, fluorescence, confocal, transmitting electron, scanning electron, atomic force microscopes, elemental analysis; immunochrometry and stereology techniques; individualized laboratory instruction. Prerequisites: 002:114 (BIOL:2723). Same as 060:218 (ACB:5218), 061:218 (MICR:5218).

002:220 (BIOL:5220) Advanced Microscopy for Biomedical Research
arr.
Technically advanced microscopy and instrumentation for research; individualized laboratory experience with opportunity to explore applications of microscopy methods. Requirements: for 060:220 (ACB:5220) — an introductory microscopy course; for 002:220 (BIOL:5220) —060:218 (ACB:5218) or 061:218 (MICR:5218), or 012:156 (GEOS:4156) or 052:156 (CBE:4156) or 060:156 (ACB:4156); for 061:220 (MICR:5220) — an introductory EM course. Same as 060:220 (ACB:5220), 061:220 (MICR:5220).

002:227 (BIOL:5412) Fundamental Genetics--Graduate Lecture
3 s.h.

002:228 (BIOL:5512) Fundamental Genetics--Graduate Discussion
1 s.h.
Critical evaluation of classic genetics papers. Requirements: biology graduate standing.

002:234 (BIOL:6188) Seminar: Writing in Natural Sciences
2 s.h.
Writing and critiquing skills in the natural sciences.

002:265 (BIOL:6265) Neuroscience Seminar
0-1 s.h.

002:270 (BIOL:5270) Biosciences Critical Thinking and Communication
2 s.h.
Selected papers and oral and written presentations tied to students’ research rotations; introductory seminar. Same as 156:265 (BISC:5265), 072:342 (MPB:5342).

002:301 (BIOL:6199) Research: Biology
arr.

002:303 (BIOL:6899) Independent Study in Biology
arr.

002:309 (BIOL:6759) Molecular Neurobiology of Hearing Development, Function, and Disease
3 s.h.
Up-to-date overview of auditory system, function, and development; molecular basis for development, function, and disease; auditory system as basis for most human communication; prominent functional reduction during senescence; structure, function, development, and disease mechanisms that provide long-term solutions to cure or prevent beyond currently available treatment of hearing loss with a cochlear implant; series of lectures organized to provide an overview of various aspects of this system. Prerequisites: 002:180 (BIOL:3253).
Chemistry

Chair
• Mark A. Arnold (Edwin B. Green Chair in Laser Chemistry)

Professors
• Mark A. Arnold (Edwin B. Green Chair in Laser Chemistry), M. Lei Geng, James B. Gloer (Roy J. Carver/Ralph L. Shriner Professor), Vicki H. Grassian (F. Wendell Miller Professor; Chemistry/Chemical and Biochemical Engineering/Occupational and Environmental Health/Education), Armon Kohen, Sarah C. Larsen, Leonard R. MacGillivray, Daniel M. Quinn, Gary W. Small, David F. Wiemer (F. Wendell Miller Professor; Pharmacology/Chemistry)

Associate professors
• Ned Bowden, Christopher M. Cheatum, Renee S. Cole, Gregory K. Friestad, Edward G. Gillan, Amanda J. Haes, Johna Leddy, Claudio Margulis, Louis Messerle (Radiology/Chemistry), Hien M. Nguyen, F. Christopher Pigge, Mark A. Young

Assistant professors
• Mishtu Dey, Tori Z. Forbes, Sarah E. Mason, Jan-Uwe Rohde, Scott K. Shaw, Elizabeth A. Stone, Alexei V. Tivanski

Lecturers
• Russell G. Larsen, Mona A. Maalouf, Amy E. Strathman

Professors emeriti
• Donald J. Burton, E. David Cater, Robert E. Coffman, Leonid Davis, John R. Doyle, H. Bruce Friedrich, Harold M. Goff, Donald J. Pietrzyk, Dwight C. Tardy

Associate professor emeritus
• Darrell P. Eymard

Undergraduate major: chemistry (B.A., B.S.)
Undergraduate minor: chemistry
Graduate degrees: M.S. in chemistry; Ph.D. in chemistry
Web site: http://www.chem.uiowa.edu/

Undergraduate Programs of Study
• Major in chemistry (Bachelor of Arts, Bachelor of Science)
• Minor in chemistry

The undergraduate major in chemistry provides a strong foundation for success in graduate and professional study and for positions in academic or industrial chemistry.

Bachelor of Arts, Bachelor of Science

The Bachelor of Arts with a major in chemistry requires a minimum of 120 s.h., including 68-70 s.h. of work for the major (17 s.h. in foundation chemistry courses, 29 s.h. in advanced chemistry, and 22-24 s.h. in supporting course work). B.A. students must earn at least 20 s.h. in advanced chemistry courses at The University of Iowa.

The chemistry major for the Bachelor of Arts provides a more general education than the B.S. program offers and may be the degree of choice for students who are interested in earning licensure to teach in secondary schools (see "B.A. or B.S. with Teacher Licensure" below). Advanced courses in chemistry, biology, mathematics, physics, or other science disciplines are recommended as electives for B.A. students. Those who choose appropriate electives may meet entrance requirements for graduate or professional programs such as chemistry, biochemistry, medicine, or dentistry. Graduates also may pursue careers and education in business, law, and other areas.

The chemistry major for the Bachelor of Science is certified by the American Chemical Society. Current and projected demand for Bachelor of Science graduates in chemistry is excellent in research and in control and process-development work. The program also provides all the prerequisites for graduate work in chemistry or biochemistry and in other biomedical areas with a molecular focus.

Bachelor of Arts and Bachelor of Science students take the same chemistry foundation, integral calculus, and introductory physics courses and several of the same advanced chemistry courses. Bachelor of Science students take more advanced chemistry courses plus science electives, which may include research. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Courses in the chemistry major have prerequisites, so they must be taken in the correct order. Advanced chemistry courses are built on the chemistry foundation courses. Most advanced courses are taught only once a year. Students should consult their academic advisors and plan their course schedules carefully. They should take 004:021 (CHEM:2021) Basic Measurements during the first semester of the second year.

The major in chemistry requires the following course work.

CHEMISTRY FOUNDATION COURSES (B.A. AND B.S.)

All students (Bachelor of Arts and Bachelor of Science) complete the following foundation courses.

One of these sequences:


One of these sequences:


One of these:
B.A. or B.S. with Teacher Licensure

Chemistry majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Students who plan to use their work toward a minor in chemistry as academic background for earning teacher licensure should contact the Office of Education Services about requirements.

Students with a strong interest in science teaching may complete a major offered by the Science Education Program. Students choose from emphases in biology, chemistry, earth science, and physics and earn a Bachelor of Science degree. They may apply for admission to the Teacher Education Program. See Science Education (p. 769) in the Catalog.

Joint B.A./M.A.T. with Science Education Subtrack

B.A. students majoring in chemistry who are interested in pursuing a graduate degree in teaching may apply to the joint Bachelor of Arts/Master of Arts in Teaching program offered by the College of Liberal Arts and Sciences and the College of Education. Designed for undergraduates majoring in biology, chemistry, environmental sciences, or physics, the joint program enables students to earn a B.A. and an M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see "Joint B.A./M.A.T. with Science Education Subtrack" in the Teaching and Learning (p. 774) (College of Education) section of the Catalog. Interested students should consult an advisor.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Note: Courses in the chemistry major have prerequisites, so they must be taken in the correct order. Most advanced courses are taught only once a year. Students should consult their academic advisors and plan their course schedules carefully. They should take 004:021 (CHEM:2021) Basic Measurements during the first semester of the second year. A typical chemistry course schedule and a regression list are available from the department.

Bachelor of Arts


---

**ADVANCED CHEMISTRY (B.A. AND B.S.)**

All students complete these:

- 004:021 (CHEM:2021) Basic Measurements 3 s.h.
- 004:125 (CHEM:3250) Inorganic Chemistry 2 s.h.

**ADDITIONAL ADVANCED CHEMISTRY (B.A.)**

Bachelor of Arts students complete one of these:

- 004:143 (CHEM:3430) Analytical Measurements 3 s.h.
- 004:144 (CHEM:3440) Physical Measurements 3 s.h.
- 004:153 (CHEM:3530) Inorganic Chemistry Laboratory 3 s.h.

**ADDITIONAL ADVANCED CHEMISTRY (B.S.)**

Bachelor of Science students complete all of these:

- 004:143 (CHEM:3430) Analytical Measurements 3 s.h.
- 004:144 (CHEM:3440) Physical Measurements 3 s.h.
- 004:153 (CHEM:3530) Inorganic Chemistry Laboratory 3 s.h.
- 004:170 (CHEM:4270) Advanced Inorganic Chemistry 3 s.h.

**INTEGRAL CALCULUS (B.A. AND B.S.)**

All students complete one of these sequences:


**INTRODUCTORY PHYSICS (B.A. AND B.S.)**

All students complete one of these sequences:

- 029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II (preferred) 8 s.h.

**SCIENCE ELECTIVES AND RESEARCH (B.S.)**

Bachelor of Science students complete a total of 6 s.h. chosen from these:

- 004:162 (CHEM:3999) Undergraduate Research 1-4 s.h.

Advanced science elective courses

Bachelor of Science students must earn a total of at least 6 s.h. chosen from advanced science elective courses and/or 004:162 (CHEM:3999) Undergraduate Research; 004:162 (CHEM:3999) may be repeated for additional credit, up to a maximum of 15 s.h. for the course. A partial list of additional courses that satisfy the chemistry elective requirement is available from the department. Generally, advanced courses in related science disciplines beyond the introductory level and math-related courses with a prerequisite of calculus II or equivalent are accepted. Students should consult their advisors to gain approval for a course that is not on the list.
Undergraduate Research and 004:191 (CHEM:5091) Graduate Chemistry Orientation. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

Students who earn a minor normally complete the following course work.

Introductory chemistry—one of these sequences:

<table>
<thead>
<tr>
<th>Course/Code</th>
<th>S.H.</th>
</tr>
</thead>
</table>

Advanced chemistry—one of these sequences:

<table>
<thead>
<tr>
<th>Course/Code</th>
<th>S.H.</th>
</tr>
</thead>
</table>

Advanced chemistry laboratory—one of these:

<table>
<thead>
<tr>
<th>Course/Code</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:141 (CHEM:2410) Organic Chemistry Laboratory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:142 (CHEM:2420) Organic Chemistry Laboratory for Majors</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One more advanced chemistry course (3 s.h.), such as:

<table>
<thead>
<tr>
<th>Course/Code</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:111 (CHEM:3110) Analytical Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:125 (CHEM:3250) Inorganic Chemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:131 (CHEM:4431) Physical Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:132 (CHEM:4432) Physical Chemistry II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:172 (CHEM:4372) Advanced Organic Chemistry</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Resources, Activities

The department offers undergraduate students majoring in chemistry and other students interested in chemistry a number of opportunities to enrich their classroom studies.

Undergraduate Chemistry Center

The Chemistry Center serves all students who take chemistry courses as well as the department’s professors and teaching assistants. The center maintains waiting lists and offers other assistance with registration; returns examinations and homework assignments; schedules alternative exams; and provides information about all lower-level chemistry courses. Information about student organizations and departmental scholarships and awards also is available at the Chemistry Center.

Student Organizations

Students may join the University of Iowa undergraduate student chapter of the American Chemical Society (ACS). Chapter activities include dinner meetings with guest speakers; field trips to local industry; participation in local and national meetings of the ACS; and participation in chemistry outreach programs. Students in the ACS student chapter develop leadership, organization, and speaking skills valuable during their college experience and throughout their careers.

The department has a chapter of Alpha Chi Sigma, a co-ed chemistry fraternity. The Alpha Theta Chapter is open to students in chemistry, biochemistry, chemical engineering, and related fields. Alpha Chi Sigma sponsors many social and professional events throughout the year.

The department also supports the activities of Women in Science and Engineering (WISE), whose aim is to increase women’s participation and advancement as
students, faculty members, and professional staff; promote a supportive study and work environment for women; integrate women’s ideas, strengths, and approaches into research, teaching, and service; and inform the public of educational and career opportunities for women in scientific and technical fields. WISE sponsors a living-learning community in Stanley Hall (a University residence hall) for first-year female students majoring in science or engineering, the Student-to-Student Support in Science mentoring program, a service learning program, and the WISE Discourse and Dining series.

Scholarships and Awards

A number of awards and scholarships are available to chemistry majors, including the American Institute of Chemists Award, the Undergraduate Award in Analytical Chemistry, the Chemistry Alumni Awards (one each for a sophomore, a junior, and a senior), the Merck Index Award, and the Viksnins, Harris & Padyg PLLP Award.

Chemistry majors also may apply for the Donald J. and Margaret Burton Scholarship, Ken Sando Scholarship, Shoemaker-Strickler Scholarship, E. David Cater Scholarship, and Russell K. Simms Scholarship.

Graduate Programs of Study

- Master of Science in chemistry, with or without thesis
- Doctor of Philosophy in chemistry

Master of Science

The Master of Science in chemistry requires a minimum of 30 s.h. of graduate credit. The degree is offered with or without thesis, in analytical, inorganic, organic, and physical chemistry. M.S. students must demonstrate minimal proficiency in analytical, inorganic, organic, and physical chemistry by passing specific examinations or by enrolling in suitable core courses. This requirement must be completed by the end of the second year of enrollment. A g.p.a. of at least 3.00 is required for admission to the master’s examination.

Doctor of Philosophy

The Doctor of Philosophy in chemistry requires a minimum of 72 s.h. of graduate credit. Ph.D. study in analytical, inorganic, organic, and physical chemistry includes minimal proficiency examinations, core courses as necessary, a minimum of 11 s.h. of advanced course work, and research.

Students who meet the course requirements with a cumulative g.p.a. of 3.00 or higher are admitted to the oral comprehensive examination upon presentation and preliminary approval of their written research proposal and research progress report; they must take the oral comprehensive examination no later than the end of their second year of enrollment.

Upon completing Ph.D. research, candidates prepare the dissertation. The final examination consists of an oral defense of the thesis, at which time the candidate presents at least one manuscript of the publishable portion of his or her thesis.

Admission

Applicants for graduate admission should have a bachelor’s degree with a major in chemistry, preferably with a g.p.a. of 3.00 or higher. Most admitted graduate students receive financial support. For application information, contact the Department of Chemistry or visit its web site.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Facilities

The Department of Chemistry office, support facilities, and faculty offices are located in the Chemistry Building, as is laboratory and classroom space dedicated to teaching and research activities. Several faculty members have offices and laboratories in the Iowa Advanced Technology Laboratories, across the street from the Chemistry Building. See the Department of Chemistry web site for information about facilities and advanced instrumentation available for instruction and research.

Courses

Primarily for Undergraduates

Students planning to take more than one year of chemistry should take 004:011 (CHEM:1110) Principles of Chemistry I and 004:012 (CHEM:1120) Principles of Chemistry II. Students who require only one year of chemistry with no laboratory component may take 004:007 (CHEM:1070) General Chemistry I and 004:008 (CHEM:1080) General Chemistry II. Students who have not had high school chemistry or do not have strong math and/or chemistry preparation should consider taking 004:007 (CHEM:1070) General Chemistry I before 004:011 (CHEM:1110) Principles of Chemistry I; academic advisors and the Chemistry Diagnostic Test can help students determine whether to take 004:007 (CHEM:1070) General Chemistry I before 004:011 (CHEM:1110) Principles of Chemistry I.

004:005 (CHEM:1050) Technology and Society

Nonmathematical exploration of selected areas of technology; basic science background, current technological applications, implications for society; for nonscience majors. Recommendations: closed to students who have taken college chemistry courses. GE: Natural Sciences without Lab.

004:016 (CHEM:1060) Technology and Society Laboratory

Laboratory for 004:005 (CHEM:1050); demonstrations, student experiments. Corequisites: 004:005 (CHEM:1050), if not taken as a prerequisite. Requirements: closed to students who have earned more than 3 s.h. in chemistry courses. GE: Natural Sciences Lab only.

004:007 (CHEM:1070) General Chemistry I

Atomic structure, chemical bonds, mole relations, stoichiometry, states of matter, acids and bases, reaction rates, electrochemistry, nuclear chemistry. Requirements: elementary algebra. GE: Natural Sciences without Lab.
004:008 (CHEM:1080) General Chemistry II 3 s.h.
Organic chemistry and biochemistry. Requirements: 004:007 (CHEM:1070) or high school chemistry. GE: Natural Sciences without Lab.

004:009 (CHEM:1090) Supplemental Chemistry Lab 1 s.h.
Lab techniques, elementary synthesis, measurement, analysis, case-study lectures and experiments; safety glasses, appropriate dress, compliance with laboratory safety protocols required. Requirements: grade of C or higher in 004:018 (CHEM:1180) or 004:019 (CHEM:1190).

004:010 (CHEM:1100) Chemistry in Industry and the Economy 3 s.h.
Atomic structure, chemical bonding, acid and bases, polymers, pharmaceuticals, DNA, proteins, and basic economics. Requirements: non-science major. GE: Natural Sciences without Lab.

004:011 (CHEM:1110) Principles of Chemistry I 4 s.h.
Chemical bonding and chemical reactions; atomic and molecular structure, chemical equations, stoichiometry, gases, liquids, thermodynamics of phase changes, solutions, equilibria; acids, bases, pH, elementary organic chemistry; the solid state, including modern materials; lecture, discussion, laboratory. Requirements: 22M:008 (MATH:1005), or ACT math subscore of 24 and ALEKS score above 65%. Recommendations: Chemistry Diagnostic Test score of 16. GE: Natural Sciences with Lab.

004:012 (CHEM:1120) Principles of Chemistry II 4 s.h.
Continuation of 004:011 (CHEM:1110); colligative properties of solutions, chemical thermodynamics, electrochemistry, chemical kinetics, chemical bonding, aspects of industrial chemistry, nuclear chemistry; lecture, discussion, laboratory. Prerequisites: 004:011 (CHEM:1110). GE: Natural Sciences with Lab.

004:016 (CHEM:1160) Principles of Chemistry Lab 2 s.h.
Laboratory techniques. Requirements: grades of C or higher in 004:018 (CHEM:1180) and 004:019 (CHEM:1190). GE: Natural Sciences Lab only.

004:018 (CHEM:1180) Chemical Science I 3 s.h.
GE: Natural Sciences without Lab.

004:019 (CHEM:1190) Chemical Science II 3 s.h.
GE: Natural Sciences without Lab.

004:020 (CHEM:1200) Chemical Science Laboratory 2 s.h.
GE: Natural Sciences Lab only.

004:021 (CHEM:2021) Basic Measurements 3 s.h.
Continuation of 004:012 (CHEM:1120); techniques of data collection and processing, including titrimetric and instrumental techniques for data collection and computer techniques for data processing. Prerequisites: 004:012 (CHEM:1120) or 004:020 (CHEM:1200). Requirements: chemistry major.

004:029 (CHEM:1000) First-Year Seminar 1-2 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

004:111 (CHEM:3110) Analytical Chemistry I 3 s.h.
Modern theory and practice; emphasis on chemical equilibria (acid-base chemistry, solubility, complexation) and electroanalytical chemistry (potentiometry, voltammetry, coulometry). Corequisites: 004:131 (CHEM:4431) or 004:132 (CHEM:4432), if not taken as a prerequisite.

004:112 (CHEM:3120) Analytical Chemistry II 3 s.h.
Continuation of 004:111 (CHEM:3110); emphasis on instrumental methods, including atomic and molecular spectroscopy, mass spectrometry, chemical separations. Prerequisites: 004:111 (CHEM:3110).

004:121 (CHEM:2210) Organic Chemistry I 3 s.h.
Carbon-containing compounds; structure, stereochemistry, physical properties, reactivity, reaction mechanisms, synthesis; emphasis on alkanes, alkenes, alkynes, alcohols, alky halides, aromatics. Prerequisites: 004:012 (CHEM:1120) or 004:019 (CHEM:1190).

004:122 (CHEM:2220) Organic Chemistry II 3 s.h.
Continuation of 004:121 (CHEM:2210); use of spectroscopic techniques to determine chemical structures; chemistry of carbonyl compounds, amines, ethers, amino acids, carbohydrates, nucleosides. Prerequisites: 004:121 (CHEM:2210).

004:123 (CHEM:2230) Organic Chemistry I for Majors 3 s.h.
Carbon-containing compounds; structure, stereochemistry, physical properties, reactivity, reaction mechanisms, synthesis; emphasis on alkanes, alkenes, alkynes, alcohols, alky halides, aromatics. Prerequisites: 004:012 (CHEM:1120) or 004:019 (CHEM:1190). Requirements: chemistry, biochemistry, or chemical engineering major.

004:124 (CHEM:2240) Organic Chemistry II for Majors 3 s.h.
Continuation of 004:123 (CHEM:2230); use of spectroscopic techniques to determine chemical structures; chemistry of carbonyl compounds, amines, ethers, amino acids, carbohydrates, and nucleosides. Prerequisites: 004:121 (CHEM:2210) or 004:123 (CHEM:2230). Requirements: chemistry, biochemistry, or chemical engineering major.

004:125 (CHEM:3250) Inorganic Chemistry 2-3 s.h.
Modern principles; emphasis on descriptive chemistry of the main group and transition elements, ionic and covalent chemical bonding theories, symmetry, inorganic stereochemistry. Prerequisites: 004:012 (CHEM:1120) or 004:019 (CHEM:1190). Corequisites: 004:122 (CHEM:2220) or 004:124 (CHEM:2240).
004:131 (CHEM:4431) Physical Chemistry I 3 s.h.
Chemical thermodynamics and its application to chemical equilibrium, phase changes and chemical equilibria; ideal and real gases; kinetic theory; surface absorption and electrochemistry; thermodynamics. Prerequisites: 004:012 (CHEM:1120) or 004:019 (CHEM:1190), 029:012 (PHYS:1512) or 029:082 (PHYS:1612), and 22M:026 (MATH:1860) or 22M:032 (MATH:1560).

004:132 (CHEM:4432) Physical Chemistry II 3 s.h.
Quantum mechanics and its application to atomic and molecular structure; determination of structure and bonding by various spectroscopic methods; chemical kinetics. Prerequisites: 004:012 (CHEM:1120) or 004:019 (CHEM:1190), 029:012 (PHYS:1512) or 029:082 (PHYS:1612), and 22M:026 (MATH:1860) or 22M:032 (MATH:1560).

004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.
Preparation, purification, identification, analysis of chemical compounds, principally organic compounds. Prerequisites: 004:011 (CHEM:1110) and 004:012 (CHEM:1120), or 004:016 (CHEM:1160) or 004:020 (CHEM:1200); and 004:121 (CHEM:2210) or 004:123 (CHEM:2230). Corequisites: 004:122 (CHEM:2220) or 004:124 (CHEM:2240).

004:142 (CHEM:2420) Organic Chemistry Laboratory for Majors 3 s.h.
Preparation, purification, identification, analysis of chemical compounds, principally organic compounds. Prerequisites: 004:011 (CHEM:1110) and 004:012 (CHEM:1120); or 004:016 (CHEM:1160) or 004:020 (CHEM:1200); and 004:121 (CHEM:2210) or 004:123 (CHEM:2230). Corequisites: 004:124 (CHEM:2240). Requirements: chemistry, biochemistry, or chemical engineering major.

004:143 (CHEM:3430) Analytical Measurements 3 s.h.

004:144 (CHEM:3440) Physical Measurements 3 s.h.
Laboratory experience using advanced instrumental and computational methods to generate and analyze data relevant to modern physical chemistry. Prerequisites: 004:021 (CHEM:2021). Corequisites: 004:131 (CHEM:4431) or 004:132 (CHEM:4432), if not taken as a prerequisite. Requirements: chemistry major.

004:153 (CHEM:3530) Inorganic Chemistry Laboratory 3 s.h.
Preparation and characterization of a variety of inorganic, organometallic, and coordination compounds of the main group and transition elements; emphasis on synthetic techniques, methods for characterization of inorganic species. Prerequisites: 004:125 (CHEM:3250), and 004:141 (CHEM:2410) or 004:142 (CHEM:2420).

004:161 (CHEM:4261) Selected Topics in Chemistry 1-3 s.h.
Prerequisites: 004:121 (CHEM:2210) or 004:123 (CHEM:2230). Same as 220:161 (WRIT:3261).

004:162 (CHEM:3999) Undergraduate Research 1-4 s.h.

004:170 (CHEM:4270) Advanced Inorganic Chemistry 3 s.h.
Modern principles, including crystal field/ligand field/molecular orbital theory, inorganic reaction mechanisms, coordination chemistry, bioinorganic chemistry, main group and transition metal organometallic chemistry, solid-state inorganic chemistry. Prerequisites: 004:125 (CHEM:3250) and 004:132 (CHEM:4432). Corequisites: 004:153 (CHEM:3530), if not taken as a prerequisite.

004:171 (CHEM:4171) Advanced Analytical Chemistry 3 s.h.
Emphasis on fundamental aspects of electrochemistry, atomic and molecular spectroscopy, chemical separations. Prerequisites: 004:112 (CHEM:3120), 004:131 (CHEM:4431), and 004:132 (CHEM:4432).

004:172 (CHEM:4372) Advanced Organic Chemistry 3 s.h.
Basic concepts from perspectives of structure, mechanism, synthesis, stereochemistry. Prerequisites: 004:122 (CHEM:2220) or 004:124 (CHEM:2240).

004:173 (CHEM:4873) Atmospheric and Environmental Chemistry 3 s.h.
Fundamental chemical processes of importance in the atmosphere, soil, and water, with emphasis on kinetics and photochemistry of homogeneous and heterogeneous reactions, atmospheric structure and dynamics, global geochemical cycling, chemistry-climate relationships, environmental remediation strategies; experimental methods in field and laboratory studies. Corequisites: 004:131 (CHEM:4431) or 004:132 (CHEM:4432), if not taken as a prerequisite.

004:175 (CHEM:4875) Introduction to Polymer Chemistry 2-3 s.h.
Synthesis, structures, characterization, properties, and applications of polymers. Prerequisites: 004:122 (CHEM:2220) or 004:124 (CHEM:2240).

004:176 (CHEM:4760) Radiochemistry: Energy, Medicine, and the Environment 3 s.h.
Fundamental theoretical concepts of radiochemistry and their application in energy, medicine, and environmental sectors. Prerequisites: 004:011 (CHEM:1110), 004:012 (CHEM:1120), and 004:121 (CHEM:2210).

004:180 (CHEM:4480) Introduction to Molecular Modeling 3 s.h.
Theory and application of ab initio quantum mechanics, semiempirical molecular orbital theory, and molecular mechanics force fields to chemical research problems; underlying theory of these methods (with emphasis on ab initio theory) and their practical application to chemical problems; computational chemistry projects using modeling software. Corequisites: 004:132 (CHEM:4432), if not taken as a prerequisite.

004:191 (CHEM:5091) Graduate Chemistry Orientation 2 s.h.
Pedagogy, safety and research issues relevant to advanced chemistry careers. Requirements: senior standing.
Primarily for Graduate Students

004:192 (CHEM:5092) Ethics in Chemical Sciences 1 s.h.
Scholarly integrity for being a responsible chemist on
graduate-level research; introduction to infrastructure of scientific
scholarship with emphasis on interacting with peers, funding
agencies, industrial entities; responsible conduct in research in
the context of creation of knowledge, dissemination of scientific
findings, intellectual property, and conflict of interest; workshops
to study cases in chemical research to illustrate the principles of
scholarly integrity.

004:201 (CHEM:5299) Special Topics in Inorganic
Chemistry 1-3 s.h.
Prerequisites: 004:170 (CHEM:4270).

004:202 (CHEM:5202) Coordination Chemistry and
Spectroscopy 1.3 s.h.
Structure and bonding of d-block metal complexes, theory
and application of relevant spectroscopic methods, inorganic
reaction mechanisms, transition metals in catalysis. Prerequisites:
004:170 (CHEM:4270).

004:203 (CHEM:5203) Organometallic Chemistry 3 s.h.
Emphasis on organometallic compounds of transition metal

004:204 (CHEM:5204) Physical Methods in
Inorganic Chemistry 3 s.h.
Application of physical methods to problems; recent
developments; emphasis on magnetic resonance spectroscopy.
Prerequisites: 004:170 (CHEM:4270).

004:205 (CHEM:5205) Bioinorganic Chemistry 2-3 s.h.
The role of metal ions in biology from an inorganic chemical
perspective; emphasis on structure and mechanism for transition
metal-containing metallo-enzymes.

004:206 (CHEM:5806) Solid-State and Materials
Chemistry 3 s.h.
Introduction to the chemical concepts of solid-state chemistry;
focus on synthesis and characterization of various inorganic
materials; structure/property relationships, real-world examples.
Prerequisites: 004:170 (CHEM:4270).

004:207 (CHEM:5107) Electrochemistry 2-3 s.h.
Fundamental aspects, including mass transport and electron
transfer, electrochemical methodology (e.g., voltammetry
and potentiometry), determination of homogeneous
and heterogeneous reaction mechanisms. Prerequisites:
004:111 (CHEM:3110), 004:112 (CHEM:3120), and
004:171 (CHEM:4171).

004:208 (CHEM:5108) Spectroscopy 3 s.h.
Principles of atomic and molecular absorption and emission
spectroscopy in ultraviolet, visible, and infrared regions of
the spectrum, including fluorescence, phosphorescence,
Raman spectroscopy; applications to analytical problems,
with emphasis on modern instrumentation and methodology.
Prerequisites: 004:111 (CHEM:3110), 004:112 (CHEM:3120), and
004:171 (CHEM:4171).

004:209 (CHEM:5109) Separations 3 s.h.
Analytical separations; basic theory, practical applications,
instrumentation, modern techniques (extractions, gas and
liquid chromatography, capillary electrophoresis), and detection
(mass spectrometry). Prerequisites: 004:111 (CHEM:3110),
004:112 (CHEM:3120), and 004:171 (CHEM:4171).

004:210 (CHEM:5110) Chemical Sensors 2 s.h.
Theory, practical limitations, analytical utility based on
immobilized reagents with electrochemical, thermal, optical
transduction mechanisms. Prerequisites: 004:111 (CHEM:3110)
and 004:112 (CHEM:3120), or 004:171 (CHEM:4171).

004:213 (CHEM:5199) Special Topics in Analytical
Chemistry arr.
Content varies.

004:214 (CHEM:5114) Chemical Systems Modeling 2 s.h.
Basic processes and techniques; these methods applied to
systems relevant to students' own research. Prerequisites:
004:111 (CHEM:3110) or 004:112 (CHEM:3120) or
004:171 (CHEM:4171).

004:215 (CHEM:5115) Biophotonics 3 s.h.
Structure, dynamics of biomolecules and their optical
spectroscopy; ultrasensitive fluorescence spectroscopy,
vibrational spectroscopy, optical activity and circular dichroism,
time-resolved spectroscopy. Prerequisites: 004:111 (CHEM:3110),
004:112 (CHEM:3120), and 004:171 (CHEM:4171).

004:216 (CHEM:5118) Nanomaterials 3 s.h.
Basic principles associated with nanoscience and
nanotechnology; fabrication and synthesis, size dependent
properties, characterization, applications of materials at
nanometer length scales, recent technological breakthroughs
in the field. Requirements: graduate standing or advanced
undergraduate standing in engineering and science.
Recommendations: knowledge of basic chemistry.

004:220 (CHEM:5120) Electrochemistry of Polymer
Films 1 s.h.
Use of electrochemical methods to characterize polymer and
thin films; transport through polymer films and composites,
electrochemistry of polymer films. Requirements: physical
chemistry course.

004:221 (CHEM:5321) Spectroscopic Methods in
Organic Chemistry 3-4 s.h.
Methods and techniques of structure determination for organic
compounds. Prerequisites: 004:172 (CHEM:4372).

004:225 (CHEM:5399) Organic Chemistry Special
Topics 1,3 s.h.
Prerequisites: 004:172 (CHEM:4372).

004:226 (CHEM:5326) Organic Reactions 3 s.h.
Survey of organic reactions used in contemporary organic
synthesis; emphasis on C-C bond forming reactions, functional
group interconversions, oxidations and reductions; mechanistic
details of reaction types; innovations in catalytic and asymmetric
organic reactions. Prerequisites: 004:172 (CHEM:4372).
004:228 (CHEM:5328) Mechanisms of Organic Reactions
3 s.h.
Application of basic mechanistic concepts.

004:229 (CHEM:5329) Advanced Organic Synthesis
3 s.h.
Preparation of complex organic compounds. Prerequisites: 004:172 (CHEM:4372).

004:231 (CHEM:5431) Statistical Thermodynamics I
3 s.h.
Fundamentals of classical thermodynamics and equilibria; ensembles; noninteracting systems; theory of phase transitions; Monte-Carlo methods; classical fluids; nonequilibrium systems. Prerequisites: 004:131 (CHEM:4431).

004:233 (CHEM:5433) Quantum and Computational Chemistry
3 s.h.
Fundamental principles of quantum chemistry; angular momentum; approximation methods; theory of atomic and molecular electronic structure; applications of computational quantum mechanics to chemical systems. Corequisites: 004:132 (CHEM:4432), if not taken as a prerequisite.

004:234 (CHEM:5434) Molecular Spectroscopy
3 s.h.
Quantum mechanical theory of molecular spectroscopy; time-dependent perturbation theory, selection rules, lineshapes; selected applications in microwave, vibrational (infrared and Raman), electronic, optical, and magnetic resonance spectroscopy. Prerequisites: 004:233 (CHEM:5433).

004:235 (CHEM:5435) Chemical Kinetics
3 s.h.
Potential energy surfaces, transition state theory, diffusion limited rates, linear free energy relationships, isotope effects, solvent effects, RRKM theory; connection between experiment and various theories in the gas and solution phases; emphasis on assignment of experimental error to derived quantities. Prerequisites: 004:132 (CHEM:4432).

004:238 (CHEM:5438) Surface Chemistry and Heterogeneous Processes
3 s.h.
Fundamental and applied aspects of surface chemical processes; theories of molecular adsorption/desorption and surface complexation; kinetics; surface analysis and instrumentation; applications of surface chemistry in heterogeneous catalysis, heterogeneous environmental/ atmospheric processes, and materials chemistry. Prerequisites: 004:131 (CHEM:4431).

004:242 (CHEM:5499) Physical Chemistry Topics
1-3 s.h.
Advanced topics relevant to modern physical chemistry. Prerequisites: 004:132 (CHEM:4432) and 22M:026 (MATH:1860).

004:275 (CHEM:5875) Perspectives in Biocatalysis
1-3 s.h.

004:281 (CHEM:5190) Seminar: Analytical Chemistry
0-1 s.h.

004:283 (CHEM:5290) Seminar: Inorganic Chemistry
0-1 s.h.

0-1 s.h.

004:286 (CHEM:5490) Seminar: Physical and Environmental Chemistry
0-1 s.h.

004:287 (CHEM:5890) Research Frontiers in Chemistry
1 s.h.

004:288 (CHEM:5990) Chemistry Colloquium
0-1 s.h.
Presentation and discussion of research by invited presenters.

004:290 (CHEM:7999) Research in Chemistry
arr.
Thesis work for advanced degrees.

004:291 (CHEM:6990) Research Seminar
0-1 s.h.
Presentation and discussion of thesis research for advanced degrees.

004:604 (CHEM:7604) Ethics in Chemical Sciences for Postdocs
0 s.h.
Introduction to infrastructure of scientific scholarship; emphasis on interacting with peers, funding agencies, industrial entities; scholarly integrity for being a responsible chemist on graduate-level research; responsible conduct in research in context of creation of knowledge, dissemination of scientific findings, intellectual property, conflict of interest; workshop cases in chemical research that illustrate principles of scholarly integrity.
Cinema and Comparative Literature

**Interim chair**
- Marc Armstrong

**Professors**
- Lauren Rabinovitz (American Studies/Cinema and Comparative Literature), Steven Ungar

**Associate professors**
- Paula Amad, Corey Creekmur (English/Cinema and Comparative Literature), Kathleen Newman (Spanish and Portuguese/Cinema and Comparative Literature)

**Assistant professors**
- Jesse McLean, Steve Choe

**Lecturer**
- Jason Livingston

**Adjunct assistant professor**
- Matthew Cohen

**Professors emeriti**
- Rick Altman, Franklin Miller, Leighton Pierce

**Assistant professor emeritus**
- Sandra Barkan

**Undergraduate major:** cinema (B.A.)

**Undergraduate minor:** cinema

**Graduate degrees:** M.F.A. in film and video production; M.A. in film studies; Ph.D. in film studies

**Web site:** [http://clas.uiowa.edu/ccl/](http://clas.uiowa.edu/ccl/)

The Department of Cinema and Comparative Literature provides students with opportunities to explore and gain insight into cinema as a subject of international and interdisciplinary study as well as creative practice. The curriculum emphasizes both the study of film and related media in their historical and cultural contexts as well as film and video production in a variety of modes. The department and its affiliated faculty offer expertise in film and video production, and in film history and theory with special emphasis on the study of international film cultures. The department also has considerable expertise in the history, theory, and production of documentary media. Student projects are completed using state-of-the-art equipment and software that is regularly updated. Students and faculty members also have ready access to the extensive media holdings of the UI Libraries as well as the Institute for Cinema and Culture.

**Undergraduate Programs of Study**

- Major in cinema (Bachelor of Arts)
- Minor in cinema

The major in cinema provides an individualized program in the interdisciplinary study and production of film and audiovisual arts. The program is designed to promote cultural awareness, to increase speaking and writing skills, and to develop capacities for systematic reasoning about films.

**Bachelor of Arts**

The Bachelor of Arts with a major in cinema requires a minimum of 120 s.h., including 33 s.h. of work for the major. Students must complete 21 s.h. in University of Iowa course work and may count a maximum of 6 s.h. of course work from another major, minor, or certificate toward the major in cinema. Students with a double major in cinema and in comparative literature may count a maximum of 12 s.h. toward both majors. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major in cinema is an individualized, interdisciplinary study of film and the production of creative work in film, video, and interactive multimedia. It is designed to promote cultural and artistic awareness, to increase speaking and writing skills, and to develop capacities for systematic reasoning and effective production in cinema arts.

All students are expected to gain a perspective on both the study and the production of film, video, or digital media while becoming acquainted with the historical, critical, and theoretical issues of the area. In conjunction with an appropriate overall curriculum, the major in cinema can offer effective preparation for continuing study or creative work in the humanities, arts, and cinema; provide a solid foundation for careers in film, video, television, and digital production; and lead to careers in arts administration, advertising, and business.

The major in cinema requires the following course work.

All of these:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>048:001</td>
<td>Introduction to Film Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:025</td>
<td>Introduction to Critical Reading and Viewing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:034</td>
<td>Modes of Film and Video Production</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>048:095</td>
<td>Undergraduate Seminar</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Additional cinema and comparative literature course work, including at least 6 s.h. of film studies courses numbered 048:100 to 048:100 and above

One of these:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>048:030</td>
<td>Introduction to Film Theory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:100</td>
<td>Introduction to Criticism and Theory</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

(if not included in the additional cinema and comparative literature course work above)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>048:120</td>
<td>Issues in Film Theory</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Note: The major in cinema requires only one course in film, video, and digital production: 048:034 (CCL:1834) Modes of Film and Video Production. This is the only production course included in the assurances of the Four-Year Graduation Plan. More advanced courses in production may be used to complete the major, but
admission to these courses is limited and depends on student achievement in prerequisite production courses.

Before the fifth semester begins: at least two courses in the major, including 048:001 (CCL:1601) Introduction to Film Analysis, and 048:025 (CCL:1025) Introduction to Critical Reading and Viewing or 048:034 (CCL:1834) Modes of Film and Video Production

Before the seventh semester begins: at least six courses in the major, including 048:001 (CCL:1601) Introduction to Film Analysis, 048:025 (CCL:1025) Introduction to Critical Reading and Viewing, and 048:034 (CCL:1834) Modes of Film and Video Production; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least nine courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**

The department offers undergraduate students the opportunity to graduate with honors in the cinema major. Departmental honors students must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

To graduate with honors in the cinema major, students must complete an honors thesis. Once they have earned 75 s.h., they submit a written proposal for the thesis. The proposal must be approved by the faculty member who heads the student’s honors thesis committee; the committee must be composed of at least two faculty members from the Department of Cinema and Comparative Literature. The student must complete the honors thesis over the next two consecutive semesters. For specific honors thesis requirements in the cinema major, contact the Department of Cinema and Comparative Literature.

**Minor**

The minor in cinema requires 15 s.h. of University of Iowa cinema courses, including at least 12 s.h. in courses numbered 048:051 (CCL:1620) and above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students must choose courses with a primary emphasis in cinema. Contact the Department of Cinema and Comparative Literature for a list of approved courses.

**Graduate Programs of Study**

- Master of Arts and Doctor of Philosophy in film studies
- Master of Fine Arts in film and video production

Admission to the Doctor of Philosophy program in comparative literature is suspended; for degree requirements, see the 2010-11 General Catalog. For information about the Master of Fine Arts in comparative literature, translation subtrack, see Translation (p. 616) in the Catalog.

**Master of Arts: Film Studies**

The Master of Arts degree in film studies requires 36 s.h. of graduate credit. The focus is on film in an international context, with required distributions of course work in U.S. cinema, European cinema, world cinemas, and film production, documentary film, animation, or experimental film.

Students meet formal degree requirements with course work and a written examination on two areas, which the student selects from one list focusing on film theory and another list focusing on film history. Exams are offered annually in January.

**Master of Fine Arts: Film and Video Production**

The Master of Fine Arts degree in film and video production requires 54 s.h. of graduate credit earned in creative and scholarly course work aimed at producing a body of artistic work in film, digital media, multimedia installation, and/or animation. Degree requirements include advanced course work in film/media theory or history, annual public presentations and critiques, the development of an artist statement, a thesis paper, and a creative thesis project.

**Doctor of Philosophy: Film Studies**

The Doctor of Philosophy degree in film studies requires a minimum of 72 s.h. of graduate credit earned in course work concentrated in film history and film theory. With the consultation and guidance of a faculty committee, students prepare for a qualifying examination in the first or second year, formulate and pursue a plan of study proposing areas to be mastered before the dissertation, present a predissertation exam on these areas, and write a dissertation in the area of advanced research.

**Admission**

Applications to graduate programs in the Department of Cinema and Comparative Literature are evaluated by faculty members. Application materials may include undergraduate and/or graduate transcripts, personal statements, writing samples, letters of recommendation, samples of creative work, and test scores. Admission decisions are based on the full range of an applicant’s accomplishments and evidence that he or she will thrive in the department’s programs. The department welcomes applicants with diverse academic backgrounds; previous experience in the area of planned graduate study is desirable but not required. Contact the department or its director of graduate study for information about how to apply.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Resources**

The Institute for Cinema and Culture promotes international film culture on the University of Iowa campus by supplementing the curriculum of the Department of Cinema and Comparative Literature with regular film screenings and public events, often in collaboration with
other departments and programs. The institute helps departments, faculty members, and student groups present films and relevant speakers to an interdisciplinary audience. It is especially dedicated to providing Iowa students and faculty members the opportunity to view and study important films from nations and cultures otherwise underrepresented in course offerings and at local theaters. Each semester the institute offers 048:112 (CCL:3627) Proseminar in Cinema and Culture, a course with public screenings devoted to a single national cinema or a focused topic in world film. It also regularly sponsors a range of campus film festivals and hosts the Cinematheque series, which showcases rare and unusual films each semester.

Courses

048:001 (CCL:1601) Introduction to Film Analysis 3 s.h.  
Formal analysis of film; narrative cinema and approaches to narrative structure; authorship and genre issues, other major topics.

048:002 (CCL:1602) Survey of Film 3 s.h.  
Film history, theory, criticism; issues of form, technologies, and cultural functions of cinema; screenings of narrative, documentary, experimental films from varied periods and nations. GE: Literary, Visual, and Performing Arts.

048:005 (CCL:1205) Introduction to World Literature 3 s.h.  
Ways of reading world literature; varied emphases (i.e., thematic, geographical; may include poetry, short fiction, drama, novels, and critical works on importance of translation. Requirements: completion of rhetoric General Education requirement.

048:010 (CCL:1610) Contemporary Cinema 3 s.h.  
Current cinema; key genres, movements, filmmakers, technological changes; recent cultural contexts, industrial and economic factors, changes in the film viewing experience. GE: Literary, Visual, and Performing Arts.

048:019 (CCL:1019) Media Matters 3 s.h.  
Development of basic creative and critical skills in the arts and humanities by examining transformations across literature, poetry, photography, and video; media of expression; telling a story in words or images; the difference between looking at a painting, watching a movie, or reading a book; how the soundtrack of a film affects the story; how looking at a musical score differs from performing it; key to producing exciting creative work; full engagement with any given medium.

048:020 (CCL:2620) U.S. Film 3 s.h.  
American film industry; social and artistic perspectives.

048:021 (CCL:2621) Introduction to European Film 3 s.h.  
Major works, movements, and recent developments in European cinema; German Expressionism, Soviet montage, Italian Neorealism, French New Wave; social, cultural, political contexts. GE: Literary, Visual, and Performing Arts.

048:022 (CCL:2622) World Film 3 s.h.  
Filmmaking and film culture outside the United States; key works from Asia, Africa, the Middle East, Latin America; social, cultural, political contexts.

048:023 (CCL:2623) Documentary Film 3 s.h.  
Key works and movements in international nonfiction film, from early cinema to present; formal, historical, philosophical issues in documentary practices.

048:024 (CCL:2624) Introduction to Latin American Film 3 s.h.  
Introduction to filmmaking and films in Latin America through an overview, emphasis on one or more Latin American countries, or a specific theme in Latin American cinema.

048:025 (CCL:1025) Introduction to Critical Reading and Viewing 3 s.h.  
Critical approaches to literature and audiovisual media (film, video, interactive multimedia); selected texts, scholarly and critical responses to them. Requirements: completion of rhetoric requirement.

048:026 (CCL:2625) Introduction to Asian Film 3 s.h.  
Introduction to filmmaking and films in Asia through an overview, emphasis on one or more Asian countries, or a specific theme in Asian cinema.

048:029 (CCL:1000) First-Year Seminar 1 s.h.  
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

048:030 (CCL:1615) Introduction to Film Theory 3 s.h.  
Classical film theory—formalist and realist theories, authorship, genre; contemporary film theory—semiotics, feminism, psychoanalysis, ideological criticism, postmodernism, queer theory.

048:034 (CCL:1834) Modes of Film and Video Production 4 s.h.  
Introduction to nonfiction, fiction, and experimental modes of film and video production; video exercises and nonlinear editing. Corequisites: 048:001 (CCL:1601), if not taken as a prerequisite.

048:040 (CCL:1240) Major Texts of World Literature, Antiquity to 1700 3 s.h.  
Reading, analysis of major literary texts from writing’s origins to 1700 in the Mediterranean, Asia, Africa; interrelationship of literature and history. GE: Literary, Visual, and Performing Arts.

048:041 (CCL:1241) World Literature and World Film 3 s.h.  
Reading and analysis of major literary texts from the 17th century to the present, in chronological sequence; emphasis on interrelationship of literature and history. Requirements: completion of rhetoric requirement. GE: Literary, Visual, and Performing Arts.
**048:051 (CCL:1620) Film Criticism** 3 s.h.
Evaluation and analysis of film, from journalistic reviews to academic scholarship; principles and theoretical positions.

**048:052 (CCL:1625) Gender and Film** 3 s.h.
Representations of femininity, masculinity, sexual identity, how they relate to society, culture; examples from feminist, psychoanalytic, queer theory.

**048:053 (CCL:1630) Introduction to Film Sound** 3 s.h.
Sound as an acoustic, technological, aesthetic, and historical issue; functions of voice, music, sound effects.

**048:061 (CINE:2861) Introduction to Screenwriting: Short Form** 3 s.h.
Principles of writing with an eye to the screen; develop, write, and workshop screenplays for short film/video projects including fiction, nonfiction, and experimental work; introduction to preproduction activities; exercises and journal assignments with diaries, dreams, and conceptual writing practice. Prerequisites: 048:034 (CCL:1834). Requirements: grade of C or higher in 048:034 (CCL:1834).

**048:062 (CCL:1632) Disney in America** 3 s.h.
How Walt Disney Corporation has influenced American cultural values, ideals, and experiences through its evolution from an animation company in the 1920s, to a theme park company and television producer in the 1950s, to a media conglomerate today; the corporation’s national importance, Hollywood’s contributions to the Depression and World War II, postwar urban and community planning, America’s changing leisure behavior, advertising and childhood, modern business history, and exportation of American culture. Same as 045:065 (AMST:1065).

**048:063 (CCL:2863) Film/Video Production: Microcinemas and DIY Distribution** 3 s.h.
Nature and practice of film festivals; microcinemas and small-scale distribution in historical context of cinema culture and as audience-building and outreach for independently produced films, video, and new media; management and orchestration of the annual Iowa City International Documentary Festival. Prerequisites: 048:034 (CCL:1834). Requirements: grade of C or higher in 048:034 (CCL:1834).

**048:064 (CCL:2864) Film/Video Production: Alternative Forms** 3 s.h.
Hands-on workshops in alternative or innovative video/film practices and technologies; varied topics. Prerequisites: 048:034 (CCL:1834). Requirements: grade of C or higher in 048:034 (CCL:1834).

**048:065 (CCL:2865) Film Production: Material of 16mm Film** 3 s.h.
Basic 16mm motion picture camera, editing, and sound techniques; individual and group exercises. Prerequisites: 048:034 (CCL:1834). Requirements: grade of C or higher in 048:034 (CCL:1834).

**048:066 (CCL:2866) Video Production: Nonfiction** 3 s.h.
Single-camera shooting on location, with emphasis on editing; group exercises oriented to nonfiction forms. Prerequisites: 048:034 (CCL:1834). Requirements: grade of C or higher in 048:034 (CCL:1834).

**048:067 (CCL:2867) Screenwriting: Long Form** 3 s.h.
Visualization, sequencing, dialog; preparation of treatment, screenplay for fiction film; script problems. Prerequisites: 048:034 (CCL:1834). Requirements: grade of C or higher in 048:034 (CCL:1834).

**048:068 (CCL:2868) Video Production: Fiction** 3 s.h.
Development of fiction video making technique through group projects in the studio and on location, and nonlinear editing. Prerequisites: 048:034 (CCL:1834). Requirements: grade of C or higher in 048:034 (CCL:1834).

**048:070 (CCL:1635) Styles and Genres** 3 s.h.
Major film types (musicals, science fiction, westerns, film noir) and their cultural significance.

**048:071 (CCL:1640) Film Authors** 3 s.h.
A major director or comparison of directors; director’s role in industrial and collaborative contexts, relations between biography and criticism, function of individual styles.

**048:081 (CCL:1645) Film and Literature** 3 s.h.
Relationships among films, novels, plays, adaptations; shared and distinct formal elements of cinematic and literary texts, their cultural functions.

**048:091 (CCL:1185) Internship** arr.
Opportunity to apply skills; faculty supervision, on or off campus. Requirements: cinema and comparative literature major.

**048:095 (CCL:2199) Undergraduate Seminar** 3 s.h.
Focus on a significant text or critical problem. Requirements: junior or senior standing, and cinema and comparative literature major.

**048:098 (CCL:2198) Honors Tutorial** arr.

**048:099 (CCL:2195) Individual Study** arr.

**048:100 (CCL:2100) Introduction to Criticism and Theory** 3 s.h.
Critical approaches to the phenomenon of literature. Requirements: junior standing.

**048:103 (CCL:4603) Topics in Contemporary Film** 3 s.h.
Specific issues or periods in contemporary film.

**048:104 (CCL:4604) Topics in European Film** 3 s.h.
Specific issues or periods in European film.

**048:105 (CCL:3605) French Cinema** 3-4 s.h.
Taught in English. GE: Literary, Visual, and Performing Arts. Same as 009:147 (FREN:3510).

**048:106 (CCL:4606) Topics in Asian Cinema** 3 s.h.
Issues or topics in East or South Asian cinemas. Same as 039:145 (ASIA:4606).
**048:107 (CCL:3302) Russian Literature in Translation 1860-1917**  
3 s.h.  
Survey of major works, figures, and trends of 19th- and 20th-century Russian literature; age of the Russian novel; development of short fiction, drama, poetry of the Silver Age. Same as 041:102 (SLAV:3202).

**048:108 (CCL:4608) History of Documentary Film**  
3 s.h.  
A period, type, or concern of nonfiction filmmaking. Prerequisites: 048:001 (CCL:1601).

**048:109 (CCL:3309) European Literature of the Nineteenth Century**  
3 s.h.  
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature. Same as 008:131 (ENGL:3349).

**048:110 (CCL:3210) Comparative Arts**  
3 s.h.  
Cultural and aesthetic issues arising from side-by-side investigation of several art forms, including literature, cinema, painting, music, opera, architecture; periods, schools, styles, and their theories. Same as 181:110 (IWP:3210).

**048:112 (CCL:3627) Proseminar in Cinema and Culture**  
1-2 s.h.  
A national cinema or topic in international film.

**048:116 (CCL:3223) Reading European Poetry**  
3 s.h.  
Development of literary reading skills and critical imagination; increase awareness of the complexity of poetry translation, introduction to works of major canonical poets from several European traditions and languages.

**048:117 (CCL:4616) Topics in National Cinema**  
3 s.h.  
Cinema’s intersection with the nation; questions of representation, culture, and identity in the national, subnational, and/or transnational context. Prerequisites: 048:001 (CCL:1601) or 048:002 (CCL:1602).

**048:118 (CCL:4618) Topics in World Cinemas**  
3 s.h.  
Issues in international film history and film theory.

**048:120 (CCL:4620) Issues in Film Theory**  
3 s.h.  
Key theorists, approaches, topics in film theory.

**048:121 (CCL:4821) Film and Video Production: Selected Topics**  
4 s.h.  
Student productions focusing on a particular genre, issue, or process. 16mm, video, or audio, such as experimental film or video, collaborative projects, nonfiction, narrative, and so forth. Prerequisites: 048:064 (CCL:2864) or 048:065 (CCL:2865) or 048:066 (CCL:2866) or 048:068 (CCL:2868) or 048:121 (CCL:4821) or 048:123 (CCL:4843) or 048:131 (CCL:4841) or 048:132 (CCL:4842) or 048:133 (CCL:4845) or 048:136 (CCL:3876), Requirements: grade of C or higher in 048:064 (CCL:2864) or 048:065 (CCL:2865) or 048:066 (CCL:2866) or 048:068 (CCL:2868) or 048:121 (CCL:4821) or 048:123 (CCL:4843) or 048:131 (CCL:4841) or 048:132 (CCL:4842) or 048:133 (CCL:4845) or 048:136 (CCL:3876).

**048:123 (CCL:4843) Film and Video Production: Image Design**  
4 s.h.  
Strategies, techniques, and technologies used in moving image production; emphasis on generic lighting practices, composition; short projects using film, videotape. Prerequisites: 048:063 (CCL:2863) or 048:064 (CCL:2864) or 048:065 (CCL:2865) or 048:066 (CCL:2866) or 048:068 (CCL:2868) or 048:136 (CCL:3876). Requirements: grade of C or higher in 048:063 (CCL:2863) or 048:064 (CCL:2864) or 048:065 (CCL:2865) or 048:066 (CCL:2866) or 048:068 (CCL:2868) or 048:136 (CCL:3876).

**048:124 (CCL:4864) Film Production: Advanced 16mm Film**  
4 s.h.  
Processes and approaches to the short film; students produce a seven-minute, sync-sound project, including film shooting and digital editing. Prerequisites: 048:065 (CCL:2865) or 048:121 (CCL:4821) or 048:123 (CCL:4843).

**048:125 (CCL:3877) Screenwriting: Short Form**  
4 s.h.  
Exercises and projects in writing, developing, and workshopping screenplays for short film or video; budgeting, location scouting, other preproduction activities. Prerequisites: 048:065 (CCL:2865) or 048:066 (CCL:2866) or 048:067 (CCL:2867) or 048:068 (CCL:2868). Requirements: grade of C or higher in 048:065 (CCL:2865) or 048:066 (CCL:2866) or 048:067 (CCL:2867) or 048:068 (CCL:2868).

**048:127 (CCL:4836) Advanced Screenwriting**  
4 s.h.  
Write a feature screenplay (105-115 pages) within the industry standard contract guidelines for independent and studio projects; completion of outline, beat sheet, treatment, first draft; one rewrite. Prerequisites: 048:067 (CCL:2867).

**048:130 (CCL:4825) Digital Production: Animation**  
4 s.h.  
Intermediate 3-D modeling, motion graphics; student projects culminating in CDR or video presentation. Prerequisites: 048:034 (CCL:1834).

**048:131 (CCL:4841) Film/Video/Audio Production: Sound Design**  
4 s.h.  
Concepts and techniques in sound design for film and video; exercises, projects in sound/image relationships using location recording equipment and digital audio workstation for editing, mixing. Prerequisites: 048:063 (CCL:2863) or 048:064 (CCL:2864) or 048:065 (CCL:2865) or 048:066 (CCL:2866) or 048:068 (CCL:2868) or 048:121 (CCL:4821) or 048:123 (CCL:4843) or 048:131 (CCL:4841) or 048:132 (CCL:4842) or 048:133 (CCL:4845) or 048:136 (CCL:3876). Requirements: grade of C or higher in 048:063 (CCL:2863) or 048:064 (CCL:2864) or 048:065 (CCL:2865) or 048:066 (CCL:2866) or 048:068 (CCL:2868) or 048:121 (CCL:4821) or 048:123 (CCL:4843) or 048:131 (CCL:4841) or 048:132 (CCL:4842) or 048:133 (CCL:4845) or 048:136 (CCL:3876).

**048:132 (CCL:4862) Video Production: Advanced Video**  
4 s.h.  

Exploration of personal filmmaking including diary, essay, and fiction forms; emphasis on hybrid approaches to documentary and fiction; independent video projects. Prerequisites: 048:064 (CCL:2864) or 048:066 (CCL:2866) or 048:068 (CCL:2868) or 048:121 (CCL:4821) or 048:123 (CCL:4843) or 048:131 (CCL:4841) or 048:133 (CCL:4845).

048:134 (CCL:3206) Warriors Dreams 3 s.h.
Images of the warrior in traditional Japanese literature, from poetry of the eighth century to romances of the 19th century; readings in English. Same as 39J:146 (JPNS:3206).

048:144 (CCL:4201) The Tale of Genji 3 s.h.
Close reading in English of Murasaki Shikibu's *Tale of Genji*; tale's literary and social contexts, and later reception. Same as 39J:145 (JPNS:4201).

048:147 (CCL:3206) Warriors Dreams 3 s.h.
Images of the warrior in traditional Japanese literature, from poetry of the eighth century to romances of the 19th century; readings in English. Same as 39J:146 (JPNS:3206).

048:148 (CCL:4348) The Third Reich and Literature 3-4 s.h.

048:149 (CCL:3122) Tolstoy and Dostoevsky 3-4 s.h.
Tolstoy's *War and Peace*, *Anna Karenina*; Dostoevsky's *Crime and Punishment*, *The Brothers Karamazov*, and short stories. Taught in English. Same as 041:155 (SLAV:3122).

048:150 (CCL:4890) Media Production Workshop 4 s.h.
Individual film, video, interactive, or screenwriting project; common problems, screenings of work in progress, criticism. Requirements: grade of B- or higher in one advanced production course (100 level and above); and submission and acceptance of written proposal by deadline.

048:151 (CCL:3107) Literature and Anthropology 3 s.h.
Topics vary. Same as 008:151 (ENGL:3107), 113:109 (ANTH:3107).

048:152 (CCL:3152) America in Other Words 1-3 s.h.
Current idea of America in its imaginary form: post-1989 world fiction, poetry, and film in original language, in translation, and via online translation resources. Same as 181:152 (IWP:3152).

048:153 (CCL:4700) Latin American Studies Seminar 3 s.h.

048:154 (CCL:3221) Twentieth-Century Czech Authors 3 s.h.
Twentieth-century prose literature of Czechoslovakia; philosophical works of Capek, Hrabal, Kundera, Klima, Havel. Taught in English. Same as 041:168 (SLAV:3221).

048:161 (CCL:3570) Transnational and Postcolonial Writing by Women 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as 008:161 (ENGL:3570).

048:162 (CCL:3262) Pan-Caribbean Literary Currents 3 s.h.
Twentieth-century fiction, film, and cultural practices in the Hispanic, Francophone, and Anglophone Caribbean; cultural essays to complement literary readings; pan-Caribbean cultural practices—music and carnival celebrations. Taught in English. Requirements: for 048:162 (CCL:3262) — junior or senior standing; for 035:146 (SPAN:3270) — two literature courses. Same as 035:146 (SPAN:3270).

048:163 (CCL:3263) Studies in 20th Century European Literature 3 s.h.
Evolving practices explored through genre, period, movement, or topic, in conjunction with relevant models of analysis; readings in English. Requirements: rhetoric.

048:164 (CCL:2531) Topics in Russian, East European, and Eurasian Studies 3 s.h.
Same as 041:164 (SLAV:2531).

048:166 (CCL:4266) Topics in Literature and Theory 3 s.h.

048:167 (CCL:3647) Gender and Sexuality in French Cinema 3 s.h.
Cultural, historical, semiotic approach to studying construction of gender identity and sexual codes in French cinema from 1920s to present. Taught in English. Prerequisites: 009:111 (FREN:3060) or 048:001 (CCL:1601) or 048:002 (CCL:1602) or 131:010 (GWSS:1001). Same as 009:148 (FREN:3540), 131:167 (GWSS:3540).

048:168 (CCL:4368) Post-Colonial Literature in France 3 s.h.
Literatures and cultures of Arabo-French (Beur) and Afro-French immigrations. Prerequisites: 009:111 (FREN:3060) and 009:112 (FREN:3300). Same as 009:168 (FREN:4080).

048:169 (CCL:4648) Issues in Gender and Sexuality 3 s.h.
Significance of gender and/or sexuality to cinema, in general or in a period, genre, film type, or national cinema; theoretical approaches, including feminist and queer theory.

048:170 (CCL:3750) Topics in Cinema and Culture 3 s.h.
One or more national cinemas in relation to social, historical, and cultural contexts. Prerequisites: 048:001 (CCL:1601).

048:172 (CCL:3135) Narrative and the Cinema 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as 008:172 (ENGL:3135).

048:174 (CCL:4674) Transnational Chinese Cinemas 3 s.h.
Films from Mainland China, Hong Kong, Taiwan, and Chinese diasporic communities, silent era to present; relationship of film to nation-state, cultural interflows, media technologies, ideologies. English subtitles. Same as 039:173 (CHIN:4206).

048:177 (CCL:3277) Literature and Art 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:177 (ENGL:3155).

048:178 (CCL:4678) Topics in Latin American Cinema 3 s.h.
Taught in English. Requirements: one Spanish literature or culture course numbered above 035:130 (SPAN:3200) or one film studies course. Same as 035:191 (SPAN:4810).

048:179 (CCL:3379) Literature and Society 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as 008:179 (ENGL:3152).

048:183 (CCL:4203) Modern Chinese Writers 3 s.h.
Readings in modern and contemporary Chinese fiction; in English translation. Same as 039:180 (CHIN:4203).

048:185 (CCL:3185) Global Women's Cinema 3 s.h.
Introduction to contemporary women’s cinema and feminist filmmaking from around the world; emphasis on post-1968 period and cinema produced outside the United States. Same as 131:185 (GWSS:3185), 218:185 (WLLC:3185).

048:187 (CCL:3266) Women and Nonfiction 3 s.h.
Issues of representation and self-representation by and about women through the study of documentary film and personal essay; focus on paired texts in literature and cinema for analysis and critical reflection; development along historical and transnational lines of inquiry to explore literary and cinematic depictions of racial and cultural identity; motherhood, friendship, and the family; women during wartime, violence against women, domestic and industrial women’s work. Requirements: junior or senior standing. Same as 131:186 (GWSS:3266).

048:190 (CCL:4690) Chicano Cinema 3 s.h.
History of Chicano independent and industry film and television production since the Chicano political and cultural movement began in the 1960s. Taught in English. Requirements: one Spanish literature or culture course numbered 035:130 (SPAN:3200) or above, or one film studies course numbered above 048:050. Same as 035:190 (SPAN:4800).

048:193 (CCL:3101) The Iowa Review Reading Group in Contemporary Fiction 0-3 s.h.
Reading and discussion of unsolicited submissions to The Iowa Review of fiction, poetry, and nonfiction; reading groups formed under supervision of editors; preparation of a portfolio that documents student’s work, with a short commentary reflecting on the process and their role in it.

048:194 (CCL:3102) The Iowa Review Reading Group in Contemporary Poetry 0-3 s.h.
Reading and discussion of unsolicited submissions to The Iowa Review of fiction, poetry, and nonfiction; reading groups formed under supervision of editors; preparation of a portfolio that documents student’s work, with a short commentary reflecting on the process and their role in it.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>048:196</td>
<td>Cuban American Literature and Culture</td>
<td>3 s.h.</td>
<td>Experiences of Cuban exiles in the United States; emergence of a literature and culture based on sense of dispossession, marginality, and memory of island past. Taught in English. Prerequisites: 08G:001 (ENGL:1200). GE: Values, Society, and Diversity. Same as 035:143 (SPAN:3420).</td>
</tr>
<tr>
<td>048:198</td>
<td>The Iowa Review Reading Group in Contemporary Nonfiction</td>
<td>0-3 s.h.</td>
<td>Reading and discussion of unsolicited submissions to The Iowa Review of fiction, poetry, and nonfiction; reading groups formed under supervision of editors; preparation of a portfolio that documents student's work, with a short commentary reflecting on the process and their role in it.</td>
</tr>
<tr>
<td>048:211</td>
<td>Comparative Stylistics</td>
<td>3 s.h.</td>
<td>Translation from English to French, including literary texts. Same as 009:210 (FREN:5020).</td>
</tr>
<tr>
<td>048:217</td>
<td>Introduction to Contemporary Literary Theory</td>
<td>3 s.h.</td>
<td>How major theories construct literary text; structuralist, semiotic, psychoanalytic, Marxist, reader response, Derridian criticism. Taught in English. Same as 035:281 (SPAN:6905).</td>
</tr>
<tr>
<td>048:219</td>
<td>The Iowa Review Teacher's Workshop: Contemporary Literature</td>
<td>1 s.h.</td>
<td>Collaboration with The Iowa Review on adapting materials for classroom use; participants help select poetry, fiction, and literary nonfiction from pages of recent issues and develop curricular materials for use in 9th-12th grade language arts courses on the basis of selected materials; teaching portfolio of selected curricular materials; intended for working teachers in secondary school language arts courses.</td>
</tr>
<tr>
<td>048:223</td>
<td>Romantic Literature</td>
<td>3 s.h.</td>
<td>Same as 008:223 (ENGL:6400).</td>
</tr>
<tr>
<td>048:233</td>
<td>Seminar in Chinese Fiction</td>
<td>3 s.h.</td>
<td>Novels, novelettes; 16th to 18th centuries (Ming and Qing periods). Requirements: ability to read original texts. Same as 039:240 (CHIN:5201).</td>
</tr>
<tr>
<td>048:273</td>
<td>Advanced Film Theory</td>
<td>3 s.h.</td>
<td>A major figure, issue, or approach in film theory.</td>
</tr>
<tr>
<td>048:275</td>
<td>Advanced Film History</td>
<td>3 s.h.</td>
<td>A major period or topic in film history; issues in film historiography, research.</td>
</tr>
<tr>
<td>048:277</td>
<td>Studies in Sound and Image</td>
<td>3 s.h.</td>
<td>Theoretical and historical approaches to film sound, technology, style.</td>
</tr>
<tr>
<td>048:300</td>
<td>American Film and American Culture</td>
<td>3 s.h.</td>
<td>Relationships between film and culture as developed in a particular approach, period, subject. Same as 045:300 (AMST:6080).</td>
</tr>
<tr>
<td>048:305</td>
<td>Special Topics in European Film</td>
<td>3 s.h.</td>
<td>Key issues, movements, periods, or figures in European film.</td>
</tr>
<tr>
<td>048:355</td>
<td>Seminar: Comparative Topics</td>
<td>arr.</td>
<td>Comparative topics in literature, theory, media, cultural studies Same as 009:350 (FREN:7105).</td>
</tr>
<tr>
<td>048:410</td>
<td>Thesis</td>
<td>arr.</td>
<td></td>
</tr>
<tr>
<td>048:454</td>
<td>Seminar: Postcolonial Studies</td>
<td>3 s.h.</td>
<td>Same as 008:450 (ENGL:7800).</td>
</tr>
<tr>
<td>048:460</td>
<td>Seminar: Problems in Aesthetics and Literary Theory</td>
<td>arr.</td>
<td></td>
</tr>
<tr>
<td>048:462</td>
<td>Seminar in Comparative Literature</td>
<td>3 s.h.</td>
<td>In-depth study of a comparative topic or a current theoretical debate in the discipline.</td>
</tr>
<tr>
<td>048:615</td>
<td>Seminar: Film Theory</td>
<td>3 s.h.</td>
<td>A major figure, issue, or approach in film theory.</td>
</tr>
</tbody>
</table>
048:616 (CCL:7616) Seminar: Film History 3 s.h.
A major period or topic in film history; issues in film historiography, research.

048:640 (CCL:5890) Colloquium in Film and Video Production 4 s.h.
Production and theory, with focus on varied theoretical issues; readings, projects. Recommendations: previous experience with video production.
Classics

Interim chair
• Robert C. Ketterer

Professors
• Helena Dettmer, John F. Finamore, Craig Gibson, Carin M. Green, Robert C. Ketterer, Arthur L. Spisak

Associate professors
• Mary J. Depew, Glenn R. Storey

Assistant professors
• Marquis S. Berrey, Robert R. Cargill, Paul C. Dilley

Lecturers
• Marcia Lindgren, Rosemary Moore

Adjunct professor
• Peter Green

Professors emeriti
• Erling B. Holtsmark, Donald F. Jackson

Undergraduate majors: ancient civilization (B.A.); classical languages (B.A.)
Undergraduate minors: ancient civilization; classical languages; Greek; Latin
Postbaccalaureate certificate: classics
Graduate degrees: M.A. in classics; M.A. in Greek; M.A. in Latin; Ph.D. in classics
Web site: http://clas.uiowa.edu/classics/

Classics is the study of ancient languages, literatures, and cultures of the Mediterranean basin from approximately 2000 B.C.E. to 600 C.E. It embraces three civilizations—the Minoan-Mycenaean, Greek, and Roman; two languages—Greek and Latin; and a geographical area including Europe, North Africa, Egypt, and the Near East. The Department of Classics provides a basis for understanding and interpreting the contribution of the ancient world to life in the present and the future.

Undergraduates in all majors may satisfy the World Languages requirement of the General Education Program (p. 306) with courses in Greek, Latin, or Sanskrit; see "Language for General Education" below. The department offers a substantial selection of courses taught in English at the undergraduate and graduate levels; several are approved for General Education. The department’s First-Year Seminar introduces entering undergraduates to classics.

Undergraduate Programs of Study

• Major in ancient civilization (Bachelor of Arts)
• Major in classical languages (Bachelor of Arts)
• Minor in ancient civilization
• Minor in classical languages
• Minor in Greek
• Minor in Latin

The department’s undergraduate majors provide a solid foundation for graduate study in classics, European literature, law, history, art, philosophy, and religion. The major in classical languages offers concentrations in Greek and/or Latin. Bachelor of Arts graduates have become secondary school and university teachers, lawyers, doctors, librarians, museum curators, and bankers.

Bachelor of Arts: Ancient Civilization

The Bachelor of Arts with a major in ancient civilization requires a minimum of 120 s.h., including at least 30 s.h. of work for the major. The program concentrates on the ancient civilization of the Mediterranean world, draws on courses offered by various University departments, and allows students to create individual programs. The major offers an optional track for students with a particular interest in civilizations of the east Mediterranean from the earliest times through antiquity; see "Egypt and the Ancient Near East Track" below.

The major, including the Egypt and the ancient Near East track, is sponsored by the School of Art and Art History and the Departments of Classics, History, and Religious Studies.

Although the major is not preparation for graduate study in classics, it provides a sound basis for preparing individuals to teach at the secondary school and community college levels. It also provides a liberal arts and sciences foundation appropriate for further study in law, medicine, and other professions.

Students choose courses in consultation with their advisors. They must earn at least 15 s.h. of the credit required for the major in courses numbered 100 or above, which may include classics in English courses numbered 20E:100 (CLSA:4400) and above, the Greek language courses 20G:011 (CLSG:2001) Second-Year Greek I and 20G:012 (CLSG:2002) Second-Year Greek II, and the Latin language courses 20L:011 (CLSL:2001) World of Cicero and 20L:012 (CLSL:2002) Golden Age of Roman Poetry. Transfer credit is evaluated individually.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

In addition to completing required course work, students maintain a required portfolio detailing their progress toward the major, which they must complete before graduation; see "Major Portfolio" below.

Students must maintain a g.p.a. of at least 2.00 in work for the major and in all University of Iowa courses.

The major in ancient civilization requires the following course work.

MATERIAL CULTURE
At least 6 s.h. from these:
01H:026 (ARTH:2320)/20E:026 (CLSA:2226) Introduction to Ancient Art 3 s.h.
01H:109 (ARTH:3161) Themes in Ancient Art 3 s.h.
01H:110 (ARTH:3320)/032:104 (RELS:3704) Egyptian Art 3 s.h.
01H:127 (ARTH:3330)/20E:124 (CLSA:3227) Classical Greek Art 3 s.h.
01H:128 (ARTH:3340) Greek Vase Painting 3 s.h.
01H:133 (ARTH:3360)/20E:130 (CLSA:3233) Art of the Ancient Roman Empire 3 s.h.
01H:134 (ARTH:3370)/20E:129 (CLSA:3234) Art and Culture in Ancient Pompeii 3 s.h.
At least 6 s.h. from these:

STUDIES

ANCIENT PHILOSOPHY AND RELIGIOUS STUDIES

At least 6 s.h. from these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>016:045</td>
<td>(HIST:2461)/032:061 (RELS:2361) Alexander to Suleiman</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:071</td>
<td>(CLSA:2461) Middle East and Mediterranean: Alexander to Suleiman</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:100</td>
<td>(HIST:4400)/20E:100 (CLSA:4400) The Roman Empire</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:102</td>
<td>(HIST:3436)/20E:136 (CLSA:3836) Food in Ancient Mediterranean Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:103</td>
<td>(HIST:4403) Alexander the Great</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:104</td>
<td>(HIST:4404) The World of Ancient Greece</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:105</td>
<td>(HIST:3405)/20E:144 (CLSA:3144) Engineering and Technology in the Ancient Mediterranean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:106</td>
<td>(HIST:4406)/20E:106 (CLSA:4106) Warfare in Ancient Mediterranean Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:107</td>
<td>(HIST:4407) The Hellenistic World and Rome</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:115</td>
<td>(HIST:3151)/20E:151 (CLSA:3151) Roman Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:017</td>
<td>(CLSA:1117) The First Caesars: Julius Caesar to Nero</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:030</td>
<td>(CLSA:1830) Greek Civilization</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:031</td>
<td>(CLSA:1840) Roman Civilization</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

ANCIENT HISTORY

At least 6 s.h. from these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>016:045</td>
<td>(HIST:2461)/032:061 (RELS:2361) Alexander to Suleiman</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:061</td>
<td>(RELS:2361) Middle East and Mediterranean: Alexander to Suleiman</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:071</td>
<td>(CLSA:2461) Middle East and Mediterranean: Alexander to Suleiman</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:100</td>
<td>(RELS:4001) Biblical Hebrew I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>032:101</td>
<td>(RELS:4002) Biblical Hebrew II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>032:102</td>
<td>(RELS:4003) Biblical Hebrew III</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>032:103</td>
<td>(RELS:4004) Biblical Hebrew IV</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

CLASSICS IN ENGLISH AND LANGUAGE COURSES

At least 9 s.h. from these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>032:145</td>
<td>(RELS:3245)/20E:145 (CLSA:3445) Mythology of Otherworldly journeys</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:152</td>
<td>(RELS:4352)/20E:152 (CLSA:4452) Qumran and the Dead Sea Scrolls</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:164</td>
<td>(RELS:3716)/20E:115 (CLSA:3416) Greek Religion and Society</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

ADDITIONAL COURSE

A course in material culture, history, philosophy, religion, or linguistics chosen in consultation with the advisor

MAJOR PORTFOLIO

To comply with the Board of Regents, State of Iowa, policy on student outcomes assessment, the Department of Classics has established a method to assess the achievement level of B.A. students completing one of the department’s majors. Each student must maintain a portfolio that details the student’s progress in attaining the objectives of his or her major. Students must register for and complete the following course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20E:182</td>
<td>(CLSA:3982) Graduation Portfolio</td>
<td>0 s.h.</td>
</tr>
</tbody>
</table>

The student submits the portfolio to the undergraduate advisor by midterm of the semester in which the student intends to graduate. Formal approval of the portfolio is required for graduation. Consult the undergraduate advisor for details.

Egypt and the Ancient Near East Track

The Egypt and the ancien Near East track concentrates on the civilizations of the east Mediterranean, specifically Egypt and the cultures of Asia Minor, from the earliest times through late antiquity.

The track is interdisciplinary; students select courses from archaeology, art, history, literature, and religion. The track provides a sound basis for preparing individuals to teach ancient civilizations of the Mediterranean and the Near East, ancient history, and ancient art history at the secondary school and community college levels. It also provides a strong liberal arts foundation suitable for further study in law, medicine, and other professions.

Students in the Egypt and the ancient Near East track choose courses in consultation with their advisors.
must earn at least 21 s.h. of the credit required for the ancient civilization major in courses listed under "Course Selection Requirements" below. They also must earn at least 15 s.h. for the major in courses numbered 100 or above, which may include classics in English courses numbered 20E:100 (CLSA:4400) and above, the Greek language courses 20G:011 (CLSG:2001) Second-Year Greek I and 20G:012 (CLSG:2002) Second-Year Greek II, and the Latin language courses 20L:011 (CLSL:2001) World of Cicero and 20L:012 (CLSL:2002) Golden Age of Roman Poetry. Transfer credit is evaluated individually.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

In addition to required course work, students maintain a required portfolio detailing their progress toward the major, which they must complete before graduation; see "Major Portfolio" below.

Students must maintain a g.p.a. of at least 2.00 in work for the major and in all University of Iowa courses.

The major in ancient civilization with the Egypt and the ancient Near East track requires the following course work.

**MATERIAL CULTURE**

At least 6 s.h. from these:

01H:026 (ARTH:2320)/20E:026 (CLSA:2226) Introduction to Ancient Art

01H:110 (ARTH:3320)/032:104 (RELS:3704) Egyptian Art

20E:196 (CLSA:3596)/113:196 (ANTH:3275) The Archaeology of Ancient Egypt

113:188 (ANTH:3242) Archaeology of the Middle East--Prehistory and Early History

**ANCIENT HISTORY**

At least 6 s.h. from these:

016:001 (HIST:2401) Western Civilization I

16E:100 (HIST:4400)/20E:100 (CLSA:4400) The Roman Empire


16E:102 (HIST:3436)/20E:136 (CLSA:3836) Food in Ancient Mediterranean Society

16E:103 (HIST:4403) Alexander the Great

16E:105 (HIST:3405)/20E:144 (CLSA:3144) Engineering and Technology in the Ancient Mediterranean

16E:106 (HIST:4406)/20E:106 (CLSA:4106) Warfare in Ancient Mediterranean Society


20E:081 (CLSA:1181)/152:081 (GHS:1181) Ancient Alexander to Suleiman

**ANCIENT PHILOSOPHY AND RELIGIOUS STUDIES**

At least 6 s.h. from these:

20E:082 (CLSA:2482)/032:082 (RELS:2182) Ancient Mediterranean Religions

20E:104 (CLSA:3440)/032:109 (RELS:3340) The Development of the Afterlife in Judaism and Christianity

20E:140 (CLSA:3340) Magic in the Ancient World

20E:145 (CLSA:3445)/032:145 (RELS:3245) Mythology of Otherworldly Journeys

20E:146 (CLSA:3443)/032:143 (RELS:3243) Early Christianity: From Jesus to the Rise of Islam

032:001 (RELS:1001) The Judeo-Christian Tradition 3 s.h.

032:030 (RELS:1130) Introduction to Islamic Civilization 3 s.h.

**CLASSICS IN ENGLISH AND LANGUAGE COURSES**

At least 9 s.h. from these:

032:100 (RELS:4001) Biblical Hebrew I 4 s.h.

032:101 (RELS:4002) Biblical Hebrew II 4 s.h.


039:113 (SOAS:3902)/20E:122 (CLSA:3902) Second-Year Sanskrit: Second Semester 3 s.h.


195:120 (ARAB:2030) Formal Spoken Arabic 2 s.h.

195:130 (ARAB:3011) Advanced Modern Standard Arabic I 3 s.h.

Classics in English courses [prefix 20E (CLSA)]

Greek courses [prefix 20G (CLSG)]

Latin courses [prefix 20L (CLSL)]

**ADDITIONAL COURSE**

A course in material culture, history, philosophy, religion, or linguistics chosen in consultation with the advisor

**COURSE SELECTION REQUIREMENTS**

Students in the Egypt and the ancient Near East track must earn at least 21 s.h. of the credit required for the ancient civilization major in courses chosen from the following list, with at least 15 s.h. required in courses numbered 100 or above.

01H:026 (ARTH:2320)/20E:026 (CLSA:2226) Introduction to Ancient Art 3 s.h.

016:001 (HIST:2401) Western Civilization I (with Egyptian/Ancient Near Eastern component) 3-4 s.h.


20E:081 (CLSA:1181)/152:081 (GHS:1181) Ancient Medicine 3 s.h.

20E:082 (CLSA:2482)/032:082 (RELS:2182) Ancient Mediterranean Religions 3 s.h.

20E:146 (CLSA:3443)/032:143 (RELS:3243) Early Christianity: From Jesus to the Rise of Islam 3 s.h.

20G:011 (CLSG:2001) Second-Year Greek I 3 s.h.

20G:012 (CLSG:2002) Second-Year Greek II 3 s.h.

20G:120 (CLSG:3001) Archaic and Classical Periods I 3 s.h.

20G:121 (CLSG:3002) Archaic and Classical Periods II 3 s.h.

20G:122 (CLSG:3003) Classical and Hellenistic Periods I 3 s.h.

20G:123 (CLSG:3004) Classical and Hellenistic Periods II 3 s.h.

20G:176 (CLSG:4076) Greek Composition 3 s.h.


20L:012 (CLSL:2002) Golden Age of Roman Poetry 3 s.h.

20L:120 (CLSL:3001) Latin Literature of the Republic I 3 s.h.

20L:121 (CLSL:3002) Latin Literature of the Republic II 3 s.h.

20L:122 (CLSL:3003) Latin Literature of the Empire I 3 s.h.

20L:123 (CLSL:3004) Latin Literature of the Empire II 3 s.h.

20L:171 (CLSL:3176) Elementary Latin Composition 3 s.h.

032:001 (RELS:1001) The Judeo-Christian Tradition 3 s.h.

032:030 (RELS:1130) Introduction to Islamic Civilization 3 s.h.
032:100 (RELS:4001) Biblical Hebrew I 4 s.h.
032:101 (RELS:4002) Biblical Hebrew II 4 s.h.
039:111 (SOAS:2902)/20E:111 (CLSA:2902) First-Year
Sanskrit: Second Semester 4 s.h.
039:112 (SOAS:3901)/20E:121 (CLSA:3901) Second-Year
Sanskrit: First Semester 3 s.h.
039:113 (SOAS:3902)/20E:122 (CLSA:3902) Second-Year
Sanskrit: Second Semester 3 s.h.
Arabic I 5 s.h.
Arabic II 5 s.h.
195:120 (ARAB:2030) Formal Spoken Arabic 2 s.h.
195:130 (ARAB:3011) Advanced Modern Standard Arabic 3 s.h.

**MAJOR PORTFOLIO**

To comply with the Board of Regents, State of Iowa, policy on student outcomes assessment, the Department of Classics has established a method to assess the achievement level of B.A. students completing one of the department’s majors. Each student must maintain a portfolio that details the student’s progress in attaining the objectives of his or her major. Students must register for and complete the following course.

20E:182 (CLSA:3982) Graduation Portfolio 0 s.h.

The student submits the portfolio to the undergraduate advisor by midterm of the semester in which the student intends to graduate. Formal approval of the portfolio is required for graduation. Consult the undergraduate advisor for details.

**Bachelor of Arts: Classical Languages**

The Bachelor of Arts with a major in classical languages requires a minimum of 120 s.h., including at least 36 s.h. of work for the major. The major trains students to read the ancient Greek and/or Latin languages and acquaints them with the major works of Greek and/or Roman literature.

Classical languages students learn about the history of ancient Greece of the eighth through the fourth centuries B.C.E., where most of the modern Western notions of political, artistic, and social life are rooted. They also develop an understanding of the Roman republic and empire, when Rome established its hegemony over the Mediterranean basin, laid the foundation of law for the Western World, and spread Greece’s culture to the West.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). Transfer credit is evaluated individually.

In addition to completing required course work, students maintain a required portfolio detailing their progress toward the major, which they must complete before graduation; see “Major Portfolio” below.

The major in classical languages requires the following course work.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate or advanced Greek and/or Latin</td>
<td>18 s.h.</td>
</tr>
</tbody>
</table>

Additional classics courses at any level, including a maximum of 9 s.h. in classics in English courses [prefix 20E (CLSA)] 15 s.h.

The following advanced undergraduate Greek courses are offered every other year and may be repeated or taken in any sequence. They cover a broad range of prose and poetry in historical context.

20G:120 (CLSG:3001) Archaic and Classical Periods I 3 s.h.
20G:121 (CLSG:3002) Archaic and Classical Periods II 3 s.h.
20G:122 (CLSG:3003) Classical and Hellenistic Periods I 3 s.h.
20G:123 (CLSG:3004) Classical and Hellenistic Periods II 3 s.h.

The following advanced undergraduate Latin courses are offered every other year and may be repeated or taken in any sequence. They cover a range of Latin prose and poetry in historical context from the mid-republic to the third century C.E.

20L:120 (CLSL:3001) Latin Literature of the Republic I 3 s.h.
20L:121 (CLSL:3002) Latin Literature of the Republic II 3 s.h.
20L:122 (CLSL:3003) Latin Literature of the Empire I 3 s.h.
20L:123 (CLSL:3004) Latin Literature of the Empire II 3 s.h.

**MAJOR PORTFOLIO**

To comply with the Board of Regents, State of Iowa, policy on student outcomes assessment, the Department of Classics has established a method to assess the achievement level of B.A. students completing one of the department’s majors. Each student must maintain a portfolio that details the student’s progress in attaining the objectives of his or her major. Students must register for and complete the following course.

20E:182 (CLSA:3982) Graduation Portfolio 0 s.h.

The student submits the portfolio to the undergraduate advisor by midterm of the semester in which the student intends to graduate. Formal approval of the portfolio is required for graduation. Consult the undergraduate advisor for details.

**B.A. with Teacher Licensure**

Students majoring in ancient civilization or classical languages who are interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for their major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**B.A.: Ancient Civilization**

Before the fifth semester begins: at least two courses in the major
Before the seventh semester begins: at least six courses in the major; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least eight courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.A.: Classical Languages—Greek and Latin

Before the third semester begins:


Before the seventh semester begins: sixth semester of Latin and fourth semester of Greek, or sixth semester of Greek and fourth semester of Latin, two more courses in the major; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: enrollment in at least two or three additional courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.A.: Classical Languages—Greek Only

Before the third semester begins:


Before the seventh semester begins: three or four more courses in the major

Before the eighth semester begins: two or three more courses in the major; and at least 90 s.h. earned toward the degree

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.A.: Classical Languages—Latin Only

Before the third semester begins:


Before the seventh semester begins: three or four more courses in the major; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major

The Department of Classics offers students majoring in ancient civilization or in classical languages the opportunity to graduate with honors in the major. Departmental honors students must maintain a g.p.a. of at least 3.50 in their first three years of classics courses. To graduate with honors in the major, they must complete two courses in honors reading during their senior year, one each semester of the year, earning 3 s.h. of credit for each course. The readings and discussions must be on an ancient author or a field in ancient history or literature chosen by the student and his or her instructor. At the end of the second semester, the student presents a long paper, which is read and judged for honors by two members of the department. Students who write an honors thesis in classical languages must be enrolled at the same time in the appropriate advanced language courses.

Departmental honors students must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

Minor: Ancient Civilization

The minor in ancient civilization requires a minimum of 15 s.h., including at least 12 s.h. in advanced courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the minor.

Department of Classics courses in Greek numbered 20G:011 (CLSG:2001) Second-Year Greek I or above and in Latin numbered 20L:011 (CLSL:2001) World of Cicero or above are considered advanced for the minor in ancient civilization. Appropriate courses in art, religion, history, and philosophy may be counted toward the minor in ancient civilization, if approved by the undergraduate advisor. Students who have taken high school Greek or Latin should consult the advisor.

Minor: Classical Languages

The minor in classical languages requires a minimum of 15 s.h., including at least 12 s.h. in advanced courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students may count one relevant classics department course taught in English (prefix 20E) toward the minor. A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3
s.h. of lower-level transfer credit may be counted toward the minor.


Minor: Greek

The minor in Greek requires a minimum of 15 s.h., including at least 12 s.h. in advanced courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students may count one relevant classics department course taught in English (prefix 20E) toward the minor. A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the minor.

The sequence 20G:011 (CLSG:2001) Second-Year Greek I and 20G:012 (CLSG:2002) Second-Year Greek II, and Department of Classics courses numbered 100 or above are considered advanced for the minor in Greek. Students may satisfy the advanced courses requirement for the minor by completing 20G:011 (CLSG:2001) Second-Year Greek I and 20G:012 (CLSG:2002) Second-Year Greek II plus two courses numbered 100 or above, one of which may be a relevant 20E course in Greek history, culture, or literature. For a list of relevant courses, contact the undergraduate advisor. Students who have taken high school Greek or Latin should consult the advisor.

Minor: Latin

The minor in Latin requires a minimum of 15 s.h., including at least 12 s.h. in advanced courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students may count one relevant classics department course taught in English (prefix 20E) toward the minor. A maximum of 6 s.h. of work for another University of Iowa major, minor, or certificate and up to 3 s.h. of lower-level transfer credit may be counted toward the minor.

The sequence 20L:011 (CLSL:2001) World of Cicero and 20L:012 (CLSL:2002) Golden Age of Roman Poetry, and Department of Classics courses numbered 100 or above are considered advanced for the minor in Latin. Students may satisfy the advanced courses requirement for the minor by completing 20L:011 (CLSL:2001) World of Cicero and 20L:012 (CLSL:2002) Golden Age of Roman Poetry plus two courses numbered 100 or above, one of which may be a relevant 20E course in Roman history, culture, or literature. For a list of relevant courses, contact the undergraduate advisor. Students who have taken high school Latin should consult the advisor.

Language for General Education

The Department of Classics offers course sequences in Greek, Latin, and Sanskrit that students in all majors may use to fulfill the World Languages requirement of the College of Liberal Arts and Sciences General Education Program (p. 306).

Students who have had previous course work or other experience with Greek or Latin should take the appropriate language placement test, which helps determine the level at which a student should begin Greek or Latin language study at The University of Iowa. The tests are offered during summer orientation programs and monthly by Evaluation and Examination Service.

Students with previous knowledge of Sanskrit should consult the department about appropriate placement.

GREEK

Students who wish to fulfill the General Education Program’s World Languages requirement with Greek should complete the following sequence.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>20G:001</td>
<td>Classical and New Testament Greek I</td>
<td>3-5 s.h.</td>
</tr>
<tr>
<td>20G:002</td>
<td>Classical and New Testament Greek II</td>
<td>3-5 s.h.</td>
</tr>
<tr>
<td>20G:011</td>
<td>Second-Year Greek I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20G:012</td>
<td>Second-Year Greek II</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

LATIN

Students who wish to fulfill the General Education Program’s World Languages requirement with Latin should complete the following sequence.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>20L:001</td>
<td>Elementary Latin I</td>
<td>3-5 s.h.</td>
</tr>
<tr>
<td>20L:002</td>
<td>Elementary Latin II</td>
<td>3-5 s.h.</td>
</tr>
<tr>
<td>20L:011</td>
<td>World of Cicero</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20L:012</td>
<td>Golden Age of Roman Poetry</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Some students may be able to fulfill the requirement by substituting 20L:005 (CLSL:1005) Accelerated Latin for 20L:001 (CLSL:1001) and 20L:002 (CLSL:1002) in the sequence above. Students who have taken 20L:001 (CLSL:1001) and 20L:002 (CLSL:1002) should not enroll in 20L:005 (CLSL:1005).

SANSKRIT

Students who wish to fulfill the General Education Program’s World Languages requirement with Sanskrit should complete the following sequence.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>20E:110</td>
<td>First-Year Sanskrit: First Semester</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>20E:111</td>
<td>First-Year Sanskrit: Second Semester</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>20E:121</td>
<td>Second-Year Sanskrit: First Semester</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:122</td>
<td>Second-Year Sanskrit: Second Semester</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Postbaccalaureate Program of Study

- Certificate in Classics
Certificate

The Postbaccalaureate Certificate in Classics requires 18 s.h. in Department of Classics courses numbered 100 and above (upper-level and graduate courses). The program is designed for students who have a bachelor’s degree and would like further study in Greek and Latin in order to be competitive for admission to a graduate program in classics. Entry to most graduate programs requires study of both Latin and Greek, normally a minimum of three years in one language and two years in the other.

The certificate is designed to be completed in two semesters by students who enter with two years of Latin and one to two years of Greek, or vice versa. It requires 18 s.h. in Department of Classics courses numbered 100 or above (upper-level and graduate courses). At least 12 s.h. of the required credit must be earned in Greek and Latin language courses; the remaining 6 s.h. may be earned in approved advanced courses taught in English [prefix 20E (CLSA)]. Transfer credit is not accepted toward the certificate. Students must maintain a g.p.a. of at least 3.00 to remain in good standing and complete the program.

A suggested plan of study for a student who enters the program with two years of Latin and one year of Greek is as follows.

Fall semester:

- 20E:198 (CLSA:4085) Postbaccalaureate Seminar 0 s.h.
- 20L:120 (CLSL:3001) Latin Literature of the Republic I 3 s.h.
- 20L:171 (CLSL:3176) Elementary Latin Composition 3 s.h.

Spring semester:

- 20G:012 (CLSG:2002) Second-Year Greek II 3 s.h.
- 20L:121 (CLSL:3002) Latin Literature of the Republic II 3 s.h.
- One elective with prefix 20E, 20G, or 20L numbered 100 or above 3 s.h.

A suggested plan of study for a student who enters the program with two years of Latin and one year of Greek is as follows.

Fall semester:

- 20E:198 (CLSA:4085) Postbaccalaureate Seminar 0 s.h.
- 20G:120 (CLSG:3001) Archaic and Classical Periods I 3 s.h.
- 20L:120 (CLSL:3001) Latin Literature of the Republic I 3 s.h.
- 20L:171 (CLSL:3176) Elementary Latin Composition 3 s.h.

Spring semester:

- 20G:121 (CLSG:3002) Archaic and Classical Periods II 3 s.h.
- 20L:121 (CLSL:3002) Latin Literature of the Republic II 3 s.h.
- One elective with prefix 20E, 20G, or 20L numbered 100 or above 3 s.h.

Students who complete the program successfully receive a certificate from the College of Liberal Arts and Sciences and a letter from the Department of Classics.

Admission

Applicants must have a baccalaureate degree from an accredited college or university and a minimum of two years of language study (two years of Latin or two years of Greek, or one year of each). In unusual circumstances, students with less language preparation may be admitted.

Applicants who are not enrolled in a graduate or professional program may apply to The University of Iowa as undergraduate transfer students; they must state on their application that they are applying to the College of Liberal Arts and Sciences for admission to the classics postbaccalaureate certificate program. They must submit transcripts confirming preparation for certificate language study, a statement of purpose, scores on the Graduate Record Examination (GRE) General Test, a writing sample, and three letters of recommendation from faculty members at their baccalaureate institution.

Graduate Programs of Study

- Master of Arts and Doctor of Philosophy in classics
- Master of Arts in Greek
- Master of Arts in Latin

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Master of Arts

The Master of Arts program in classics, Greek, or Latin requires a minimum of 30 s.h. in courses numbered 101 or above. Students may count a maximum of 12 s.h. earned in courses numbered 101-199 toward the degree. Courses taken to complete the Postbaccalaureate Certificate in Classics do not count toward the degree.

Students must pass a sight examination in the language(s) studied and an examination on literature and history.

Doctor of Philosophy

The Doctor of Philosophy program in classics requires a minimum of 72 s.h. of graduate credit, including the courses listed below (27 s.h.). Students may count no more than 12 s.h. earned in courses numbered 101-199 toward the degree. Courses taken to complete the Postbaccalaureate Certificate in Classics may not be counted toward the degree.

Students also must take precomprehensive and comprehensive examinations and write a dissertation.

REQUIRED COURSES

- 20G:176 (CLSG:4076) Greek Composition (or equivalent) 3 s.h.
- 20G:204 (CLSG:5001) Archaic Greek Literature 3 s.h.
- 20G:205 (CLSG:5002) Classical and Hellenistic Literature 3 s.h.
- 20L:204 (CLSL:5001) Republican Literature 3 s.h.
- 20L:205 (CLSL:5002) Imperial Literature 3 s.h.
- 20L:272 (CLSL:6076) Advanced Latin Composition (or equivalent) 3 s.h.
- Two graduate-level courses in cognate subjects such as anthropology, art history, linguistics, philosophy, or rhetoric 6 s.h.
- Other interdisciplinary courses (with approval of the graduate advisor)

The remaining course work is made up of Department of Classics and other courses.

PH.D. EXAMINATIONS

Ph.D. students must take precomprehensive exams in Latin sight reading and Greek sight reading and must attempt one sight reading exam by the end of their first year of graduate study. Competence in reading both German and French must be demonstrated by the end of the second year of study.
Students must take the second-year exam at the end of their second year. The remaining exams may be taken in any sequence. Students must file a request for the fourth-year comprehensive exam at least three weeks before the date of the exam.

**Sight-reading exam:**
- Latin: four hours, written
- Greek: four hours, written

**Second-year exam:**
- Literature and history: four hours, written

**Fourth-year comprehensive exam:**
- Greek and Roman history/material culture based on reading list: three hours, written
- Latin literature, based on reading list: three hours, written
- Greek literature, based on reading list: three hours, written

If a student performs unsatisfactorily on either or both of the Latin and Greek reading list exams, the director of graduate studies sets up an oral exam in order to review questions on which the student did not exhibit sufficient knowledge.

**Special field or author (Greek):** four hours, written
**Special field or author (Latin):** four hours, written

### Facilities

The University of Iowa Libraries’ Main Library and the Art Library house extensive collections of classical texts and uninterrupted runs of classical periodicals from 1850 that facilitate research in the major areas of Greek and Roman civilization. The Department of Classics has a varied collection of slides on classical subjects and a small library of reference works, texts, and issues of classical and archaeological journals. The department’s classical museum contains a small collection of coins, vases, and facsimiles in bronze from Mycenae, Pompeii, and Herculaneum.

The University is a supporting institution of the American School of Classical Studies at Athens, the American Academy in Rome, and the Intercollegiate Center for Classical Studies in Rome. Consult the director of undergraduate studies for more information.

The department offers students the opportunity to participate in an archaeological dig during the summer. Contact the Department of Classics in mid-February for details.

### Courses

#### Classics in English for Undergraduates

All readings for these courses are in English; previous knowledge of Greek or Latin is not required.

**20E:005 (CLSA:1805) Legends and Heroes of Ancient Rome**
- 1 s.h.
  - Introduction to narratives of Roman heroes from Livy, Ovid, and Plutarch; background information for further study in classics.

**20E:006 (CLSA:1806) Ancient Greece**
- 1 s.h.
  - Classical civilization from the Mycenaean Age to the advent of Rome.

**20E:007 (CLSA:1807) Ancient Rome**
- 1 s.h.
  - From the fall of the Republic to the fall of the Empire.

**20E:008 (CLSA:1808) Roman Civilization**
- 1 s.h.
  - From the advent of Rome to the end of the Empire.

**20E:009 (CLSA:1809) Classics and Cinema**
- 3 s.h.
  - Cinematic depictions of the classical world compared with scholarly views; selected films and primary ancient sources of the same period.

**20E:014 (CLSA:1010) Hero, God, Mortal: Literature of Greece**
- 3 s.h.
  - Ancient Greek literature and culture as it responded to Homer; may include genre (e.g., epic to tragedy), religion, changing concept of hero, interaction with Mediterranean cultures, myth versus history. GE: Literary, Visual, and Performing Arts.

**20E:015 (CLSA:1020) Love and Glory: Literature of Rome**
- 3 s.h.
  - Main themes and works of ancient Roman literature; works reflecting conflict of personal desire and public self in Rome. GE: Literary, Visual, and Performing Arts.

**20E:017 (CLSA:1117) The First Caesars: Julius Caesar to Nero**
- 3 s.h.
  - Introduction to history, politics, and personalities of the first Caesars, the Julio-Claudians (Julius Caesar, Augustus, Tiberius, Caligula, Claudius, and Nero); conditions of the Roman social and political system that led to the Caesars; character of each emperor; changes each brought about in that system; primary and secondary sources.

**20E:025 (CLSA:2125) Introduction to Ancient Art**
- 3 s.h.
  - Art and architecture of the Mediterranean world ca. 3500 B.C.E. to death of Constantine (337 C.E.): Egyptian, Cycladic, Minoan, Mycenaean, Greek, Etruscan, and Roman cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, religion. Same as 01H:025 (ARTH:2320).

**20E:027 (CLSA:2330) Introduction to Ancient Art and Ancient Near Eastern Art**
- 3 s.h.
  - Art and architecture of Egypt and the Near East (ca. 3500 B.C.E.) to advent of Islam; Egyptian, Sumerian, Assyrian, Babylonian, and Persian cultures; artistic responses to life and death; impact of breakthroughs in technology and engineering on visual culture; role of art in empire building; interrelationships of art, politics, and religion. Same as 01H:027 (ARTH:2330).

**20E:029 (CLSA:1000) First-Year Seminar**
- 1 s.h.
  - Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

**20E:030 (CLSA:1830) Greek Civilization**
- 3 s.h.
  - History, literature, art, architecture, religion, social life ca. 3000 B.C.E. to second century B.C.E. GE: Historical Perspectives.

**20E:031 (CLSA:1840) Roman Civilization**
- 3 s.h.
  - History, literature, politics, religion, social structure from eighth century B.C.E. to second century C.E. GE: Historical Perspectives.

**20E:035 (CLSA:1035) Greek Tragedy, Comedy, and the Invention of Democracy**
- 3 s.h.
What is a citizen? How shall women and men act as members of a greater society? Greek tragedy and comedy asked these questions. Greek playwrights used ancient myth to discuss their modern polis; major Greek tragedies and comedies by Aeschylus, Sophocles, Euripides and Aristophanes; production practices, political and social influences, interpretations by ancient and modern scholarship; select film versions of tragedies; readings in English. GE: Literary, Visual, and Performing Arts.

Study of words, their meanings, and their origins combined with writing; words and word histories; role of English language in the world. GE: Literary, Visual, and Performing Arts.

20E:071 (CLSA:2461) Middle East and Mediterranean: Alexander to Suleiman 3 s.h.

20E:075 (CLSA:1875) Ancient Sports and Leisure 3 s.h.
Sports, games, and hobbies in the ancient world, primarily Greece and Rome, 1500 B.C.E. to 500 C.E.; ancient Olympic games, Roman festival games; anthropology of sport. GE: Values, Society, and Diversity.

20E:081 (CLSA:1181) Ancient Medicine 3 s.h.
Thematic examination of theories and practices of Greco-Roman physicians, which in turn became the medical tradition of medieval Islamic world and European medicine until mid-19th century; historical medical terms, theories, and practices. GE: Historical Perspectives. Same as 152:081 (GHS:1181).

20E:082 (CLSA:2482) Ancient Mediterranean Religions 3 s.h.
Introduction to major religious traditions of ancient Mediterranean world; Mesopotamia, the Levant (Hebrew Bible), Egypt, Greece, and Rome; central aspects of mythology, ritual, and archaeology, individually and in comparative perspective; ancient Judaism and Christianity considered in their various cultural contexts; basic concepts for understanding cultural exchange; fundamental theories in the study of religion. GE: Values, Society, and Diversity. Same as 032:082 (RELS:2182).

20E:083 (CLSA:1883) War 3 s.h.
Emotions soldiers have as they fight, what makes them continue voluntarily to face death, and how modern society memorializes these experiences; how literature and art transform the experience of war; human responses to war in Homer’s Iliad and select Greek tragedies. GE: Values, Society, and Diversity. Same as 143:083 (HONR:1883).

20E:084 (CLSA:2384) Killers, Crooks, and Deviants: Ancient Law and Society 3 s.h.
Transcripts of actual court cases from ancient Greece and Rome, from the seamy world of adultery and vigilante justice, insurance fraud, gang warfare, prostitution, and murder, to competitive spectacle of ancient courts where trained speakers used skills in rhetoric and facility with law to prosecute or defend crimes of presumed wrongdoers; ancient law, conceptions of justice, history, daily life, moral values, and role of public speaking in democratic Athens and Republican Rome.

20E:085 (CLSA:1085) Reading the Ancient City 3 s.h.
How ancient Mediterranean and Near Eastern peoples from third millennium B.C.E. to fourth century C.E. described, celebrated, and deplored life in their great cities (Babylon, Jerusalem, Athens, Alexandria, Rome); readings selected from ancient literary prose, poetry, drama, and religious writings; study of popular writing (e.g., ancient inscriptions, graffiti, letters, prayers, account books, and magic spells). Same as 143:085 (HONR:1885).

20E:089 (CLSA:2489) Jerusalem from the Bronze to the Digital Age 3 s.h.
Religious, political, and cultural history of Jerusalem over three millennia as a symbolic focus of three faiths—Judaism, Christianity, and Islam; integration of several digital learning technologies, including digital reconstructions and Google Earth tours of Jerusalem. Same as 032:089 (RELS:2289).

20E:092 (CLSA:2425) Messianic and Apocalyptic Prophecy in the Bible 3 s.h.
Literary, historical, and theological analysis of biblical prophecies and their impact. Same as 032:092 (RELS:2225).

20E:094 (CLSA:2420) Jesus and His Interpreters 3 s.h.
How Jesus was depicted in the writings of the early church; reasons for the different portrayals. Same as 032:094 (RELS:2320).

Classes in English for Undergraduate and Graduate Students

20E:100 (CLSA:4400) The Roman Empire 3 s.h.
History of Roman empire from assassination of Julius Caesar through 5th century A.D.; political, economic, cultural, and social developments from the transition to imperial power to the shift of power from west to east. Same as 16E:100 (HIST:4400).

20E:101 (CLSA:4101) Ancient Egypt and the Ancient Near East 3 s.h.
Same as 16E:101 (HIST:4401).

20E:103 (CLSA:3750) Medical and Technical Terminology 2 s.h.
Memorization of word stems and basic medical terms, practice on computer terminal; no formal classes.

20E:104 (CLSA:3440) The Development of the Afterlife in Judaism and Christianity 3 s.h.
Development of afterlife ideology in Jewish and Christian traditions and ideas that influenced this development, particularly as it relates to the problem of suffering. Same as 032:109 (RELS:3340).

20E:106 (CLSA:4106) Warfare in Ancient Mediterranean Society 3 s.h.
Same as 16E:106 (HIST:4406).
20E:107 (CLSA:3420) In Search of the Good Life 3 s.h.
Works from Greco-Roman, Jewish, and Christian cultures to analyze various beliefs on how humans can live the good life and examine how these solutions are intimately connected to the specific conceptions of the divine world. Same as 032:107 (RELS:3320).

20E:108 (CLSA:3008) Greek Drama in Translation 3 s.h.
Ancient Greek plays in relation to their original social and theatrical context; how Greek tragedy has been presented in modern film and theater.

20E:109 (CLSA:3809) Women in Antiquity 3 s.h.
Attitudes toward women and the role of women in ancient Greek and Roman society; ancient authors, male and female, and modern critics. Same as 131:109 (GWS:3809).

20E:112 (CLSA:3015) Classical Mythology 3 s.h.
Ancient Greek and Roman myths, their interpretation by Western civilization; emphasis on flexibility of myth and its importance for art, literature, anthropological, psychological studies. GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity.

20E:113 (CLSA:3913) Middle Egyptian I 3 s.h.
Introduction to the language (Middle Egyptian dialect, c. 2200-1350 B.C.E.), and script (hieroglyphic) of ancient Egypt; in-class readings from passages in the chrestomathie; Pennsylvania State University video conference.

20E:114 (CLSA:3914) Middle Egyptian II 3 s.h.
Continuation of 20E:113 (CLSA:3913); introduction to the language (c. 2200-1350 B.C.E.) and script (hieroglyphics) of ancient Egypt. Prerequisites: 20E:113 (CLSA:3913).

20E:115 (CLSA:3416) Greek Religion and Society 3 s.h.
From Bronze Age to the Hellenistic period, in context of Mediterranean culture; evidence such as choral hymn, inscribed prayers, magical curses inscribed on lead, architecture, sculpted offerings to the gods. GE: Values, Society, and Diversity. Same as 032:164 (RELS:3716).

20E:118 (CLSA:3235) Greek Archaeology and Ethnohistory 3 s.h.
Archaeology and ethnology of the Greek world, from end of Bronze Age to late Roman Empire; sociocultural processes that influence development and persistence of Greek civilization. Same as 113:192 (ANTH:3276).

20E:119 (CLSA:3240) Roman Archaeology 3 s.h.
Archaeology and ethnology of Roman civilization from Iron Age eighth-century occupation of the Palatine Hill to the end of the Roman empire in the West, A.D. 476. Prerequisites: 113:012 (ANTH:1201) or 113:013 (ANTH:1301). Same as 113:194 (ANTH:3277).

20E:120 (CLSA:3820) Concepts of the City: Athens 3 s.h.
Athens from Bronze Age to present; city’s role in development of political democracy and religion.

20E:124 (CLSA:3227) Classical Greek Art 3 s.h.
Art, sacred architecture from early Classical through late fourth century B.C.E.; Athens in the Golden Age. Same as 01H:127 (ARTH:3330).

20E:128 (CLSA:3232) Art of Early Rome: Patrons and Politics 3 s.h.
Examination of architecture, sculpture, and painting in central Italy from c. 800 B.C. to the end of the Roman Republic in 27 B.C.; art in the service of social ideology and political propaganda; funerary art and its relationship to the living; artistic interactions between Etruria, Greece, and Rome. Same as 01H:132 (ARTH:3350).

20E:129 (CLSA:3234) Art and Culture in Ancient Pompeii 3 s.h.
Art and architecture, as documents of ancient society and religion in towns destroyed by Mount Vesuvius in C.E. 79. Same as 01H:134 (ARTH:3370).

20E:130 (CLSA:3233) Art of the Ancient Roman Empire 3 s.h.
Major developments in architecture, sculpture, and painting from the ascension of Augustus to sole ruler in 31 B.C. to the death of Constantine in A.D. 337; influence of individual emperors on the development of artistic forms; relationship between public and private art; interdependency of Rome and the provinces. Same as 01H:133 (ARTH:3360).

20E:131 (CLSA:4131) Digital Archaeological Modeling 1-3 s.h.
Introduction to foundational theory, methodology, programming skills, and conceptual understanding necessary to model remains and reconstructions of archaeological sites in various three-dimensional digital modeling environments. Recommendations: background in archaeology. Same as 032:124 (RELS:4124).

20E:133 (CLSA:3025) Advanced Topics in Mythology 3 s.h.
In-depth exploration of issues in mythology raised in 20E:112 (CLSA:3015); theories of myth, comparative mythology, reception of myth; experience applying methodologies and approaches to specific myths or clusters of myths in Greco-Roman and world traditions. Prerequisites: 20E:112 (CLSA:3015).

20E:136 (CLSA:3836) Food in Ancient Mediterranean Society 3 s.h.
Practices and values influenced by consumption and production of food in ancient Mediterranean societies; varied topics, including methods of food production and distribution, hierarchies of status as associated with food, food and ethnic identity, food and health, food and religion; focus on classical Greek and Roman society, Egypt, the ancient Near East, and Persia. Recommendations: familiarity with Greek and Roman civilization and history. Same as 16E:102 (HIST:3436).

20E:138 (CLSA:3338) Philosophy of Ancient Greece and Rome 3 s.h.
Ancient Greek and Roman philosophy from its inception in Ionia in sixth century B.C.E. through the Neoplatonic philosophy of Plotinus in third century C.E., encompassing philosophies of Plato, Aristotle, the Stoics and Epicureans, and later Platonists. Same as 026:110 (PHIL:3110).
20E:140 (CLSA:3340) Magic in the Ancient World 3 s.h.
Ancient Greek and Roman writings on magic, including ancient spells and charms. Requirements: completion of rhetoric requirement. GE: Values, Society, and Diversity.

20E:141 (CLSA:3041) Studies in Latin Literature 3 s.h.
In-depth look at specific authors or genres, as indicated in the subtitle, focusing on Latin literary texts from second century B.C.E. to fifth century C.E. and the post-antique reception of those texts. Taught in English.

Analysis of unfamiliar English words through knowledge of the history and meaning of word parts.

20E:143 (CLSA:3743) Word Power II: Building English Vocabulary—Advanced 3 s.h.
Continuation of 20E:142 (CLSA:3742); vocabulary building through additional Latin and Greek bases; vocabulary recognition through analysis of Greek and Latin elements of English words; how words change over time. Prerequisites: 20E:142 (CLSA:3742).

20E:144 (CLSA:3144) Engineering and Technology in the Ancient Mediterranean 3 s.h.
Technologies developed and used in the ancient Mediterranean—primarily in Greece and Rome, also in Egypt and the Ancient Near East; agriculture and food preparation; construction and architecture; technologies related to warfare. Same as 16E:105 (HIST:3405).

20E:145 (CLSA:3445) Mythology of Otherworldly Journeys 3 s.h.
Examination of mythology of otherworldly journeys from earliest religions to Hellenistic period; historical context; comparison for common themes in their evolution over time; directed readings of mythological texts dealing with otherworldly journeys; ways in which past cultures confronted larger mysteries of life and death. Same as 032:145 (RELS:3245).

20E:146 (CLSA:3443) Early Christianity: From Jesus to the Rise of Islam 3 s.h.
Introduction to the history of early Christianity, from the time of Jesus to the rise of Islam; focus on major movements, intellectuals, and institutions in this period; growth of Christianity in different geographical areas, including the Middle East, Greece, Western Europe, and Africa; Christian relations with Jews, pagans, and Muslims; conversion; orthodoxy, heresy, and the making of the biblical canon; martyrdom; women and gender roles; asceticism, monasticism, and sexuality; church and state; theological controversy and schisms; the cult of saints; the Holy Land and pilgrimage. Same as 032:143 (RELS:3243).

20E:147 (CLSA:3247) Banned from the Bible: Introduction to Pseudepigrapha and Apocrypha 3 s.h.
Introduction to biblical Pseudepigrapha and Apocrypha; writings dating from third century BCE to third century CE fictionally attributed to characters in the Hebrew Bible and New Testament, or written as though they originated in the First or Second Temple periods, not included in Jewish or major Christian canons of scripture; English translations of documents from this period; key themes and interpretative techniques common throughout biblical texts that provide tremendous insight into the worlds that produced the Hebrew Bible and New Testament. Same as 032:142 (RELS:3247).

20E:150 (CLSA:3650) Gender and Sexuality in the Ancient World 3 s.h.
Survey of gender and sexuality issues in the social, political, and religious life of ancient Greece and Rome; evidence from literature, the visual arts, archaeology. Requirements: completion of rhetoric requirement and sophomore standing. GE: Values, Society, and Diversity. Same as 131:152 (GWSS:3650).

20E:151 (CLSA:3151) Roman Law 3 s.h.
Case-based introduction to Roman law; principles of Roman law ranging from standards of evidence to trial procedures to various topics in civil and criminal law, including family law and the law of delict. Recommendations: some background in Roman history. Same as 16E:115 (HIST:3151).

20E:152 (CLSA:4452) Qumran and the Dead Sea Scrolls 3 s.h.
Introduction to the Dead Sea Scrolls and their relationship to other early Jewish sectarian movements; extensive reading of the Scrolls in English translation, examination of Qumran site archaeology, and survey of broader sociopolitical context of Second Temple Judaism (586 BCE to 135 CE) out of which the scrolls emerged. Same as 032:152 (RELS:4352).

20E:180 (CLSA:3980) Teaching in the Classics 1.3 s.h.
Instructional approaches and issues in teaching ancient language and civilization at secondary and college levels. Prerequisites: 20G:002 (CLSG:1002) or 20L:002 (CLSL:1002).

20E:181 (CLSA:4181) History of Western Medicine 3 s.h.
Development and systematization of medical thought and practice in European Middle Ages from late antiquity to Renaissance; transmission of ancient Greek and Arabic medieval thought into Latin; rise of hospitals; development of medical schools; influence of Christianity; special attention to university curricula (e.g., Articella, anatomy, semiotics, prognosis, therapeutics).

20E:182 (CLSA:3982) Graduation Portfolio 0 s.h.
Submission of final graduation portfolio required for classical languages and ancient civilization majors. Requirements: classical languages or ancient civilization major, and senior standing.

20E:183 (CLSA:4501) Archaeological Methodology and Field Research 3 s.h.
Beginning skills in archaeological site surveying and excavation, lab work, record keeping, pottery identification and classification, data visualization; basic archaeological theory and field methods for excavation, record keeping, and pottery identification for students with no prior archaeological experience; advanced archaeological field methods for students with prior archaeological field experience.

20E:185 (CLSA:4502) Archaeology and History of Judea 3 s.h.
History of the ancient province of Judea (modern Israel) from Early Bronze Age to Greco-Roman period.

20E:190 (CLSA:4095) Honors Readings arr.
Discussion, readings, research for a paper on ancient civilization. Requirements: ancient civilization major.

20E:196 (CLSA:3596) The Archaeology of Ancient Egypt 3 s.h.
Introduction to the archaeology of ancient Egypt from predynastic times to Roman Egypt, including monumental architecture; patterns of everyday life; social, economic, and demographic considerations; history of archaeology in Egypt. Prerequisites: 113:012 (ANTH:1201). Same as 113:196 (ANTH:3275).

20E:198 (CLSA:4085) Postbaccalaureate Seminar 0 s.h.
Current work of postbaccalaureate students; preparation of writing sample and portfolio. Requirements: postbaccalaureate certificate enrollment.

20E:199 (CLSA:4090) Private Assignments arr.
Readings in classical literature in translation.

Classics in English for Graduate Students

20E:201 (CLSA:6990) Topics in Comparative Romance Linguistics 3 s.h.
Comparative study of phonology, morphology, or syntax of the main Romance languages as informed by linguistic theory; diachronic or synchronic perspective. Recommendations: additional graduate course work in linguistics. Same as 103:262 (LING:6190), 035:207 (SPAN:6190), 164:262 (SLA:6302).

20E:210 (CLSA:6910) Graduate Pedagogy 1 s.h.
Pedagogical theories on teaching classics in translation, practical application of those theories; classroom management, grading, syllabus development; university, college, and department regulations. Requirements: graduate standing, and teaching assistant or instructor in classics courses taught in English.

20E:220 (CLSA:5010) Proseminar in Classics 1 s.h.
Texts, techniques, and trends in classical scholarship; areas and subtopics of classical scholarship.

20E:230 (CLSA:6310) Classical Rhetoric 3 s.h.
Discourse in the ancient world. Same as 036:310 (COMM:6310).

20E:326 (CLSA:6200) Seminar: Problems in Ancient Art 3 s.h.
Key themes and issues in ancient art. Same as 01H:320 (ARTH:6300).

Greek for Undergraduates

20G:001 (CLSG:1001) Classical and New Testament Greek I 3.5 s.h.
Introduction to ancient Greek; Greek readings from all periods, from Homer and classical Greek poetry and prose to Christian writings and beyond; focus on classical and New Testament works, Greek culture and thought; comprehension, vocabulary, structure of Greek words and sentences; first of two-semester sequence. GE: World Languages First Level Proficiency.

20G:002 (CLSG:1002) Classical and New Testament Greek II 3.5 s.h.
Continuation of 20G:001 (CLSG:1001); focus on classical and New Testament works, Greek culture and thought, comprehension, vocabulary, structure of Greek words and sentences; increased emphasis on original texts. Prerequisites: 20G:001 (CLSG:1001). GE: World Languages Second Level Proficiency.

20G:011 (CLSG:2001) Second-Year Greek I 3 s.h.
Focus on reading Greek prose authors, such as Xenophon and Plato. Prerequisites: 20G:002 (CLSG:1002). GE: World Languages Second Level Proficiency.

20G:012 (CLSG:2002) Second-Year Greek II 3 s.h.

20G:120 (CLSG:3001) Archaic and Classical Periods I 3 s.h.
Readings in major Greek authors of the Archaic and Classical periods. Prerequisites: 20G:012 (CLSG:2002).

20G:121 (CLSG:3002) Archaic and Classical Periods II 3 s.h.

20G:122 (CLSG:3003) Classical and Hellenistic Periods I 3 s.h.
Readings in Greek literature of the Classical and Hellenistic periods. Prerequisites: 20G:012 (CLSG:2002). Same as 032:122 (RELS:3003).

20G:123 (CLSG:3004) Classical and Hellenistic Periods II 3 s.h.

20G:176 (CLSG:4076) Greek Composition 3 s.h.
Review of Greek morphology, syntax, sentence structure; composition of sentences, short passages in Greek.

20G:190 (CLSG:4095) Honors Readings arr.
Discussion, readings, research for a paper on Greek literature, history, or civilization. Requirements: classical languages major.

20G:199 (CLSG:4090) Private Assignments 1-3 s.h.
Directed reading and study with faculty member.

Greek for Graduate Students

Courses numbered 20G:222 (CLSG:6011) Archaic Greece and 20G:223 (CLSG:6013) Hellenistic Greece cover topics from the major genres and periods of Greek literature. They are offered on a four-year cycle.

Courses numbered 20G:222 (CLSG:6011) Archaic Greece, 20G:223 (CLSG:6013) Hellenistic Greece, and 20G:228 (CLSG:6012) Classical Greece cover authors,
genres, and topics of the major periods of Greek history. Specific topics are determined by the instructor’s expertise and research interests. Ph.D. students are exposed to topics in all major periods at least once in four years of course work.

20G:202 (CLSG:7090) Advanced Reading
Requirements: classics graduate standing.

20G:204 (CLSG:5001) Archaic Greek Literature 3 s.h.
Introductory survey of Greek literature and language from Homer to the end of the fifth century.

20G:204 (CLSG:5002) Classical and Hellenistic Literature 3 s.h.
Introductory survey of Greek literature and language in and after the fourth century B.C.E.

20G:210 (CLSG:6910) Graduate Pedagogy 1 s.h.
Pedagogical theories on teaching classical languages, practical application of those theories; classroom management, grading, syllabus development; university, college, and department regulations. Requirements: graduate standing, and teaching assistant or instructor in Greek.

Topics chosen from Homer, Hesiod, Homeric hymns or lyric poetry.

Authors, genres, and topics from the death of Alexander to the accession of Augustus.

Authors, genres, and topics from the fourth and fifth centuries B.C.E.

20G:229 (CLSG:6014) Roman Greece arr.
Greek authors of the Second Sophistic, including Plutarch, Lucian, and Philostratus; seminar.

For Ph.D. students writing a dissertation. Requirements: Ph.D. candidacy.

Latin for Undergraduate and Graduate Students

20L:005 (CLSL:1005) Accelerated Latin 3.5 s.h.
Combines two semesters of Latin in one semester. Duplicates 20L:001 (CLSL:1001) and 20L:002 (CLSL:1002); additional credit will not be earned by those who take 20L:001 (CLSL:1001), 20L:002 (CLSL:1002), and 20L:005 (CLSL:1005). Recommendations: experience learning a foreign language. GE: World Languages Second Level Proficiency.

Focus on reading Latin prose authors, such as Caesar and Cicero. Prerequisites: 20L:002 (CLSL:1002). GE: World Languages Second Level Proficiency.

20L:012 (CLSL:2002) Golden Age of Roman Poetry 3 s.h.
Focus on reading and interpretation of Roman poets, such as Vergil and Catullus. Prerequisites: 20L:011 (CLSL:2001). GE: World Languages Second Level Proficiency.

Latin for Undergraduates

20L:001 (CLSL:1001) Elementary Latin I 3.5 s.h.
Focus on reading Latin and on Roman culture. GE: World Languages First Level Proficiency.

20L:002 (CLSL:1002) Elementary Latin II 3.5 s.h.

Latin for Graduate Students

Courses numbered 20L:222 (CLSL:6012) Augustan Rome through 20L:225 cover topics from the major genres and periods of Latin literature. They are offered on a four-year cycle.
Courses numbered 20L:220 (CLSL:6011) Republican Rome, 20L:228 (CLSL:6014) Later Empire, and 20L:229 (CLSL:6013) Tiberius to Trajan cover authors, genres, and topics of the major periods of Roman history. Specific topics are determined by the instructor’s expertise and research interests. Ph.D. students are exposed to topics in all major periods at least once in four years of course work.

20L:202 (CLSL:7090) Advanced Reading   arr.
Requirements: classics graduate standing.

20L:204 (CLSL:5001) Republican Literature 3 s.h.
Introductory survey of Latin literature and language from the early Republic to the end of the first century B.C.E.

20L:205 (CLSL:5002) Imperial Literature 3 s.h.
Introductory survey of Latin literature and language from the Augustan age through the second century C.E.

20L:210 (CLSL:6910) Graduate Pedagogy 1 s.h.
Pedagogical theories on teaching classical languages, practical application of those theories; classroom management, grading, syllabus development; university, college, and department regulations. Requirements: teaching assistant or instructor in Latin.

Authors and topics from the beginnings of Roman literature to the death of Julius Caesar.

Authors and topics from the death of Caesar to the accession of Tiberius.

20L:228 (CLSL:6014) Later Empire arr.
Authors and topics from the third through fifth centuries C.E.

20L:229 (CLSL:6013) Tiberius to Trajan arr.
Authors and topics from the first and second centuries C.E. Same as 032:229 (RELS:6040).

Writing of extended prose passages in Latin.

For Ph.D. students writing a dissertation. Requirements: Ph.D. candidacy.

20E:111 (CLSA:2902) First-Year Sanskrit: Second Semester 4 s.h.

20E:121 (CLSA:3901) Second-Year Sanskrit: First Semester 3 s.h.

20E:122 (CLSA:3902) Second-Year Sanskrit: Second Semester 3 s.h.

Sanskrit for Undergraduate and Graduate Students

20E:110 (CLSA:2901) First-Year Sanskrit: First Semester 4 s.h.
Grammar, basic vocabulary; elementary readings. Offered fall semesters of even years. Requirements: undergraduate standing. GE: World Languages First Level Proficiency. Same as 039:110 (SOAS:2901).
Communication Sciences and Disorders

Chair
• Ruth A. Bentler

Professors
• Paul J. Abbas (Otolaryngology—Head and Neck Surgery/Communication Sciences and Disorders), Ruth A. Bentler, Carolyn Jane Brown (Otolaryngology—Head and Neck Surgery/Communication Sciences and Disorders), Kate E. Gfeller (Communication Sciences and Disorders/Music), Lenore Holte, Richard R. Hurtig (Starch Faculty Fellow), Karen Kirk, Karla K. McGregor, Jerald B. Moon, Ingo R. Titze (UI Foundation Distinguished Professor; Communication Sciences and Disorders/Biomedical Engineering/Music), J. Bruce Tomblin (Spietersbach Professor; Otolaryngology—Head and Neck Surgery/Communication Sciences and Disorders), Chris W. Turner (Communication Sciences and Disorders/Otolaryngology—Head and Neck Surgery), Richard S. Tyler (Otolaryngology—Head and Neck Surgery/Communication Sciences and Disorders), Patricia M. Zebrowski

Associate professors
• Karen Bryant, Toni D. Cilek, Ann M. Fennell, Eileen Finnegan (Communication Sciences and Disorders/Otolaryngology—Head and Neck Surgery), Jean K. Gordon, Michael P. Karnell (Otolaryngology—Head and Neck Surgery/Communication Sciences and Disorders), Danielle Kelsay, Linda Louko, Diane P. Niebuhr, Amanda J. Owen VanHome, Anne K. Wallace

Assistant professors
• Elizabeth Delsandro, Melissa Duff, Stephanie Fleckenstein, Shawn J. Goodman, Yu-Hsiang Wu

Adjunct professors
• Fariborz Alipour-Haghighi, Lorraine Ramig

Adjunct associate professors
• Carolyn Jean Brown, Charles A. Miller, Ronald C. Scherer, Katherine Verdolini, Gerald N. Zimmermann

Adjunct assistant professors
• Scott Dailey, Kathryn Mueller, Kelly Schmidt-Clay, Gail Takahashi

Adjunct instructors

Adjunct lecturer
• Eric Hunter

Professors emeriti
• Erich S. Luschei, Hughlett L. Morris, Arnold M. Small, Duane R. Van Demark

Associate professors emeriti
• Charles V. Anderson, Penelope K. Hall

Undergraduate major: speech and hearing science (B.A.)

Undergraduate minor: communication sciences and disorders

Graduate degrees: M.A. in speech pathology and audiology; Au.D.; Ph.D. in speech and hearing science

Web site: http://clas.uiowa.edu/comsci/

The courses and degree programs of the Department of Communication Sciences and Disorders are planned to meet the needs of students preparing for careers in clinical service, college and university teaching, and research concerned with speech, language, or hearing processes and disorders. The department also offers courses for students with vocational and professional goals in other fields—for example, engineering, psychology, education, speech, theatre arts, dentistry, and medicine—whose preparation may be enriched by the study of speech and hearing processes and their disorders.

Advanced degree holders in communication sciences and disorders provide clinical services for people with speech, hearing, or language problems in hospitals, community clinics, rehabilitation facilities, elementary and secondary schools, and private practice. They teach in colleges and universities and conduct research in laboratories concerned with communication processes and disorders.

The department’s programs leading to the M.A. with professional emphasis and the Au.D. are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

Undergraduate Programs of Study

• Major in speech and hearing science (Bachelor of Arts)
• Minor in communication sciences and disorders

Students who intend to pursue professional careers in communication sciences and disorders must complete a graduate program comparable to the department’s Master of Arts in speech pathology and audiology or its Doctor of Audiology (Au.D.). The undergraduate major in speech and hearing science emphasizes the normal processes of speech, hearing, and language and does not qualify an individual to work professionally in the field. Instead, it is designed primarily to prepare students for graduate work. It also may be an appropriate major for students earning College of Liberal Arts and Sciences degrees who are not planning careers in speech pathology and audiology.

Bachelor of Arts

The Bachelor of Arts with a major in speech and hearing science requires a minimum of 120 s.h., including 62-63 s.h. of work for the major. Requirements include 11 core courses offered by the department and eight cognate courses offered by other departments. Transfer students
must complete a minimum of 15 s.h. toward the major at The University of Iowa. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major in speech and hearing science requires the following course work.

**CORE COURSES**

All of these:

- **003:015** (CSD:1015) Introduction to Speech and Hearing Processes and Disorders 3 s.h.
- **003:110** (CSD:2110) Phonetics: Theory and Applications 3 s.h.
- **003:111** (CSD:2111) Basic Acoustics for Speech and Hearing 3 s.h.
- **003:112** (CSD:3112) Anatomy and Physiology of Speech Production 4 s.h.
- **003:113** (CSD:3113) Introduction to Hearing Science 4 s.h.
- **003:116** (CSD:3116) Basic Neuroscience for Speech and Hearing 3 s.h.
- **003:117** (CSD:3117) Psychology of Language 3 s.h.
- **003:118** (CSD:3118) Language Acquisition 3 s.h.
- **003:145** (CSD:4145) Developmental Speech and Language Disorders 3 s.h.
- **003:185** (CSD:3185) Hearing Loss and Audiometry 3 s.h.
- **003:244** (CSD:4244) Rehabilitative Audiology 3 s.h.

**COGNATE COURSES**

Students may choose cognate courses that help fulfill the College of Liberal Arts and Sciences General Education Program (p. 306).

Both of these:

- **031:001** (PSY:1001) Elementary Psychology 3 s.h.
- **103:100** (LING:3001) Introduction to Linguistics 3 s.h.

One of these:

- **07P:025** (PSQF:1020)/22S:025 (STAT:1020) Elementary Statistics and Inference 3 s.h.
- **07P:143** (PSQF:5143)/22S:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.
- **22S:101** (STAT:3510) Biostatistics 3 s.h.

One of these:

- **004:007** (CHEM:1070) General Chemistry I 3 s.h.
- **004:011** (CHEM:1110) Principles of Chemistry I 4 s.h.
- **029:008** (PHYS:1400) Basic Physics (preferably with lab) 4 s.h.
- **029:011** (PHYS:1511) College Physics I 4 s.h.

One of these:

- **031:013** (PSY:2301) Introduction to Clinical Psychology 3 s.h.
- **031:050** (PSY:2915) Psychology of Aging 3 s.h.
- **031:063** (PSY:2930) Abnormal Psychology: Health Professions 3 s.h.
- **042:108** (SSW:3008) Basic Aspects of Aging 3 s.h.

One of these:

- **07P:106** (PSQF:5106) Child Development 3 s.h.
- **031:014** (PSY:2401) Introduction to Developmental Science 3 s.h.

One of these:

- **002:002** (BIOL:1141) Introductory Animal Biology (with lab) 4 s.h.
- **002:031** (BIOL:1411) Foundations of Biology (with lab) 4 s.h.
- **22M:015** (MATH:1440) Mathematics for the Biological Sciences 5 s.h.
- **22M:016** (MATH:1460) Calculus for the Biological Sciences 5 s.h.
- **22M:025** (MATH:1850) Calculus I 5 s.h.

This cognate requirement in mathematics may be fulfilled through an acceptable score on Advanced Placement AB or BC Calculus exam; see Credit by Exam on the Office of Admissions web site. Students without AP credit are encouraged to take first-year calculus to satisfy this requirement, particularly those interested in earning a graduate degree in audiology.

**CLINICAL OBSERVATION**

Students have the opportunity and are encouraged to obtain 25 hours of supervised clinical observation, a prerequisite for participation in clinical practicums at the graduate level. This requirement is satisfied by completion of independent observations or required observations made for elective departmental courses.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Note: The major requires specific mathematics and science competencies that may be satisfied with courses approved for the General Education Program.

**Before the fifth semester begins:** three courses in the major

**Before the seventh semester begins:** nine courses in the major; and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** 12 courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**

Students majoring in speech and hearing science who have a g.p.a. of at least 3.50 may enter the department’s honors program upon recommendation of the departmental honors advisor. Students who intend to graduate with honors in the speech and hearing science major must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

To graduate with honors in the major, students must complete at least 10 s.h. of course work for the major by the beginning of their junior year and must maintain a cumulative University of Iowa g.p.a. of at least 3.50. They must complete both 003:097 (CSD:3097) Honors Seminar and 003:098 (CSD:4098) Honors Thesis, registering for 003:097 (CSD:3097) in spring of their junior year and for
003:098 (CSD:4098) in both fall and spring of their senior year.

**Minor**
The minor in communication sciences and disorders requires a minimum of 15 s.h. in University of Iowa Department of Communication Sciences and Disorders courses, including 12 s.h. in advanced courses. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

Students must begin the minor with 003:015 (CSD:1015) Introduction to Speech and Hearing Processes and Disorders, which provides a broad overview of all aspects of the normal communication process and of various disorders. Students complete the minor by choosing four of the courses listed below, according to their individual interests.

<table>
<thead>
<tr>
<th>Course Code (Department)</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>003:100 (CSD:2110)</td>
<td>Phonetics: Theory and Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:110 (CSD:2111)</td>
<td>Basic Acoustics for Speech and Hearing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:112 (CSD:3112)</td>
<td>Anatomy and Physiology of Speech Production</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>003:113 (CSD:3113)</td>
<td>Introduction to Hearing Science</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>003:116 (CSD:3116)</td>
<td>Basic Neuroscience for Speech and Hearing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:117 (CSD:3117)</td>
<td>Psychology of Language</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:118 (CSD:3118)</td>
<td>Language Acquisition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:185 (CSD:3185)</td>
<td>Hearing Loss and Audiometry</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Graduate Programs of Study**
- Master of Arts in speech pathology and audiology
- Doctor of Audiology
- Doctor of Philosophy in speech and hearing science

The Master of Arts program in speech pathology and audiology is offered with two emphases: research (general), and professional (speech-language pathology).

The M.A. with research emphasis and the Ph.D. are designed to train scholar-researchers; they do not provide preparation for professional work as speech-language pathologists or audiologists.

The M.A. with professional emphasis and the Au.D. provide training for individuals who wish to do clinical work in speech-language pathology or audiology. Graduates of the M.A. professional emphasis program meet all academic and practicum requirements for clinical certification by the American Speech-Language-Hearing Association (ASHA) and for licensure by the State of Iowa. The Au.D. is required for ASHA national certification in audiology. Students preparing for clinical positions in public schools must meet school licensure or certification requirements of the states in which they plan to work. See "M.A. with Professional Licensure" later in this section.

**Master of Arts: Research Emphasis**
The Master of Arts program in speech pathology and audiology with research emphasis (general emphasis) requires a minimum of 38 s.h. of graduate credit. The program is designed for students who intend to pursue a Ph.D. or who seek additional education but do not intend to work professionally in the United States as speech-language pathologists or audiologists. It typically includes a substantial portion of the courses in the M.A. with professional emphasis and Au.D. curricula.

Students in the M.A. research emphasis program are required to complete a thesis and defend their research successfully at a final oral examination.

The program typically requires two years to complete. Specific course work required depends on the student’s background and interests.

**Master of Arts: Professional Emphasis**
The Master of Arts program in speech pathology and audiology with professional emphasis (speech-language pathology requires a minimum of 38 s.h. of graduate credit, although students typically earn 60-65 s.h. of credit by the time they complete the degree. The program prepares clinicians in speech-language pathology to be able to function independently in a variety of clinical settings. Graduates of the program meet all academic and practicum requirements for clinical certification by the American Speech-Language-Hearing Association and for licensure by the State of Iowa. The program is designed to ensure that upon graduation, the student will meet requirements for immediate professional employment.

M.A. students usually have a background of undergraduate courses in speech and hearing science, psychology of language, and human behavior that is equivalent to an undergraduate major in speech and hearing science at The University of Iowa.

Before registering in the program, entering M.A. students receive descriptive materials about basic science core courses considered to be required preparation for the M.A. program, and required M.A. clinical core courses for which the department may accept comparable courses taken at the undergraduate level. Decisions about incorporating background course work in these areas are made by the faculty advisor in consultation with the student and the instructors of the basic science or clinical core courses. Entering students must have completed the following courses or their equivalents.

<table>
<thead>
<tr>
<th>Course Code (Department)</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>003:110 (CSD:2110)</td>
<td>Phonetics: Theory and Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:111 (CSD:2111)</td>
<td>Basic Acoustics for Speech and Hearing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:112 (CSD:3112)</td>
<td>Anatomy and Physiology of Speech Production</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>003:113 (CSD:3113)</td>
<td>Introduction to Hearing Science</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>003:116 (CSD:3116)</td>
<td>Basic Neuroscience for Speech and Hearing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:117 (CSD:3117)</td>
<td>Psychology of Language</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:118 (CSD:3118)</td>
<td>Language Acquisition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:218 (CSD:6218)</td>
<td>Psycholinguistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>003:118 (CSD:3118)</td>
<td>Language Acquisition</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td>003:185 (CSD:3185)</td>
<td>Hearing Loss and Audiometry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:025 (PSQF:1020)</td>
<td>Elementary Statistics and Inference</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>(must include at least one biology, physics, or mathematics course)</td>
<td>6 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

Behavioral science or social science courses (must include at least one psychology course) | 6 s.h. |

Students pursuing the M.A. with professional emphasis must complete at least 4 s.h. of work related to research. This may be accomplished by any combination of
enrollment in seminars (2 s.h. each) and/or research hours. Completion of the research hours may consist of work toward a thesis or preparation of a paper involving one or a combination of the following: literature review, prospectus development, and presentation of data. A paper is required at the end of each semester’s enrollment. An exception to this requirement can be made in the case of research hours leading to a thesis.

Candidates for an M.A. with professional emphasis in speech-language pathology are not required to complete a thesis, although all students demonstrating research aptitude and interest are encouraged to do so. Students who do not elect the thesis option are required to take final written comprehensive examinations.

A typical M.A. professional emphasis program usually takes two calendar years to complete but may take longer, depending on the student’s background and personal interests.

**CORE REQUIREMENTS**

All students seeking an M.A. with professional emphasis in speech-language pathology must take the following.

- 003:135 (CSD:5135) Foundations of Clinical Practice I 1-3 s.h.
- 003:136 (CSD:5136) Foundations of Clinical Practice II 1 s.h.
- 003:137 (CSD:5137) Foundations of Clinical Practice III 1 s.h.

In addition, they must take the following courses unless they completed equivalent courses as undergraduates.

- 003:114 (CSD:4114) Introduction to Voice Disorders 2 s.h.
- 003:115 (CSD:4115) Structural Disorders 2 s.h.
- 003:116 (CSD:3116) Basic Neuroscience for Speech and Hearing 3 s.h.
- 003:140 (CSD:2140) Manual Communication 1 s.h.
- 003:145 (CSD:4145) Developmental Speech and Language Disorders 3 s.h.
- 003:146 (CSD:4146) Neurogenic Disorders of Language 3 s.h.
- 003:147 (CSD:4147) Neurogenic Disorders of Speech 2 s.h.
- 003:183 (CSD:4183) Introduction to Stuttering 2 s.h.
- 003:185 (CSD:3185) Hearing Loss and Audiometry 3 s.h.
- 003:244 (CSD:4244) Rehabilitative Audiology 3 s.h.

Students must take 003:510 (CSD:5510) Seminar: Introduction to Research in Speech and Hearing (0-1 s.h.) during the fall semester of their first year.

They must take 003:515 (CSD:5515) Proseminar (0 s.h.) during the fall and spring semesters of their first year.

Also required are additional semester hours of practicum registration sufficient to meet supervised, direct clinical experience requirements for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association and the Iowa license, and to provide broad, supervised practicum experience.

In addition to the core requirements listed above, all students preparing to be speech-language pathologists must earn a minimum of 12 s.h. from the following:

- 003:201 (CSD:5201) Principles of Voice Production 3 s.h.
- 003:206 (CSD:5206) Language Disorders in Children 0-18 Years 3 s.h.
- 003:213 (CSD:6213) Voice Habilitation 2 s.h.
- 003:222 (CSD:5222) Speech and Hearing Anatomy (dissection) 2 s.h.
- 003:233 (CSD:5233) Aphasia 2 s.h.
- 003:236 (CSD:5236) Swallowing Disorders 2 s.h.
- 003:237 (CSD:5237) Cleft Palate and Related Disorders 2 s.h.
- 003:260 (CSD:5260) Designing Assistive Devices 1-3 s.h.
- 003:282 (CSD:5282) Phonological Development and Disorders 2 s.h.
- 003:283 (CSD:5283) Stuttering 2 s.h.
- 003:350 (CSD:5350) Preceptorship in Augmentative Comm 1 s.h.
- 07E:104 (EDTL:5104) Remedial Methods in Speech and Hearing 2 s.h.

Students also must earn a total of 4 s.h. in 003:590 (CSD:7590) Research or 4 s.h. in a combination of research and seminar courses.

**M.A. with Professional Licensure**

**M.A. with Licensure to Work Outside Public Schools**

A number of states, including Iowa, require a state license in speech-language pathology or audiology for persons who work in settings outside the public schools. Students who meet the requirements listed above for the M.A. in speech pathology and audiology with professional emphasis also meet the academic requirements for the license in Iowa as well as in most other states. In 2007 the requirements to earn American Speech-Language-Hearing Association national certification in audiology changed. Certification now requires a clinical doctoral degree (Doctor of Audiology) or the equivalent. Students preparing for careers in audiology should consult their advisors.

**M.A. with Public School Licensure**

Students preparing for clinical positions in public schools typically must meet school licensure or certification requirements of the states in which they plan to work. The following criteria meet the requirements for endorsement as speech-language pathologists or audiologists in Iowa and most other states:

- a master’s degree with professional emphasis in speech-language pathology or audiology or the equivalent;
- completion of an approved human relations component;
- completion of courses that cover the education of the disabled and the gifted and talented (e.g., exceptional persons, education of the gifted); and
- completion of the requirements in speech-language pathology or audiology and the 20 s.h. professional education sequence, including 07E:104 (EDTL:5104) Remedial Methods in Speech and Hearing and 07E:192 (EDTL:4192) Special Area Student Teaching as a speech-language pathologist or audiologist.

The professional education sequence requires course work in the following areas:

**Curriculum** (e.g., reading, methods, curriculum development)

**Foundations** (e.g., philosophy of education, foundations of education)

**Educational measurement** (e.g., tests and measurements, measures and evaluations of instruction)
**Educational psychology** (e.g., educational psychology, counseling theories and techniques)

**Special education** (e.g., introduction to special education, exceptional persons, learning disabilities)

**Child development** (e.g., human growth and development, principles and theories of child development, history and theories of early childhood education)

Note: General Education Program courses (e.g., introduction to psychology, sociology, history, literature, and humanities) do not meet the requirements of the professional education sequence.

**Doctor of Audiology**

The Doctor of Audiology (Au.D.) requires 95 s.h. of graduate credit. Individuals who wish to work as audiologists in the United States must hold a clinical doctoral degree or the equivalent.

The four-year Au.D. program is designed for students with an undergraduate degree in speech and hearing science. Au.D. students must complete the following courses. They may be excused from taking courses whose equivalents they completed successfully during undergraduate study.

- **22M:016 (MATH:1460) Calculus for the Biological Sciences (or one semester of calculus)** 5 s.h.
- **003:135 (CSD:5135) Foundations of Clinical Practice I** 1-3 s.h.
- **003:145 (CSD:4145) Developmental Speech and Language Disorders** 3 s.h.
- **003:219 (CSD:5219) Fundamentals of Laboratory Instrumentation** 3 s.h.
- **003:224 (CSD:5224) System and Signal Theory for Speech and Hearing Science** 3 s.h.
- **003:230 (CSD:6230) Advanced Hearing Science** 2 s.h.
- **003:238 (CSD:7238) Capstone Requirement** 1 s.h.
- **003:240 (CSD:5240) Hearing Aids I** 3 s.h.
- **003:242 (CSD:6242) Hearing Aids II** 3 s.h.
- **003:244 (CSD:4244) Rehabilitative Audiology** 3 s.h.
- **003:245 (CSD:6245) Pediatric Audiology** 3 s.h.
- **003:246 (CSD:5246) Advanced Audiology** 3 s.h.
- **003:247 (CSD:6247) Medical Audiology** 2 s.h.
- **003:249 (CSD:6249) Cochlear Implants** 1-3 s.h.
- **003:255 (CSD:5255) Educational Audiology** 2 s.h.
- **003:256 (CSD:5256) Anatomy and Physiology of Hearing** 3-4 s.h.
- **003:290 (CSD:6290) Auditory Evoked Potentials** 3 s.h.
- **003:291 (CSD:6291) Vestibular Assessment and Rehabilitation** 3 s.h.
- **003:292 (CSD:6292) Advanced Rehabilitative Audiology** 1 s.h.
- **003:311 (CSD:5311) Clinical Practice in Audiology** 2-3 s.h.
- **003:317 (CSD:6317) Audiology Business Practice** 1 s.h.
- **003:318 (CSD:6318) Hearing Loss Prevention** 2 s.h.
- **003:519 (CSD:6519) Seminar: Evidence-Based Practice** 2 s.h.
- **07P:243 (PSQF:6243) Intermediate Statistical Methods** 4 s.h.
- **171:162 (BIOS:5120) Design and Analysis of Biomedical Studies** 3 s.h.

Students may select any of the following electives. With their advisors’ consent, they may substitute other University of Iowa course work.

- **003:222 (CSD:5222) Speech and Hearing Anatomy** 2 s.h.
- **003:526 (CSD:6526) Seminar: Rehabilitative Audiology** 2 s.h.
- **003:538 (CSD:6538) Seminar: Hearing Science** 2 s.h.
- **07E:104 (EDTL:5104) Remedial Methods in Speech and Hearing** 2 s.h.
- **06B:199 (OTO:8199) Basic Otolaryngologic Science** 2 s.h.
- **132:180 (NSCI:7180) Fundamental Neurobiology** 4 s.h.
- **158:101 (ASL:3200) Topics in Deaf Studies** 3 s.h.
- **158:110 (ASLE:3905) Teaching Deaf and Hard of Hearing Students** 3 s.h.

**Doctor of Philosophy**

The Doctor of Philosophy program in speech and hearing science requires a minimum of 72 s.h. of graduate credit. The program provides flexible, comprehensive training for scholar-researchers interested in communication processes and their disorders. Students with diverse backgrounds in the natural and behavioral sciences are encouraged to apply and develop their skills in an atmosphere of interdisciplinary research.

The Ph.D. program reflects the broad interests of its multidisciplinary faculty, whose members have diverse backgrounds in speech, language, hearing, engineering, physiology, physics, psychology, linguistics, and bioengineering. Faculty members are committed to an interdisciplinary approach to questions at every level of the speech and language production/perception system.

The purpose of the doctoral program is to provide the integrated knowledge necessary for a productive career in speech-language pathology and audiology, communication science, and related areas.

The department encourages candidates with special interests, goals, or backgrounds to develop individualized programs of study. There is no standard curriculum for the Ph.D.; rather, a program of study is developed by each student in consultation with a faculty committee. The course of study is developed from courses offered by the department, courses in other areas (e.g., physics, engineering, psychology, mathematics, statistics, physiology, neurology, anatomy, and others), and special reading and research experiences.

The following courses are offered by the department of Communication Sciences and Disorders primarily for Ph.D. students. (Students interested in specific areas of research and selected publication citations of the faculty are encouraged to write to the department.)

- **003:201 (CSD:5201) Principles of Voice Production** 3 s.h.
- **003:218 (CSD:6218) Psycholinguistics** 3 s.h.
- **003:219 (CSD:5219) Fundamentals of Laboratory Instrumentation** 3 s.h.
- **003:224 (CSD:5224) System and Signal Theory for Speech and Hearing Science** 3 s.h.
- **003:230 (CSD:6230) Advanced Hearing Science** 2 s.h.
- **003:256 (CSD:5256) Anatomy and Physiology of Hearing** 3-4 s.h.
- **003:290 (CSD:6290) Auditory Evoked Potentials** 3 s.h.
- **003:291 (CSD:6291) Vestibular Assessment and Rehabilitation** 3 s.h.
- **003:292 (CSD:6292) Advanced Rehabilitative Audiology** 1 s.h.
- **003:311 (CSD:5311) Clinical Practice in Audiology** 2-3 s.h.
- **003:317 (CSD:6317) Audiology Business Practice** 1 s.h.
- **003:318 (CSD:6318) Hearing Loss Prevention** 2 s.h.
- **003:519 (CSD:6519) Seminar: Evidence-Based Practice** 2 s.h.
- **07P:243 (PSQF:6243) Intermediate Statistical Methods** 4 s.h.
- **171:162 (BIOS:5120) Design and Analysis of Biomedical Studies** 3 s.h.

In addition, seminars offered by the department cover a broad range of topics relevant to doctoral study.

Students in the Ph.D. program usually are expected to register for research credit (003:590 (CSD:7590) Research) during each semester of residence and to register for and participate in 003:515 (CSD:6515) Proseminar.

Knowledge in each of the areas of hearing, speech, language, mathematics, statistics, computer science,
and instrumentation is required of all students. Decisions regarding the extent of this knowledge and how it is obtained (e.g., course work or independent study) are made jointly by the student and the student's faculty committee.

Doctoral students who have not written a master's thesis must complete the equivalent of a master's thesis project as well as the comprehensive examination. They also must successfully complete and submit a dissertation based on original research.

Joint Au.D./Ph.D.
The Department of Communication Sciences and Disorders and the Graduate College offer the joint Doctor of Audiology/Doctor of Philosophy in speech and hearing science. The joint Au.D./Ph.D. program is especially appropriate for students who would like to practice audiology and hold a faculty position at a university. The program requires 137 s.h., permitting students to count 30 s.h. of the 95 s.h. required for the Au.D. degree toward the 72 s.h. required for the Ph.D. degree. Students complete all of the course work required for the Au.D.; the course of study for the Ph.D. is developed by each student in consultation with a faculty committee (see "Doctor of Philosophy" above). Consult the department to learn more about the joint degree program.

Admission
Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Each of the department's graduate programs requires that applicants take the Graduate Record Examination (GRE) General Test before they apply for admission.

Admission to the M.A. and Au.D. programs is competitive; applicants' credentials are considered in relation to those of others in the applicant pool, and a limited number of individuals are admitted to each program. Applicants whose undergraduate g.p.a. is below 3.00 or whose GRE General Test scores are lower than 450 in any area (verbal, quantitative, and analytic) rarely are admitted to either program. Admission is for fall; the application deadline is January 1. All applications to the M.A. and Au.D. programs must be submitted through CSDCAS (Central Application Service for Communication Science and Disorders).

Admission to the Ph.D. program is based on each individual's aptitudes and interests in research areas rather than on admitting a certain number of students. Applicants should be enrolled in a master's degree program or should have completed a master's degree or equivalent graduate work. They should have a g.p.a. of at least 3.00 and should have GRE General Test scores no lower than 500 in any area (verbal, quantitative, and analytic). For best consideration, applications should be received by January 1. All applications to the Ph.D. program must be submitted through the University of Iowa Biosciences Centralized Application System.

For detailed information regarding evaluation of applicants, applications materials and requirements, and other matters, see Admissions on the department's web site.

Financial Support
The following information applies to all financial appointments administered by the department. For more detailed information, contact the Department of Communication Sciences and Disorders director of graduate studies.

Graduate appointments usually begin only in fall semester. Students beginning study in the fall semester or summer session are considered for appointments for the following fall semester.

Appointment applications must be received by January 15 to ensure consideration for an appointment beginning the following fall semester. Initial appointment offers generally are made between April 1 and June 1; however, the department continues to make offers after this time.

Scores on the Graduate Record Examination (GRE) General Test are required for consideration for financial assistance.

Facilities
Clinical Facilities
The clinical training program benefits greatly from Iowa City's standing as the most comprehensive health sciences center in Iowa and from the ready availability of health service facilities for clinical training of students in speech-language pathology and audiology.

The University of Iowa Affiliated Speech and Hearing Services include the Wendell Johnson Speech and Hearing Clinic; the division of speech and hearing in the University of Iowa Hospitals and Clinics (UIHC) Department of Otolaryngology—Head and Neck Surgery; UIHC Consolidated Speech and Swallowing Services, which provides services to the Departments of Neurology, Child Psychiatry, and Otolaryngology—Head and Neck Surgery; speech and hearing services in the Center for Disabilities and Development; Pediatrics Regional Child Health Specialty Clinics; and the audiology and speech pathology service in the Iowa City Veterans Affairs Medical Center. Directors of these programs form the Council on Speech Pathology and Audiology at The University of Iowa.

The Wendell Johnson Speech and Hearing Clinic serves the University and the general public. Included in its services are outpatient evaluation and rehabilitation programs for speech, hearing, and language problems; one-week intensive summer programs in stuttering, language development, reading, and aural rehabilitation; and a six-week summer preschool program for hearing-impaired children. These clinical programs give students supervised clinical experience with a wide variety of speech, hearing, and language disorders.

In addition to the clinical training in the Wendell Johnson Speech and Hearing Clinic, training also may be acquired in supervised clinical practice with elementary school children through various state area education agencies; and in supervised clinical practice in speech, language, and hearing services provided by the University of Iowa Hospitals and Clinics Consolidated Speech and Swallowing Services, the Regional Child Health Specialty Clinics, Center for Disabilities and Development, and the Veterans Affairs Iowa City Health Care System.

Public and private departments and programs in addition to those mentioned above often contribute to the
cooperative professional training, research, and service programs.

Research Facilities
Facilities in the Wendell Johnson Speech and Hearing Center include audiometric testing suites, diagnostic and remediation suites, equipment for diagnosis and therapy, a closed-circuit television system, and laboratories and equipment for acoustic, physiologic, and perceptual studies of speech, and for audiologic, psychoacoustic, and neurophysiologic studies of hearing. Mechanical and electronic shops and trained technical personnel are available for assistance in research instrumentation.

Cooperation with departments in the Carver College of Medicine, the Department of Psychology (College of Liberal Arts and Sciences), and the University of Iowa DELTA Center makes additional laboratory facilities available for research on problems in speech and hearing. The participation and cooperation of specialists from varied fields, including psychology, child development, education, engineering, statistics, and medicine, further broaden the scope of research activities in speech and hearing.

Courses
For Undergraduates

003:015 (CSD:1015) Introduction to Speech and Hearing Processes and Disorders 3 s.h.
Speech, language, auditory behavior as fields of scientific study; major types of speech, hearing, language disorders. Offered fall and spring semesters.

003:029 (CSD:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

Individual or small group participation in faculty research projects.

003:097 (CSD:3097) Honors Seminar 2 s.h.
Research topics and procedures in speech and hearing sciences; ongoing faculty research, research opportunities, possible research projects. Requirements: honors standing with intent to complete an honors thesis.

003:098 (CSD:4098) Honors Thesis 2 s.h.
Close work with a faculty mentor. Prerequisites: 003:097 (CSD:3097).

Basics of hearing intervention (e.g., hearing aids, cochlear implants, assistive devices) particularly important to classroom teachers at a level appropriate for that group; meets requirements for endorsement for teaching hearing impaired.

003:110 (CSD:2110) Phonetics: Theory and Applications 3 s.h.
Basic concepts: articulatory and acoustic description of speech, sound production, dialect variations, language differences; development of phonetic transcription skills with emphasis on English phonetics, clinical applications to developing and disordered speech. Offered fall semesters.

003:111 (CSD:2111) Basic Acoustics for Speech and Hearing 3 s.h.
Principles of sound, simple harmonic motion, sound pressure and intensity, decibels, complex waves, Fourier analysis, resonance and filters, distortion, transmission of sound. Requirements: completion of department math requirement.

003:112 (CSD:3112) Anatomy and Physiology of Speech Production 4 s.h.
Normal anatomy, physiology of structures used to produce speech; principles, methods for instrumental study of speech production. Offered spring semesters. Prerequisites: 003:110 (CSD:2110). Corequisites: 003:111 (CSD:2111), if not taken as a prerequisite.

003:113 (CSD:3113) Introduction to Hearing Science 4 s.h.
Normal auditory process; anatomy and physiology of auditory system; subjective correlates of auditory stimuli. Offered fall semesters. Prerequisites: 003:111 (CSD:2111).

003:114 (CSD:4114) Introduction to Voice Disorders 2 s.h.
Basic foundations for management of voice disorders. Offered spring semesters. Prerequisites: 003:112 (CSD:3112).

003:115 (CSD:4115) Structural Disorders 2 s.h.
Therapy approaches used to treat speech production and swallowing disorders associated with disorders that affect structure and physiology of the speech and swallowing mechanism; basic knowledge necessary for clinical practice by clinicians who do not specialize in management of patients with head and neck cancer, cleft palate, or neurological disorders. Offered fall semesters. Prerequisites: 003:110 (CSD:2110) and 003:112 (CSD:3112).

003:116 (CSD:3116) Basic Neuroscience for Speech and Hearing 3 s.h.
Basic anatomy, physiology of central nervous system; emphasis on neural systems involved in normal and disordered communication. Offered fall semesters. Requirements: biology, zoology, or physiology course. Same as 103:177 (LING:3116).

003:117 (CSD:3117) Psychology of Language 3 s.h.
Theoretical, empirical investigations of linguistic behavior; behaviorist, rationalist models in context of formal linguistic structure and context of models of speech perception and production. Offered spring semesters. Prerequisites: 103:100 (LING:3001). GE: Social Sciences. Same as 103:172 (LING:3117).
003:118 (CSD:3118) Language Acquisition

003:120 (CSD:4120) Clinical Observations in Communication Disorders
Diagnosis and treatment of a wide range of speech, language, or hearing disorders in a variety of settings; basic understanding of the evaluation process, goal setting, behavior management, pacing of therapy, shaping of behavior, tracking performance/learning, and professional and ethical behavior through observation of clinical interactions; completion of 25 hours of observation as required by the American Speech-Language-Hearing Association for obtaining national certification. Recommendations: senior or graduate standing in communication sciences and disorders.

003:122 (CSD:3122) Speech Production: Anatomy and Physiology
Anatomy and physiology of the respiratory, phonatory, and articulatory systems and the systems' roles during speech production; approaches to instrumental assessment of speech physiologic events.

003:126 (CSD:3126) Neuroscience for Communication Science
Basic anatomy, physiology of central nervous system, emphasis on neural systems involved in normal and disordered communication.

003:127 (CSD:3127) Introduction to Psycholinguistics
Theoretical and empirical investigations of linguistic behavior in the context of formal linguistic structure, models of speech perception and production; readings of text and research papers; audio-visual demonstrations of classical speech perception and production phenomena.

003:140 (CSD:2140) Manual Communication
Training in use of sign systems in manual communication.

003:145 (CSD:4145) Developmental Speech and Language Disorders
The nature of developmental disorders—basic concepts, including behavioral characteristics, developmental patterns, etiology theories; assessment and intervention principles in phonology, semantics, morphology, syntax. Offered fall semesters. Prerequisites: 003:015 (CSD:1015), 003:110 (CSD:2110) or 103:110 (LING:3005), 003:112 (CSD:3112), and 003:118 (CSD:3118).

003:146 (CSD:4146) Neurogenic Disorders of Language
Overview of communication disorders secondary to acquired brain damage in adults; focus on aphasia, communication disorders arising from dementia, right-hemisphere stroke, traumatic brain injuries; general principles of diagnosis and intervention. Offered fall semesters. Prerequisites: 003:015 (CSD:1015), 003:110 (CSD:2110) or 103:110 (LING:3005), 003:112 (CSD:3112), and 003:116 (CSD:3116).

003:147 (CSD:4147) Neurogenic Disorders of Speech
Speech disorders secondary to acquired brain damage in adults; clinical intervention issues. Offered spring semesters. Prerequisites: 003:116 (CSD:3116).

003:156 (CSD:4156) Communication Disorders and Aging
Introduction to speech, language, and hearing processes and disorders among older adults; survey of characteristics of communication and communication breakdown, remediation, and strategies for improving communication with older adults with communication disorders; primarily for nonmajors and service providers other than speech-language pathologists and audiologists. Offered spring semesters of even years. Same as 153:165 (ASP:4165).

003:183 (CSD:4183) Introduction to Stuttering
Theoretical perspectives on the nature of stuttering, including onset and development, basic phenomena, beginning treatment principles. Offered spring semesters. Prerequisites: 003:112 (CSD:3112).

003:185 (CSD:3185) Hearing Loss and Audiometry
Introduction to profession of audiology; overview of hearing disorders, evaluation, treatment; basic pure-tone and speech audiometry. Offered fall semesters. Corequisites: 003:113 (CSD:3113), if not taken as a prerequisite.

003:186 (CSD:4186) Problems: Speech/Hearing Processes and Disorders

003:187 (CSD:3187) Early Literacy Instruction for Young Children
Service-learning involving lecture, class discussion, and student participation in an early literacy program for preschoolers; concepts and skills necessary to conduct story time groups with young children that target development of print knowledge; application of learning by reading to small groups of preschool children. Corequisites: 031:014 (PSY:2401) or 07P:106 (PSQF:5106).

For Graduate Students

003:135 (CSD:5135) Foundations of Clinical Practice I
Basic concepts of clinical practice, including models of diagnosis, fundamentals of clinical data collection and measurement, treatment planning, professional writing. Offered fall semesters. Prerequisites: 003:015 (CSD:1015), 003:110 (CSD:2110) or 103:110 (LING:3005), 003:112 (CSD:3112), 003:118 (CSD:3118), and 07P:025 (PSQF:1020). Corequisites: 003:145 (CSD:4145). Requirements: graduate standing.

003:136 (CSD:5136) Foundations of Clinical Practice II
Advanced concepts of clinical practice, including principles of human behavior change, clinical decision making, generalization, transfer and maintenance, models of service delivery, ethical practice, advanced professional writing. Offered spring semesters. Prerequisites: 003:135 (CSD:5135). Requirements: graduate standing.

003:137 (CSD:5137) Foundations of Clinical Practice III 1 s.h.
Advanced principles of clinical practice, including risk management, public policy and models of third-party reimbursement, professional issues. Offered fall semesters. Prerequisites: 003:136 (CSD:5136). Requirements: graduate standing.

003:201 (CSD:5201) Principles of Voice Production 3 s.h.
Basic physical, physiological, pedagogical principles in understanding professional, nonprofessional, impaired voice production; vocal anatomy, voice classification; control of loudness, pitch, register, quality; efficient, inefficient use of voice; instrumentation for voice analysis, synthesis. Offered fall semesters of odd years. Same as 025:201 (MUS:5220).

003:202 (CSD:6202) Methods of Teaching Voice 3 s.h.
Attitude, musicianship, foreign language aptitude, physical and emotional characteristics; mental images used to modify respiratory, phonatory, articulatory behavior; vocal hygiene; performance anxiety; student-teacher relationships; administration in vocal schools, professional organizations. Offered spring semesters. Same as 025:202 (MUS:6250).

003:203 (CSD:5203) Counseling in Communication Disorders 1 s.h.
Collection and integration of case history information from clients/patients, family, caregivers, teachers, relevant others; providing counseling to clients/patients, family, and caregivers regarding communication and swallowing disorders. Prerequisites: 003:135 (CSD:5135).

003:204 (CSD:6204) Voice for Performers 2 s.h.
Comparison of kinesthetic techniques for singing and acting voice; relaxation, posture, breathing, tone quality, diction, interpretation. Same as 025:216 (MUS:6250), 049:201 (THTR:6255).

003:206 (CSD:5206) Language Disorders in Children 0-18 Years 3 s.h.
Disorders resulting from phonological, semantic, pragmatic, and morphosyntactic deficits; receptive, expressive problems; special assessment and intervention procedures. Offered fall semesters of even years. Prerequisites: 003:145 (CSD:4145).

003:213 (CSD:6213) Voice Habilitation 2-3 s.h.
Application of methods of intervention in development, training, rehabilitation of vocal behavior; motor learning, efficacy of treatment strategies, factors affecting compliance with recommended therapy. Offered fall semesters. Prerequisites: 003:114 (CSD:4114) or 003:201 (CSD:5201). Requirements: enrollment in Summer Vocology Institute, Salt Lake City, Utah. Same as 025:356 (MUS:6555).

003:218 (CSD:6218) Psycholinguistics 3 s.h.
Theoretical, empirical issues in psycholinguistics; models demonstrating relation of formal language structure to psychological operations used in speech perception and production; laboratory emphasis on paradigmatic research in psycholinguistics. Offered fall semesters. Prerequisites: 103:100 (LING:3001). Same as 103:218 (LING:6218).

003:219 (CSD:5219) Fundamentals of Laboratory Instrumentation 3 s.h.
Electrical circuits, emphasis on application to instrumentation used in speech and hearing; laboratory focus on instrumentation. Offered spring semesters.

003:221 (CSD:6221) Instrumentation for Voice Analysis 2 s.h.
Glottographic, videostroboscopic, electromyographic, and acoustic analysis for assessment of vocal and respiratory function; using these techniques in conjunction with perceptual evaluation of voice; through the Vocology Institute in Utah. Offered summer sessions of even years. Requirements: enrollment in Summer Vocology Institute, Salt Lake City, Utah. Same as 025:357 (MUS:6556).

003:222 (CSD:5222) Speech and Hearing Anatomy 2 s.h.
Laboratory course in anatomy of speech and hearing mechanisms; instruction in dissection techniques. Offered summer sessions. Prerequisites: 003:112 (CSD:3112).

003:224 (CSD:5224) System and Signal Theory for Speech and Hearing Science 3 s.h.
Principles of linear-systems theory applied to speech and auditory research, including system functions, filter properties, convolution, Fourier Series, Fourier transform. Offered fall semesters. Requirements: introductory calculus.

003:230 (CSD:6230) Advanced Hearing Science 2 s.h.
Basic properties of auditory perception or psychoacoustics from material covered in 003:256 (CSD:5256); perception of loudness, masking frequency selectivity, temporal processing, and spatial perception; basic perceptual properties, methods of measurement, and physiological basis for performance; properties of perception in normal ears, hearing impairment, and auditory prostheses (e.g., cochlear implants). Prerequisites: 003:113 (CSD:3113) and 003:256 (CSD:5256).

003:232 (CSD:6231) Speech Perception in Listeners with Hearing Loss 2 s.h.
Introduction to study of speech perception in listeners with normal hearing and those with hearing loss; overview of speech acoustics; theories of speech perception; contributions of auditory, visual, and indexical (talker-specific) information in speech signal; assessment techniques; benefits of hearing aid and/or cochlear implant use; factors influencing speech perception by children and adults with hearing loss. Prerequisites: 003:230 (CSD:6230).

003:233 (CSD:5233) Aphasia 2 s.h.
Assessment, diagnosis, and treatment of aphasia and other acquired language and cognition-based communication disorders. Offered spring semesters. Prerequisites: 003:117 (CSD:3117) and 003:146 (CSD:4146). Corequisites: 003:136 (CSD:3136).

003:234 (CSD:5234) Acquired Cognitive-Communication Disorders
Cognitive, neuropsychological, and social aspects of communication and the management of acquired cognitive-communication disorders associated with traumatic brain injury, right hemisphere damage, and neurodegenerative diseases. Prerequisites: 003:116 (CSD:3116) and 003:146 (CSD:4146).

003:236 (CSD:5236) Swallowing Disorders 2 s.h.
Physiology of normal, abnormal swallowing; assessment, treatment of swallowing disorders in adults, children. Offered fall semesters. Prerequisites: 003:112 (CSD:3112), 003:115 (CSD:4115), and 003:116 (CSD:3116).

003:237 (CSD:5237) Cleft Palate and Related Disorders 2 s.h.

003:238 (CSD:7238) Capstone Requirement 1 s.h.
Individual work with a faculty member on audiology topics; final Au.D. project. Offered spring semesters.

003:240 (CSD:5240) Hearing Aids I 3 s.h.
Hearing aids, diagnostic procedures; laboratory emphasis on measurement procedures. Offered spring semesters. Prerequisites: 003:185 (CSD:3185).

003:242 (CSD:6242) Hearing Aids II 3 s.h.
Evaluation, verification procedures; emphasis on advanced technologies, strategies. Offered fall semesters. Prerequisites: 003:240 (CSD:5240).

003:244 (CSD:4244) Rehabilitative Audiology 3 s.h.
Theory, procedures for assessment, rehabilitation of speech, hearing, language deficits of people with hearing impairment. Offered spring semesters. Prerequisites: 003:145 (CSD:4145) and 003:185 (CSD:3185).

003:245 (CSD:6245) Pediatric Audiology 3 s.h.
Theory, procedures for assessment, rehabilitation of pediatric populations; laboratory emphasis on test administration. Offered fall semesters. Prerequisites: 003:185 (CSD:3185).

003:246 (CSD:5246) Advanced Audiology 3 s.h.
Theory, procedures for assessment of hearing loss in adult and pediatric populations; experience in test administration through supervised laboratory sessions. Offered fall semesters. Prerequisites: 003:185 (CSD:3185).

003:247 (CSD:6247) Medical Audiology 2 s.h.
Genetic, acquired, traumatic pathologies that affect auditory systems; nature, etiology, principles of assessment, treatment. Offered spring semesters of odd years. Prerequisites: 003:185 (CSD:3185).

003:249 (CSD:6249) Cochlear Implants 1-3 s.h.
Introduction to cochlear implantation; history of cochlear implantation, introduction to cochlear technology, basics of device programming and trouble shooting, candidacy issues, outcomes in children and adults, auditory rehabilitation specific to cochlear recipients, the auditory brainstem implant, future trends in cochlear implantation. Offered fall semesters. Prerequisites: 003:185 (CSD:3185) and 003:244 (CSD:4244).

003:255 (CSD:5255) Educational Audiology 2 s.h.
Training in skills necessary for working with the school-age population; case management and aural rehabilitation, amplification and classroom hearing technology, identification and assessment practices, federal legislation that affects services. Offered fall semesters. Prerequisites: 003:185 (CSD:3185) and 003:244 (CSD:4244). Requirements: 003:240 (CSD:5240) for Au.D. students.

003:256 (CSD:5256) Anatomy and Physiology of Hearing 3-4 s.h.
Anatomy of auditory system, cochlear mechanics, electrophysiology of peripheral and central auditory nervous system; laboratory emphasis on physiological techniques for study of ear. Offered spring semesters. Prerequisites: 003:113 (CSD:3113) and 003:224 (CSD:5224).

003:260 (CSD:5260) Designing Assistive Devices 1-3 s.h.
System design (hardware and software) useful in building augmentative and alternative communication devices for the profoundly impaired; opportunity to build systems for theoretical and/or applied purpose; interdisciplinary, clinical perspectives. Offered summer sessions.

003:282 (CSD:5282) Phonological Development and Disorders 2 s.h.
Advanced topics in phonological development and disorders; current theoretical approaches to phonological analysis and typical phonological acquisition applied to assessment and intervention with children who have phonological disorders. Offered spring semesters. Prerequisites: 003:110 (CSD:2110) or 003:110 (LING:3005), 003:118 (CSD:3118), 003:135 (CSD:5135), and 003:145 (CSD:4145).

003:283 (CSD:5283) Stuttering 2 s.h.

003:290 (CSD:6290) Auditory Evoked Potentials 3 s.h.
Introduction to evoked potentials for assessing audiologic function. Offered spring semesters. Prerequisites: 003:219 (CSD:5219).

003:291 (CSD:6291) Vestibular Assessment and Rehabilitation 1-3 s.h.
Introduction to otoacoustic emissions, vestibular theory, and testing techniques. Offered fall semesters.

003:292 (CSD:6292) Advanced Rehabilitative Audiology 1 s.h.
Current and developing procedures for assessment, habilitation of adults and children with hearing losses. Offered spring semesters.
003:301 (CSD:5301) Practicum: Speech-Language Pathology

003:303 (CSD:5303) Evidence Based & Emerging Practices in Communicatin & Social Interaction for Individuals with Autism
Evidence-based practices and emerging practices for promoting communication and social interaction skills in individuals with autism spectrum disorders; emphasis on intervention strategies specific to receptive and expressive language development, functional communication, social interaction, emotional regulation, play, structured learning environments, and opportunities.

003:304 (CSD:5304) Speech Pathology Outplacement: School
Supervised teaching and observation in speech-language pathology in an elementary school setting.

003:305 (CSD:5305) Speech Pathology Outplacement: Non-School
Supervised clinical work and observation in speech-language pathology in a non-school setting.

003:310 (CSD:5310) Scientific Writing
Principles of writing for scientific posters, journal articles, grant proposals; effective communication of concepts and data.

003:311 (CSD:5311) Clinical Practice in Audiology
Varied topics relevant to professional issues in audiology clinical practice; presentations by clinical faculty members and guest speakers. Requirements: M.A. professional emphasis or Au.D. enrollment.

003:312 (CSD:5312) Practicum: Hearing Measurement
Evaluation of individuals for hearing impairment and its impact; clinical practice. Requirements: M.A. professional emphasis.

003:314 (CSD:5314) Audiology Student Teaching
Supervised teaching and observation in an area of audiology in the elementary schools.

003:315 (CSD:5315) Clinical Rotations in Audiology

003:316 (CSD:6316) Advanced Externship in Audiology

003:317 (CSD:6317) Audiology Business Practice Management
Introduction to the development and management of an audiology practice; topics include short and long range business planning, general accounting, budgeting, establishing fees for service, coding and third party reimbursement, marketing, professional liability, certification and licensure; business and professional ethics. Requirements: Au.D. second-year or higher enrollment and 3.00 cumulative g.p.a.

003:318 (CSD:6318) Hearing Loss Prevention
Incidence and prevalence of hearing loss; risk factors and assessment; noise exposure guidelines; hearing protection devices; education and motivation. Prerequisites: 003:219 (CSD:5219).

003:350 (CSD:5350) Preceptorship in Augmentative Comm
Approaches to development of alternate modes of communication for individuals with limited oral communication. Offered fall semesters.

003:510 (CSD:5510) Seminar: Introduction to Research in Speech and Hearing
Philosophy of science; basic principles of research; issues in conducting research; review of research opportunities in the department. Offered fall semesters.

003:511 (CSD:5511) Introduction to Doctoral Research
Topics related to development and execution of research; doctoral program, use of library, human and animal subject issues, philosophy of science, use of common research tools, reading and writing research papers, research grant preparation. Offered fall and spring semesters.

003:515 (CSD:6515) Proseminar
Presentation of research ideas, results by faculty, students.

003:519 (CSD:6519) Seminar: Evidence-Based Practice
Introduction to design and conduct of research and evidence-based clinical practice, observation and measurement, population sampling, group and single-subject research designs, treatment research, data organization and analysis, and presenting research results in graphic and written form; issues concerning research ethics and the protection of human subjects in research. Recommendations: clinical graduate standing in audiometry or speech-language pathology.

003:520 (CSD:6520) Seminar: M.A. Language
Research literature related to language. Offered spring semesters of odd years.

003:522 (CSD:6522) Clinical Speech Physiology
Current approaches to the study of speech physiology and application in clinical practice; focus on providing hands-on experiences with common instrumental approaches to studying speech physiology, developing an appreciation of the factors and limitations that must be considered in applying and interpreting the findings of these approaches clinically, and developing abilities to critically evaluate the literature in this area.

003:526 (CSD:6526) Seminar: Rehabilitative Audiology
Theoretical issues, research literature. Offered fall semesters.

**003:528 (CSD:7528) Seminar: Ph.D. Language**  
2 s.h.  
Theoretical issues related to language. Offered spring semesters.

**003:538 (CSD:6538) Seminar: Hearing Science**  
2 s.h.  
Selected topics. Offered fall semesters of even years.

**003:590 (CSD:7590) Research**  
arr.
Communication Studies

Chair
• Walid A. Afifi

Professors
• Tamara Affifi, Walid A. Afifi, Leslie Baxter, Steve Duck (Daniel and Amy Starch Distinguished Research Chair; Communication Studies/Psychology), Kembrew McLeod, Kristine L. Muñoz, John Durham Peters (A. Craig Baird Professor)

Associate professors
• Jeff Bennett, Shelly Campo (Communication Studies/Community and Behavioral Health), Timothy Havens (Communication Studies/African American Studies), Joy Hayes, David Hingstman

Assistant professors
• Natalie Fixmer-Oraiz, Andrew High, Jiyeon Kang, Rachel McLaren, Keli Steuber, Darrel Wanzer, Isaac West, Rita Zajacz

Lecturer
• Mary High

Adjunct assistant professors
• Paul Bellus, Matthew Cohen, "Lance" Brendan Young

Adjunct lecturer
• Elizabeth Pearce

Professors emeriti
• David Depew, Bruce E. Gronbeck, Robert Kemp

Associate professor emeritus
• George Klingler

Undergraduate major: communication studies (B.A.)
Undergraduate minor: communication studies
Graduate degrees: M.A. in communication studies; Ph.D. in communication studies
Web site: http://clas.uiowa.edu/commstudies/

The Department of Communication Studies focuses on the study of human communication as a social practice. Scholarship and teaching in the department center on the role that human communication processes play in the construction, maintenance, reinforcement, and reformation of various aspects of social, professional, and institutional life.

The department provides a liberal-arts-based undergraduate education that prepares students to meet the complex communication challenges of the 21st century. It provides top-ranked doctoral education and is a national and international leader in research and knowledge dissemination.

The department has three areas of specialization. The rhetoric and discourse specialization focuses on how citizens use public argumentation and other rhetorical processes to bring about cultural, social, and political changes. The media studies specialization focuses on modern media in their cultural, economic, historical, political, and social contexts to understand how society and social relations shape and are shaped by media practices. The interpersonal communication and relationships specialization focuses on how the communicative practices of relating in everyday life construct, shape, sustain, and change who people are as individuals, as well as the quality of their lives.

The Department of Communication Studies encourages exploration of the practical, political, social, and aesthetic dimensions of symbolic exchange and awareness of the relationships among these dimensions. The department has produced many influential scholars and artists and has been a hub for the intersection of programs and projects of the University and other institutions.

Undergraduate Programs of Study

• Major in communication studies (Bachelor of Arts)
• Minor in communication studies

First-year students interested in completing a major in communication studies are advised at the Academic Advising Center. Students who have earned 24 s.h. or more and have declared the communication studies major are advised in the department by the communication studies academic advisor.

Bachelor of Arts

The Bachelor of Arts with a major in communication studies requires a minimum of 120 s.h., including 36 s.h. of work for the major. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). The curriculum is designed to encourage learning that progresses from foundation courses that teach the basics of communication to intermediate and advanced (capstone) courses. Students may choose to build creative combinations of course work that suit their individual learning and career goals.

Students may count up to 50 s.h. of communication studies course work toward credit required for the Bachelor of Arts degree. Guided Independent Study and transfer courses may be applied toward the requirements of the major, with the department’s approval. A maximum of 15 s.h. of transfer credit may be counted toward the major.

Students must have a cumulative g.p.a. of at least 2.50 in order to enroll in most communication studies courses.

Students work with the communication studies academic advisor to develop study plans that meet the requirements of the major. Students may check their progress toward the degree on ISIS.

Students are encouraged to discuss their career goals and interests with faculty members.

The 36 s.h. required for the communications studies major consists of foundation courses (15 s.h.), intermediate courses (12 s.h.), a capstone course (3 s.h.), and an additional 6 s.h., which may be earned in courses listed under “Intermediate Courses,” “Capstone Experience,” and/or “Additional Courses,” below. Students may not use a course to satisfy more than one requirement of the major.

FOUNDATIONS OF COMMUNICATION

Foundation courses cover introductory concepts in the field of communication. Students must complete five
foundation courses (15 s.h.) and should take them early in their studies.

The following foundation courses are appropriate for first-year students. They do not require a minimum grade-point average for enrollment and do not have prerequisites, except 036:017 (COMM:1117), which requires fulfillment of the General Education Program’s Rhetoric requirement for enrollment. Students complete the first three foundation courses as follows.

One of these:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>036:012</td>
<td>Interpersonal Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:070</td>
<td>Communication Theory in Everyday Life</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>036:017</td>
<td>Theory and Practice of Argument</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>036:030</td>
<td>The Art of Persuading Others</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

And one of these:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>036:068</td>
<td>Media, Music, and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:074</td>
<td>Media and Society</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

The fourth and fifth foundation courses are appropriate for second-year students. Enrollment in these courses requires completion of 30 s.h. and a g.p.a. of at least 2.50 for University of Iowa and transfer course work.

Both of these:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>036:001</td>
<td>Core Concepts in Communication Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:005</td>
<td>Studying Communication: Methods and Critiques</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**INTERMEDIATE COURSES**

Intermediate courses cover detailed aspects of the study of communication. Students must complete four intermediate courses (12 s.h.), usually during their third and fourth years of study. They must have completed four of five foundation courses listed above and must have a cumulative g.p.a. of at least 2.50 in order to enroll in intermediate courses.

At least four of these (12 s.h.):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>036:011</td>
<td>Group Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:016</td>
<td>Business and Professional Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:040</td>
<td>Communication and Conflict</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:041</td>
<td>Gender Roles and Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:042</td>
<td>Intercultural Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:043</td>
<td>Rhetoric, Science, and Technology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:044</td>
<td>Political Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:048</td>
<td>Transforming Media: From Telegraph to Internet</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:051</td>
<td>Politics of Popular Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:053</td>
<td>Secrets, Confidences, and Lies: Privacy Management in Interpersonal Relationships</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:054</td>
<td>Movements, Protest, Resistance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:057</td>
<td>Introduction to Computer-Mediated Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:058</td>
<td>Rhetoric and Past Public Controversy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:061</td>
<td>Persuasion in Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:062</td>
<td>Feminist Critical Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:064</td>
<td>Media, Advertising, and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:065</td>
<td>Television Criticism</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

036:069 (COMM:2069) Black TV Drama: The Wire 3 s.h.
036:071 (COMM:2071) Communication and Critical/ Cultural Studies 3 s.h.
036:075 (COMM:2075) Gender, Sexuality, and Media 3 s.h.
036:076 (COMM:2076) Race, Ethnicity, and Media 3 s.h.
036:077 (COMM:2077) Writing and Producing Television 3 s.h.
036:085 (COMM:2085) Media Industries and Organizations 3 s.h.
036:086 (COMM:2086) Global Media Studies 3 s.h.
036:087 (COMM:2087) Copyright Controversies 3 s.h.
036:088 (COMM:2088) Media and Democracy 3 s.h.
036:089 (COMM:2089) Nonverbal Communication 3 s.h.
036:090 (COMM:2090) Topics in Communication Studies 3 s.h.
036:091 (COMM:2091) Organizational Communication 3 s.h.
036:095 (COMM:2095) Queer Rhetorics 3 s.h.

**CAPSTONE EXPERIENCE**

Students must complete one capstone course (3 s.h.), a faculty-led experience in which they participate directly in producing knowledge, research, or creative work about communication. The capstone experience gives students a chance to synthesize what they have learned about the study of communication.

In order to enroll in a capstone course, students must have completed at least two of the required intermediate courses and must have a cumulative g.p.a. of at least 2.50. Most students take the capstone course during their senior year.

One of these (3 s.h.):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>036:135</td>
<td>Media, Culture, and Relationships</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:140</td>
<td>Communication and Relationships</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:142</td>
<td>Advanced Intercultural Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:143</td>
<td>Classical Rhetoric and Greek Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:145</td>
<td>Argument and Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:146</td>
<td>Issues in Rhetoric and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:147</td>
<td>Family Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:150</td>
<td>Cultural History of Advertising</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:151</td>
<td>Cultural History of Television</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:152</td>
<td>Latin American Media</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:153</td>
<td>Communication Technologies in History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:155</td>
<td>Visual Rhetoric</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:156</td>
<td>Feminist Visual Rhetoric</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:157</td>
<td>Advanced Topics in Communication Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:160</td>
<td>The Talk of Everyday Life</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:163</td>
<td>The Dark Side of Interpersonal Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:164</td>
<td>Life Happens. Don’t Worry About It: The Communication of Social Support</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:165</td>
<td>Criticism and Public Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:166</td>
<td>Life-Span Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:167</td>
<td>Communication, Cognition, and Emotion</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:168</td>
<td>Rhetoric of the Body</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:169</td>
<td>Feminist Rhetorics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:170</td>
<td>Theories of Persuasion</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:172</td>
<td>Television and African American Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:173</td>
<td>Social Media, Culture, and Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:174</td>
<td>Communication, Technology, and National Security</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
036:176 (COMM:4176) Advanced Relational Theory 3 s.h.
036:181 (COMM:4181) Legal Communication and Culture 3 s.h.
036:183 (COMM:4183) Networking America: The Cultural History of Broadcasting

ADDITIONAL COURSES
Students earn an additional 6 s.h. to complete the 36 s.h. in communication studies courses required for the major. They may choose from the courses listed below and/or from the lists of intermediate and capstone courses above. However, students may not use one course to fulfill more than one requirement for the major, so in selecting the additional 6 s.h. of course work, they may not choose a course they already used to fulfill the intermediate or capstone course requirement.

The following courses are open to all students; they do not have prerequisites or require a minimum grade-point average requirement for enrollment.

036:013 (COMM:2813) Practicum in Debate 1 s.h.
036:014 (COMM:1814) Elements of Debate 3 s.h.
036:018 (COMM:1818) Leadership and Organizational Procedures 2 s.h.
036:019 (COMM:1819) Organizational Leadership 2-3 s.h.

The following courses have prerequisites, a minimum grade-point average, or other requirements for enrollment.

036:002 (COMM:1002) Workshop in Debate and Forensics 3 s.h.
036:028 (COMM:2828) Communication Studies Internship 1-3 s.h.
036:097 (COMM:2897) Independent Study arr.
036:098 (COMM:2898) Honors Workshop 1 s.h.
036:099 (COMM:2899) Honors Thesis 3 s.h.

Internships
Internships enable students to supplement their course work with professional experiences relevant to careers in communication-related fields. The department’s internship program is open only to communication studies majors.

To earn academic credit for internships, students must obtain approval for their internship experience and coursework before they register for 036:028 (COMM:2828) Communication Studies Internship (arr.). Internship academic credit is awarded for an analytical paper and daily log submitted at the end of the internship and for the number of hours worked. Internships can be completed during fall semester, spring semester, or summer session.

Visit the department’s web site for information on communication studies internships.

Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. Students who have signed the four-year graduation agreement should consult the department for details.

Before the fifth semester begins: at least two courses in the major
Before the seventh semester begins: at least six courses in the major; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least eight courses in the major
During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major
The department offers outstanding students the opportunity to graduate with honors in the communication studies major. Departmental honors students must be members of the University’s honors program, which requires students to have a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

To graduate with honors in the communication studies major, students must maintain a g.p.a. of at least 3.33 and must complete the following courses.

036:098 (COMM:2898) Honors Workshop 1 s.h.
036:099 (COMM:2899) Honors Thesis 3 s.h.

In special cases, an independent study course may be substituted for 036:098 (COMM:2898), with the honors advisor’s permission. Additional course work may be required by the student’s honors advisor.

To begin work toward graduation with honors in the major, students choose a faculty member to supervise their honors project and to act as their honors advisor.

Departmental honors students are eligible to take courses offered through the University of Iowa Honors Program and to add an honors designation to any other departmental course by completing an agreement with the course instructor for special work in that course.

For detailed information, see Honors Program in Communication Studies on the department’s web site.

Minor
The minor in communication studies requires a minimum of 18 s.h. in communication studies courses, including 12 s.h. in courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor must include the five courses (15 s.h.) listed under "Foundations of Communication" above and one (3 s.h.) listed under "Intermediate Courses" above. Although students must maintain a g.p.a. of at least 2.00 in courses taken for the minor, they must have a cumulative g.p.a. of at least 2.50 in order to enroll in some of the courses required for the minor.

Forensics/Debate
Students in the forensics/debate program have the opportunity to participate in on-campus debates, in developmental programs designed to improve speech activities in the state, and as members of competitive intercollegiate debate teams. Forensics scholarships are available. Students interested in debate should enroll in 036:013 (COMM:2813) Practicum in Debate or 036:014 (COMM:1814) Elements of Debate.
Graduate Programs of Study

- Master of Arts in communication studies
- Doctor of Philosophy in communication studies

The Doctor of Philosophy program in communication studies includes specializations in interpersonal communication and relationships, media studies, and rhetoric and discourse.

Graduate education in communication studies focuses on the Ph.D., but doctoral students may choose to earn a Master of Arts on their way toward the Ph.D. A terminal master’s degree may be an option for some students already admitted to the doctoral program.

Master of Arts

The Master of Arts program in communication studies requires a minimum of 30 s.h. of graduate credit. It may be granted to students working toward the Ph.D.; it also may be granted as a terminal degree for doctoral students who decide not to complete the Ph.D. All master’s students take 036:200 (COMM:5200) Introduction to Research and Teaching (1 s.h.) and at least two courses numbered 200 or above. They also prepare a graduate seminar paper that involves significant original research. To learn more about M.A. requirements, see the Graduate Student Handbook (2011) on the department’s Current Graduate Students page.

Doctor of Philosophy

The Doctor of Philosophy program in communication studies requires a minimum of 82 s.h. of graduate credit, including dissertation credit. All students take 036:200 (COMM:5200) Introduction to Research and Teaching and earn at least 10 s.h. of dissertation credit in 036:399 (COMM:6399) Ph.D. Dissertation.

Ph.D. students must take a 3 s.h. course in each of the program’s three areas of specialization; successfully complete a qualifying examination during their second or third semester and a comprehensive (pre)dissertation examination in their major research area during their fifth or sixth semester; and write a substantial scholarly dissertation. Students must maintain a cumulative g.p.a. of at least 3.00 throughout the graduate program.

Admission usually is for fall semester entry. Applicants whose materials are received at the department by January 1 receive preference for admission and financial support. Admission decisions are based on undergraduate achievement, letters of reference, Graduate Record Examination (GRE) General Test scores, the statement of purpose, and samples of scholarly work.

Interpersonal Communication and Relationships

The communication and relationships program is centered on theory complemented by strength in quantitative and qualitative research methods. It focuses on scholarly issues that arise from face-to-face, everyday communication practices. It emphasizes personal relationship and family processes, identity construction, persuasion, and culture.

The goal of the program is to produce scholars who possess sophisticated knowledge of theory and methodology, who are careful consumers of theories and methods, and who can develop their own approaches to communication phenomena. The program emphasizes systematic analysis of the forms, functions, and meanings of messages within various contexts. Its broad social-scientific orientation springs from the belief that many methodological approaches are appropriate to studying and building theoretical explanations of communication.

Graduate students typically enter the program to earn a Ph.D. Advisors and committee members work closely with individual students to select courses from communication studies and other University departments and plan teaching and research experiences that will prepare students well for the employment they seek after graduation.

Media Studies

The graduate program in media studies focuses on the interplay of institutions, texts, and audiences in mediated communication systems. Its central aim is to examine modern media—radio, television, advertising, music, new media, and a wide range of other popular cultural expressions—with their historical, social, political, economic, and cultural contexts. It also uses the mass media as sites for asking basic questions about culture, society, politics, and modernity.

Like the department’s other graduate programs, media studies has a strong interdisciplinary flavor. Students draw not only on allied areas in the Department of Communication Studies but on fields across the University.

Rhetoric and Discourse

The program in rhetoric and discourse is built on foundation courses in classical and 20th-century rhetorical theory and in an overview of 20th-century rhetorical criticism. Courses from a rhetorical perspective include rhetorical theory, rhetorical criticism, visual rhetoric and politics, public address and public culture, studies in argumentation and freedom of speech, work in science and technology as well as academic inquiry, and historical methods. Cognate work of interest to rhetoricians also can be found in interpersonal communication and relationship studies as well as media studies.

The Ph.D. in rhetoric and discourse is designed to give students a mature grasp of the specialties and perspectives embraced by the field and to develop research competence essential to a life of productive scholarship.

Work in related disciplines—political science, history, sociology, English, cinema and comparative literature, anthropology, American studies, and journalism—complements rhetorical studies course offerings. Faculty from the Departments of Rhetoric, Political Science, and American Studies cross-reference their courses on rhetorical topics in this program.

The Project on Rhetorics of Inquiry (p. 948) (POROI) offers a certificate program, offering doctoral students the opportunity to specialize in the study of how academic fields use argumentative and linguistic strategies to generate and control knowledge. Many doctoral students also do extensive work in media studies or interpersonal communication to improve their range of teaching opportunities and their research skills.
Admission
Applicants to graduate programs in communication studies must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Facilities
The Samuel L. Becker Communication Studies Building is designed to meet the department’s research and technological needs.

Courses
Courses numbered below 200 are intended primarily for undergraduates; those numbered 200 and above are for graduate students. Graduate students may take courses numbered 100-199 for credit, with their committee’s approval.

Not all courses are offered each semester.

For Undergraduates
To register for most undergraduate communication studies courses, students must have earned 30 s.h. and have a cumulative g.p.a. of at least 2.50. However, registration for the following General Education courses is open to all undergraduates, regardless of their grade-point average.

036:017 (COMM:1117) Theory and Practice of Argument 4 s.h.
036:070 (COMM:1170) Communication Theory in Everyday Life 3 s.h.
036:074 (COMM:1174) Media and Society 3 s.h.

Registration in 036:029 (COMM:1000) First-Year Seminar is open to first- and second-semester students regardless of grade-point average.

Introduction to communication topics: face-to-face interaction, public speaking, globally-distributed film, music, and television; ways of thinking, vocabulary, and overview of concepts used in other communication studies courses. Requirements: g.p.a. of at least 2.50 and 30 s.h. of credit.

036:002 (COMM:1002) Workshop in Debate and Forensics 3 s.h.
Public argument on questions of value and policy; opportunities for demonstration and practice in discussion and debate. Requirements: concurrent enrollment in the National Summer Institute in Forensics.

036:005 (COMM:1305) Studying Communication: Methods and Critiques 3 s.h.
Social scientific methods used to generate knowledge about communication processes; basic tools necessary to conduct and evaluate communication research; epistemological perspectives, research procedures, and data analysis; readings and hands-on activities. Requirements: g.p.a. of at least 2.50 and 30 s.h. of credit.

036:011 (COMM:2011) Group Communication 3 s.h.
Study of relevant theory, research, and application to increase understanding of communication in small groups; critical thinking and communication skills; individual roles in groups, creativity, leadership, decision making, problem solving, and conflict resolution. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174) or 036:068 (COMM:1168). Requirements: cumulative g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:012 (COMM:1112) Interpersonal Communication 3 s.h.
Introduction to face-to-face communication in social and personal relationships; maximizing communicative effectiveness in relationships with knowledge about how communication functions; analysis of one’s own and others’ communication practices and experiences.

036:013 (COMM:2813) Practicum in Debate 1 s.h.
Practice of skills in research, reasoning, argument development, and argumentative performance in debate undertaken by members of the A. Craig Baird Debate Forum in preparation for and participation in intercollegiate debate competition. Requirements: participation in A. Craig Baird Debate Forum.

036:014 (COMM:1814) Elements of Debate 3 s.h.
Debates that occur everyday in a wide variety of situations and settings; how to recognize when a debate is occurring and different procedures by which people conduct debates; emphasis on development of personal advocacy skills and how one goes about teaching those same skills to others by example and practice; examination of role of debate in achieving collective economic and political purposes in contemporary societies.

036:016 (COMM:2016) Business and Professional Communication 3 s.h.
Introduction to business and professional communication at individual and corporate levels; individual-level topics cover organizational communication, business vocabulary, speaking and writing, professionalism and interviewing; corporate-level topics focus on marketing, advertising, public relations, corporate communications, crisis communication management, business and communication plans, proposals; guest speakers from for-profit and not-for-profit organizations. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: cumulative g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:017 (COMM:1117) Theory and Practice of Argument 4 s.h.
Public arguments as practiced in law, politics, science, and other public arenas; improvement of skills in researching, constructing, organizing, and presenting arguments on disputed subjects; analyzing and refuting arguments of others; developing a better understanding of how scholars apply tools of formal and informal logic in a variety of disciplines to improve quality of academic argument. Requirements: completion of General Education Program rhetoric component. GE: Quantitative or Formal Reasoning.

036:018 (COMM:1818) Leadership and Organizational Procedures 2 s.h.
Use of organizational procedures to facilitate discussion, from by-laws to full parliamentary procedure; how knowledge of effective organizational procedures enhances ability to participate in meetings and organizational business to run more smoothly; benefit to instructors of speech communication with inclusion of parliamentary procedure/debate units. Offered only through Guided Independent Study.

036:019 (COMM:1819) Organizational Leadership 2-3 s.h.
Introduction to nature of leadership, styles of leadership that are most effective, and ways in which obstacles may be overcome in groups or organizations; different approaches to qualities of leadership, role of visions and motivation, interpersonal and decision-making skills, meeting preparation and evaluation, and related communication skills. Offered only through Guided Independent Study.

036:021 (COMM:1821) Oral Interpretation 3 s.h.
Weekly performances to develop and define communication skills for professional careers in teaching and business; performances include poetry, prose, monologue, storytelling, duo interpretation, reader’s theatre, and demonstration speeches. Requirements: for 036:021 (COMM:1821) — g.p.a. of at least 2.60 and 30 s.h. of credit. Same as 07E:021 (EDTL:1821).

036:028 (COMM:2828) Communication Studies Internship 1-3 s.h.
Communication skills, knowledge in work assignments related to students’ academic and career interests; full- or part-time, on or off campus. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, communication studies major, and completion of Foundations of Communication requirement.

036:029 (COMM:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

036:030 (COMM:1130) The Art of Persuading 3 s.h.
Basic theoretical concepts of effective public communication; employ knowledge of concepts in analyzing texts; definition and influence of rhetorical situation, different elements of persuasion (message logic, appeal to feelings, character of speaker), ability of speakers to invent arguments; issues of judgment, public discourse, identity, and agency.

036:040 (COMM:2040) Communication and Conflict 3 s.h.
Conflict and its management as critical issues that pervade people’s personal and professional lives; complexities of conflict; forces that make conflict challenging; skills for thinking about and managing conflict more effectively; central features that define conflict; behaviors, attributions, and emotions that are manifest during conflict; formal models of conflict management and their corresponding recommendations for handling conflict. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:041 (COMM:2041) Gender Roles and Communication 3 s.h.
Interactive relationships between gender and communication in contemporary U.S. society; multiple ways families, schools, and media perpetuate, negotiate, and contest gender roles; how we are part of those processes by looking at how we enact socially-created gender differences in public and private settings. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 131:041 (GWSS:2041).

036:042 (COMM:2042) Intercultural Communication 3 s.h.
Culture defined as a system of taken-for-granted assumptions about the world that influence how people think and act; cultural differences that produce challenges and opportunities for understanding and communication; those differences from several theoretical perspectives; opportunities to examine culture and cultural differences in practical, experience-driven ways. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 042:042 (SSW:2042), 187:042 (IS:2042).

036:043 (COMM:2043) Rhetoric, Science, and Technology 3 s.h.
How science and technology shape culture; media representations of technology; role of rhetoric in science and technology, especially in the physical and biological sciences; cultural implications of the information revolution. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:044 (COMM:2044) Political Communication 3 s.h.
Relationship between media, cultural politics, and the American political system; focus on advertising, campaigns, and new media outlets; ways politicians, the press, and intermediaries create and disseminate messages into mainstream culture; how people generate their own discourses of political identity and dissent, creating a robust democratic practice that is both empowering and central to the contemporary political landscape. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:048 (COMM:2048) Transforming Media: From Telegraph to Internet 3 s.h.
Communication media as global phenomena in which U.S. corporate and government interests play a major part; from electronic telegraph to broadcasting and cable, an investigation of historical contexts in which these media emerged; tracing ways in which they have been shaped by political, economic, and social relations of power. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:051 (COMM:2051) Politics of Popular Culture 3 s.h.

How culture is political and how politics is cultural; overview of theories of culture and critical-cultural approaches to study of popular culture, past and present; specific topics of analysis vary, may include television, celebrity culture, music, film, games, and sports. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:053 (COMM:2053) Secrets, Confidences, and Lies: Privacy Management in Interpersonal Relationships 3 s.h.

How individuals manage private information with regard to their interpersonal relationships; multiple theories of privacy management; how aspects of information, individual, and target of disclosure all contribute to decisions to reveal or conceal private information to friends and family. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:054 (COMM:2054) Movements, Protest, Resistance 3 s.h.

Historical and contemporary study of social movements from a symbolic perspective (e.g., speeches, protests, propaganda, media events); social movements as interpersonal and group communication; relationships between media and social change: efficacy of individual and larger-scale forms of resistance. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:057 (COMM:2057) Introduction to Computer-Mediated Communication 3 s.h.

Theoretical and practical introduction to concepts and research in computer-mediated communication; emphasis on study of social effects of communication and information technology; factors that distinguish mediated from face-to-face interaction, theories of mediated communication, self-presentation online; Internet-based relationships, online supportive communication, online communities; how the Internet influences communication and how to use computer-mediated communication for self-presentation. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.
036:065 (COMM:2065) Television Criticism 3 s.h.
Introduction to scholarly study of television as a social institution; nature of television form and content; role of industry in creation, selection, and presentation of television programs; production conventions and textual conventions in defining the medium; application of genre and narrative theory, semiotics, political economy of media industries, and audience reception study. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:068 (COMM:1168) Media, Music, and Culture 3 s.h.
What makes popular music important for people; music’s power to change culture; production, distribution, reception of popular music in cultural and historical contexts.

036:069 (COMM:2069) Black TV Drama: The Wire 3 s.h.
Social and political impact of television dramas featuring people of African descent in the West; HBO’s The Wire series—a social commentary, commercial, and aesthetic force—has pioneered new ways of thinking about the relationship between media and society at large while revolutionizing ways in which black urban life is portrayed in today’s world; focus on complex intersections between urban poverty, education, and political system, crime, mediation in Western society. Same as 129:076 (AFAM:2076).

036:070 (COMM:1170) Communication Theory in Everyday Life 3 s.h.
General overview of everyday life communication, theories and research techniques used to understand it; sheer depth and complexity of processes in communication that occur in everyday lives and which appear to be trivial; how to observe conversations and identify what is really happening in them; ways in which scholars explain everyday communication and how it works; applications of theoretical thinking to explain processes of everyday communication. GE: Social Sciences.

036:071 (COMM:2071) Communication and Critical/ Cultural Studies 3 s.h.
Engagement of cutting-edge rhetorical and social theories; ways in which rhetorical and social theories play out in daily life, especially in decision-making activities; weekly readings, class discussions. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:074 (COMM:1174) Media and Society 3 s.h.
Processes and effects of mass communication; how mass media operate in the United States; how mass communication scholars develop knowledge. GE: Social Sciences; Values, Society, and Diversity.

036:075 (COMM:2075) Gender, Sexuality, and Media 3 s.h.
Mediated representations of gender and sexuality (television, film, and internet) to understand how these complex and complicated codes influence meaning of sex, sexuality, and gender; contemporary and historical examples used to engage texts that illuminate cultural conceptions of femininity, masculinity, heterosexuality, and homosexuality; cases that confuse and trouble the stability of these categories. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 131:065 (GWSS:2075).

036:076 (COMM:2076) Race, Ethnicity, and Media 3 s.h.
Introduction to debates about media portrayals of race and ethnicity; focus primarily on entertainment media; use of general analytic perspectives (stereotype analysis, aesthetic analysis, history) applied to real-world examples; address one or more racial/ethnic groups in the United States. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 129:076 (AFAM:2076).

036:077 (COMM:2077) Writing and Producing Television 3 s.h.
Introduction to basics of scripting and producing a conventional, three-camera television series; hands-on experience with production equipment and workshop television scripts; students create one or more episodes of an original television series. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of four of five Foundations of Communication courses.

036:085 (COMM:2085) Media Industries and Organizations 3 s.h.
Trends in media industries as reflected in changes of ownership, different work conditions, media convergence, and globalization generally; focus on local, network, and cable television; examination of industry structures, business practices, economic fundamentals, and theoretical explanations of media industries in society. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:086 (COMM:2086) Global Media Studies 3 s.h.
Key developments in contemporary international communication; impact of deregulation and privatization on ownership and control of global communication infrastructure; spread of American television abroad in terms of production, texts, and reception; cultural concerns surrounding the phenomenon. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.
036:087 (COMM:2087) Copyright Controversies  3 s.h.
How digital technologies have dramatically changed media and popular culture landscapes; advent of relatively cheap editing programs that allow anyone to collage media on their home computers and enable people to become cultural producers; technologies that allow more people to break law in the eyes of copyright industries; historical look at collage practices from pre-digital era to present; ethical and legal questions surrounding use and reuse of copyrighted materials; notion of free speech in a media age. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:088 (COMM:2088) Media and Democracy  3 s.h.
Exploration of relationship between democracy and mass communication; why controversies regarding mass communication are also controversies about democracy; logical relationship between democracy and mass media; roots and history of ideas of democracy, contemporary obstacles to realization of these ideas, and varied issues of present; latest developments in world of politics and media. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:089 (COMM:2089) Nonverbal Communication  3 s.h.
Introduction to theoretical study of nonverbal communication; focus on major principles and research trends; examination of role of nonverbal communication in communication as a whole; perception and interpretation of nonverbal communication (i.e., posture, eye movements, tone of voice); nonverbal behaviors (i.e., facial expression, eye movement) as used to persuade, impress, or deceive someone. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:090 (COMM:2090) Topics in Communication Studies  3 s.h.
Topics vary. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:091 (COMM:2091) Organizational Communication  3 s.h.
Theories and concepts of organizational communication; focus on issues of good communication at a number of levels—people within organization must be able to work with one another and communicate in effective ways; people, and especially leaders, need to be able to persuade one another effectively; organizations must be able to persuade outsiders, whether persuading them to buy organization’s products, or in more complex circumstances, persuade outside world to accept apologies or statements of regret when the company does something wrong. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement.

036:095 (COMM:2095) Queer Rhetorics  3 s.h.
Overview of queer theory and its application to different communicative situations including television, film, and everyday life; development of critical thinking skills in relation to cultural constructions of gender, sexuality, race, and other identity categories. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 131:095 (GWSS:2095).

Methods, materials, progression, evaluation in teaching and supervising students in courses and class activities; opportunities for observation, demonstration, practice in teaching theater, discussion and debate, individual speech, dramatic and forensic events. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:097 (COMM:2897) Independent Study  arr.
Creative or research project under faculty supervision. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:098 (COMM:2898) Honors Workshop  1 s.h.
Preparation for honors thesis prospectus; coordination of student’s individual thesis work, introduction to issues in research design, methods. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 3.33, honors standing, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.
036:099 (COMM:2899) Honors Thesis 3 s.h.
Individual research, writing, or creative production under faculty supervision. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), 036:074 (COMM:1174), and 036:101.
Requirements: g.p.a. of at least 3.33, honors standing, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:135 (COMM:4135) Media, Culture, and Relationships 3 s.h.
Intersections of interpersonal communication and media; often studied as separate phenomena, approached as integrated systems, and integration as a central issue of our times; application of theories of interpersonal communication, media, and culture to a project that identifies a communication problem involving interpersonal and media issues, and proposes a solution to a potential client or audience; students draw on skills central to communication studies major (critical thinking, identifying and solving problems, effective oral and written communication). Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:140 (COMM:4140) Communication and Relationships 3 s.h.
Communication process in personal relationships; how communication functions to initiate, sustain, and dissolve a variety of relationships including friendships, romantic couples, marital pairs, and family relationships. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:142 (COMM:4142) Advanced Intercultural Communication 3 s.h.
Defining culture as a historically-transmitted, socially-constructed system of meaning enacted in face-to-face interaction and mass media; focus on a specific topic within intercultural communication research and theory (i.e., cultural nature of personal relationships, built environment as culture, intersection of private with public cultural meaning); in-depth follow-up of general approach to intercultural communication covered in lower-level courses. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:143 (COMM:4143) Classical Rhetoric and Greek Culture 3 s.h.
Origins and development of the art of rhetoric from Sophists to Aristotle; significance to Greek culture from fifth to fourth century B.C. Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:145 (COMM:4145) Argument and Law 3 s.h.
Practices of argumentation that have special legal significance; court practices in legal argumentation (constructing legal arguments and briefs, trial and appellate oral advocacy); structure of argumentation that creates categories and limits of freedom of expression. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:146 (COMM:3600) Issues in Rhetoric and Culture 3 s.h.
Rhetorical theory and criticism as culturally embedded practices; rhetorical production of selves and social difference; relationships between rhetoric and literature, philosophy, popular texts. Same as 010:160 (RHET:3600).

036:147 (COMM:4147) Family Communication 3 s.h.
Family relationships and various ways they develop and change, how they affect those who participate in them; theory and research on family communication; family conceived as a group of persons who share their lives over an extended period of time bound by ties of marriage, blood, or commitment. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:150 (COMM:4150) Cultural History of Advertising 3 s.h.
Cultural, historical, and critical approach to creating, maintaining, repairing, and transforming a consumption culture in the United States; material and ideological character of life in the United States as it evolved from a culture of production in Gilded Age (late 19th century) to a culture of consumption through first half of 20th century, culminating in a collective fantasy of the American Dream as articulated and celebrated in 1950s; emergence of corporate capitalism and its crucial ideological voice, national brand advertising. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:151 (COMM:4151) Cultural History of Television 3 s.h.
Cultural history of television in the United States; focus on rise of network television, relationship between networks and advertisers, imagery surrounding introduction of television into the home, and larger historical context; postwar era (1950s) and rise of genres that are still with us, especially sitcom (situation comedy); questions about desire, gender, family, nation, and the body. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.
036:152 (COMM:4152) Latin American Media 3 s.h.
Development of media institutions, texts, and audiences across a number of Latin American countries; focus on broadcast media (radio and television) and situates them within larger historical context of 20th- and 21st-century Latin America; readings, discussions, and assignments with particular attention to influence of U.S. corporate and state interests on Latin American media; debates over cultural dependency, globalization, and hybridity in region. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), and 036:012 (COMM:1112) or 036:070 (COMM:1170), and 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:153 (COMM:4153) Communication Technologies in History 3 s.h.
How media has altered culture, society, and human consciousness throughout history with focus on last two centuries (or modernity); how communication has been shaped by a variety of media (i.e., gesture, language, writing, printing, calendars, clocks, photography, telegraph, telephones, phonograph, film, radio, television, computers); 21st-century questions concerning technology and how few communicate today without aid of some kind of machine or technique. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:155 (COMM:4155) Visual Rhetoric 3 s.h.
Introduction to politics of images as they relate to field of communication; ideas and research ranging from visual rhetoric of images and films to that of architecture and fashion; ways in which visual communicative messages impact individuals on a daily basis; developing a critical eye for deconstructing visual messages. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:156 (COMM:4156) Feminist Visual Rhetoric 3 s.h.
Exploration of connections among feminist rhetoric, visual rhetoric, and visual culture; critical analysis of scholarship on visual rhetoric; feminist theoretical and conceptual frameworks about the body; fields of visual culture and visual rhetoric; critiques of several feminist body artists’ artworks as a means to concretize theories. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:157 (COMM:4157) Advanced Topics in Communication Studies 3 s.h.
Issues or problems in particular communication contexts. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:160 (COMM:4160) The Talk of Everyday Life 3 s.h.
In-depth study of various genres of talk that organize everyday communicative life; mundane interaction rituals (i.e., as small talk, gossip, face-saving talk, compliance-gaining, asking for and giving advice and support, and telling stories); formalized interaction rituals (i.e., rites of passage); functions of talk in constructing identities, building relationships, and sustaining social order more generally across all genres. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:163 (COMM:4163) The Dark Side of Interpersonal Communication 3 s.h.
Review of advanced communication theories and research; focus on dark side of interpersonal communication and close relationships; negative or difficult elements of developing and maintaining relationships; expression of difficult emotions; mundane communication that can function in destructive or negative ways. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

Advanced look at communication of social support as a research tradition in interpersonal communication scholarship; in-depth overview of theories, concepts, processes, and mechanisms that constitute different forms of comforting behaviors; emphasis on factors that change people’s abilities, motivations, or perceptions of success during experiences of social support; Internet influences on social support by online support groups, Internet-based intervention programs, how process of communicating comfort is altered by conveying these messages online. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.
036:165 (COMM:4165) Criticism and Public Culture 3 s.h.
How people formulate attitudes, beliefs, and values about an array of arenas in public culture; critical perspectives (i.e., feminism, Marxism, psychoanalysis, queer theory); sporting rituals, television programs, political speeches, museums, sacred cultural documents; practice of critical reading to engage various cultural texts (i.e., films, national memorials, social movement rhetoric). Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:166 (COMM:4166) Life-Span Communication 3 s.h.
How communication processes (i.e., social support, language skills, interpersonal relationship management) change across the course of one’s existence; normative and unexpected demographic and health events mapped out across a life span; how our communication processes influence and are influenced by social experiences; underlying premise of life-span perspective that our potential for human growth extends throughout our life course. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:167 (COMM:4167) Communication, Cognition, and Emotion 3 s.h.
Understanding how communication, cognition, and emotion are tied together; different theories of emotion and types of emotions (i.e., love, anger, jealousy, happiness, embarrassment, hurt). Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:168 (COMM:4168) Rhetoric of the Body 3 s.h.
Survey of a range of theories about the body and application to specific case studies; implications of how bodies are endowed with and convey meaning; theories of pollution, pain, ability, and normativity; diverse case studies that are seemingly disparate, but all preoccupy themselves with public conceptions of bodily meaning (i.e., beauty pageants, freak shows, plastic surgery, the wannabe movement, tattoos, the FDR Presidential Memorial, Deaf culture, fat bodies, illness, and torture). Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:169 (COMM:4169) Feminist Rhetorics 3 s.h.
Exploration of multiple, varied, and complex histories of U.S. feminisms from rhetorical perspectives; focus on primary documents, the letters, speeches, essays, and manifestos that shaped women’s movements and inspire social change from late 18th century to present; social, political, and personal issues that feminists sought to address and transform, communicative and rhetorical methods utilized, and implications of these efforts for women’s lives and broader U.S. American culture. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work. Same as 131:176 (GWSS:4169).

036:170 (COMM:4170) Theories of Persuasion 3 s.h.
Theoretical examination of historical, psychological, social, and cultural perspectives on persuasion; analysis of persuasive attempts; questions of cultural persuadables and current problems in U.S. American culture (i.e., obesity, drunk driving, date rape). Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:172 (COMM:4172) Television and African American Culture 3 s.h.
Role of television in African American culture; examination of debates, stereotyping, authenticity, effects of programming, aesthetics, and television’s relationship to other forms of cultural expression. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work. Same as 129:195 (AFAM:4001).

036:173 (COMM:4173) Social Media, Culture, and Politics 3 s.h.
Introduction to theoretical issues raised by social media for communication; particular emphasis on cultural and political implications; how social media is understood, forms of digital communication, individual and collective identity formations via social media, online communities, and intersection of social media and existing culture and politics. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

Relationship between communication technologies and national security via three main themes—use of communications infrastructure in previous and future wars for the purpose of securing and maintaining U.S. leadership in world system, uses of propaganda for domestic and foreign consumption, and representation of national security issues in popular media; historical and contemporary components. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:176 (COMM:4176) Advanced Relational Theory  3 s.h.
Relationships and how they significantly shape our experiences of the world, sense of identity, outlook on life, and way in which we think about experiences and life in general; premise that relationships are more than emotional attachments or bonds; relationships as happy, emotionally satisfying elements of life; demonstrations of a variety of communicative situations that establish, reconstitute, and demonstrate importance of membership of communities and relationships. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:181 (COMM:4181) Legal Communication and Culture  3 s.h.
Law and legal system as communicative networks of meaning-making; law viewed as a symbolic system, from courtroom arguments to judicial opinions to legal reporting to circulation of law in everyday life, in contrast with legal courses concerned with learning blackletter law; law from a rhetorical perspective that allows us to think in new and different ways about cultural implications of legal argument. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

036:183 (COMM:4183) Networking America: The Cultural History of Broadcasting  3 s.h.
Exposure to different interpretations of cultural impact and legacy of U.S. broadcasting in 20th century; institutional practices, program genres, and audience formations of 1920s-1970s radio and television network eras; how historical contexts shape, and are shaped by, production and reception of broadcasting texts. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work.

For Graduate Students
Graduate students also may take courses numbered 100-199 for credit, with approval of their committee.

036:200 (COMM:5200) Introduction to Research and Teaching  1 s.h.
Introduction to communication studies as a field of scholarship; selection of research problems, major lines of research represented in the department, bibliographical tools for scholarship in the field; issues, practical tasks, and concerns relevant to effective college or university classroom teaching.

036:210 (COMM:6200) Introduction to Rhetorics of Inquiry  2-4 s.h.
How connections between discourses that don’t seem connected suggest innovative arguments and ways of crossing boundaries between disciplines. Same as 160:200 (PORO:6200).

036:220 (COMM:5220) Rhetorical Criticism  3 s.h.
Approaches to rhetorical analysis of communicative artifacts, acts, events, rhetorical-critical essay writing.

036:222 (COMM:6215) Feminist Cultural Studies  3 s.h.

036:223 (COMM:5223) Deliberation, Advocacy, and Civic Engagement  3 s.h.
Practices of public deliberation in governance and civil society; counterpublic sphere discourses. Same as 160:223 (PORO:6223).

036:225 (COMM:5225) Seminar: Social Movements  3 s.h.

036:230 (COMM:5230) Introduction to Rhetoric and Discourse  3 s.h.
Introduction to major theories, principles, and practices of rhetorical theory, rhetorical criticism, and discourse analysis.

036:241 (COMM:5241) Theories of Mass Communication  3 s.h.
Major concepts, theories, schools of thought in media studies, mass communication.

036:247 (COMM:6635) Crossing Borders Seminar  2-3 s.h.

036:250 (COMM:6250) Introduction to Rhetoric of Science  3 s.h.
How science is related to social and political practices, examined by placing philosophical and pedagogical controversies about scientific method into their historical and rhetorical contexts. Same as 160:250 (PORO:6250).

036:270 (COMM:6210) Health Communication  3 s.h.
Theories, concepts, research associated with health communication; interpersonal and mass communication approaches. Offered summer sessions. Same as 172:240 (CBH:6210).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>036:317</td>
<td>(COMM:6400) Current Issues in Rhetoric</td>
<td>3 s.h.</td>
<td>Ethical, social, or cultural issues; rhetoric's role in their contemporary significance; traditional aspects of rhetoric, their pertinence to present concerns. Same as 010:340 (RHET:6400), 160:340 (PORO:6450).</td>
</tr>
<tr>
<td>036:319</td>
<td>(COMM:6319) Practical Criticism</td>
<td>3 s.h.</td>
<td>Basics of rhetorical criticism; rhetoric as practice or technique; how to read rhetorically; fundamentals (i.e., figuration and tropes, form and genre, voice, style, topoi) and art of rhetorical critique.</td>
</tr>
<tr>
<td>036:330</td>
<td>(COMM:6330) Reading Group</td>
<td>1-2 s.h.</td>
<td>Analysis and discussion of important texts.</td>
</tr>
<tr>
<td>036:335</td>
<td>(COMM:6335) Proseminar: Contemporary Rhetorical Studies</td>
<td>2-4 s.h.</td>
<td>Problems in contemporary rhetorical studies; may include works of Kenneth Burke, Wayne Booth, deconstructionists, feminist theorists and critics, critics of communication technologies. Same as 160:335 (PORO:6335).</td>
</tr>
<tr>
<td>036:336</td>
<td>(COMM:6336) Seminar in Rhetorical Theory</td>
<td>1-4 s.h.</td>
<td>Topics in history and development of rhetorical theory; theory construction and application to critical practice. Same as 160:336 (PORO:6336).</td>
</tr>
<tr>
<td>036:340</td>
<td>(COMM:6340) Media and Modernity</td>
<td>3 s.h.</td>
<td>Survey of classic and contemporary theoretical texts on cultural, social, political, and human consequences of 19th- and 20th-century media.</td>
</tr>
<tr>
<td>036:341</td>
<td>(COMM:6341) Topics in Mass Communication Scholarship</td>
<td>1-3 s.h.</td>
<td>Theory and research on problems in mass communication.</td>
</tr>
<tr>
<td>036:342</td>
<td>(COMM:6342) Critical Television Studies</td>
<td>3 s.h.</td>
<td>Introduction to canonical and contemporary readings in critical television studies; primary questions and theories associated with textual, industrial, ethnographic, and integrated approaches to studying television; how technological, economic, and cultural changes have altered television and how it is studied.</td>
</tr>
<tr>
<td>036:346</td>
<td>(COMM:6346) The Public Sphere</td>
<td>3 s.h.</td>
<td>Theories, intellectual history, critics, contemporary issues of the public sphere.</td>
</tr>
<tr>
<td>036:351</td>
<td>(COMM:6351) Global Media Seminar</td>
<td>3 s.h.</td>
<td>Theories and processes of globalization and the cultural implications of media globalization; local responses to globalizing processes with reference to questions of modernity and national/transnational identity.</td>
</tr>
<tr>
<td>036:352</td>
<td>(COMM:6352) Seminar: Media Theory</td>
<td>3 s.h.</td>
<td>Topics vary.</td>
</tr>
<tr>
<td>036:354</td>
<td>(COMM:6354) Media and Social Change in Latin America</td>
<td>3 s.h.</td>
<td>Cultural history and political economy of Latin American media; focus on U.S. influence and globalizing processes; media theory in Latin context; national and transnational audience formations.</td>
</tr>
<tr>
<td>036:355</td>
<td>(COMM:6355) Cultural History of Radio</td>
<td>3 s.h.</td>
<td>Cultural history, sound aesthetics, political economy, and audience studies of U.S. radio broadcasting; radio as a contested medium of local, regional, and national culture.</td>
</tr>
<tr>
<td>036:365</td>
<td>(COMM:6365) The Communication of Social Support</td>
<td>3 s.h.</td>
<td>Substantial knowledge base developed by scholars about types, processes, and mechanisms of social support used by humans to comfort one another; in-depth examination of theory and empirical research related to communication of social support; emphasis on types of support, verbal person-centered messages, and various strategies for social support; gender differences and social skills related to comforting; online supportive communication; development of detailed knowledge of this topic, critical assessment of extant research, and synthesis of class readings in written format.</td>
</tr>
<tr>
<td>036:367</td>
<td>(COMM:6367) Computer-Mediated Communication</td>
<td>3 s.h.</td>
<td>In-depth analysis of theory and research related to computer-mediated communication; factors that distinguish mediated from face-to-face interaction, theories of mediated interpersonal communication, self-presentation online, Internet-based relationships, and online supportive communication; how the Internet influences communication; online supportive communication, problematic Internet use, preference for online social interaction, the digital divide, mediated social networks, deception, and interventions on the Internet.</td>
</tr>
<tr>
<td>036:370</td>
<td>(COMM:6370) Quantitative Research Methods</td>
<td>3 s.h.</td>
<td>Primary methods for conducting quantitative research on interpersonal and group communication.</td>
</tr>
<tr>
<td>036:371</td>
<td>(COMM:6371) Communication Theory</td>
<td>3 s.h.</td>
<td>Survey of primary theories of interpersonal, cultural, group, and organizational communication.</td>
</tr>
<tr>
<td>036:372</td>
<td>(COMM:6372) Ethnographic Methods</td>
<td>3 s.h.</td>
<td>Qualitative methods used by ethnographers and interpretive researchers, including participant observation, field interviewing.</td>
</tr>
<tr>
<td>036:373</td>
<td>(COMM:6373) Persuasion Theory and Research</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>
Traditional social scientific approaches to research and theory; development of a cultural perspective on persuasion.

036:374 (COMM:6374) **Relational Communication Theory and Research**  
3 s.h.  
Communication in initiation, development, maintenance, breakdown, and repair of social and personal relationships.

036:375 (COMM:6375) **Theories of Culture**  
3 s.h.  
Research and theory on face-to-face communication, from ethnography of communication perspective.

036:376 (COMM:6376) **Family Communication**  
3 s.h.  
Theory and research on communication among and between family members (parents, children, marital partners, siblings); quantitative and qualitative research.

036:377 (COMM:6377) **The Dark Side of Interpersonal Communication**  
3 s.h.  
Communication in dysfunctional, dissatisfying, and otherwise unpleasant aspects of familial, personal, and social relationships; jealousy, deception, infidelity, nagging and complaining, verbal and physical abuse; relational communication’s dark side, in which behavior viewed as dysfunctional may actually be functional, and behavior viewed as functional may be dysfunctional.

036:378 (COMM:6660) **Critical Ethnography**  
3 s.h.  
How power relations constitute the work of ethnographic research; ethnography as a rhetorical form—how ethnographic inscription renders self, other, culture, and the world intelligible in ways that reinscribe and/or challenge dominant social relations; axes of power such as race, class, gender, sexuality, and nation within postcolonial, feminist, and antiracist approaches to ethnographic/autoethnographic theory and praxis; negotiating researcher privilege and epistemic violence; crisis of representation. Same as 160:332 (PORO:6660), 131:332 (GWSS:6660).

036:379 (COMM:6220) **Health Communication Campaigns**  
3 s.h.  
Design and analysis of health campaigns; theory, practice, methods; mass media, community, organization, and interpersonal approaches. Offered spring semesters. Same as 172:246 (CBH:6220).

036:380 (COMM:6380) **Seminar: Dialogic Communication**  
3 s.h.  
Dialogic approaches to communication, including Bakhtin and Buber.

036:381 (COMM:6381) **Seminar: Topics in Communication Research**  
3 s.h.

036:383 (COMM:6383) **Seminar: Constructs, Communication, and Identity**  
3 s.h.  
Concepts of identity and sociality in George Kelly’s Personal Construct Theory; their connection to theories of rhetoric, especially Burke, and social community, especially Mead.

036:387 (COMM:6387) **Communication, Cognition, and Emotion**  
3 s.h.  
Theoretical and empirical work that integrates communication, cognition, emotion; role of social cognition in communication, theories of emotion, types of emotional experiences; approaches to understanding emotion from perspectives in psychology, social cognition, communication; emotion-related issues such as influence of gender, effects of mood.

036:395 (COMM:6395) **Research Practicum**  
arr.  
Individual projects.

036:399 (COMM:6399) **Ph.D. Dissertation**  
arr.
Comparative Literature

Director, Division of World Languages, Literatures, and Cultures
- Russell Ganim

Coordinator, Comparative Literature
- Brian Gollnick

Professors
- Cinzia Blum (French and Italian/Comparative Literature), Cheryl Herr (English/Comparative Literature), Robert Ketterer (Classics/Comparative Literature), Christopher Merrill (English/Comparative Literature)

Associate professors
- Brian Gollnick (Spanish and Portuguese/Comparative Literature), Sabine Gölz, Maureen Robertson (Asian and Slavic Languages and Literatures), Rosemarie Scullion (French and Italian/Comparative Literature), David Wittenberg (English/Comparative Literature)

Adjunct professor
- Aron Aji (Translation/Comparative Literature)

Adjunct assistant professors
- Anna Barker (Asian and Slavic Languages and Literatures), Natasa Durovicova

Undergraduate major: comparative literature (B.A.)
Undergraduate minor: comparative literature
Graduate degree: Ph.D. in comparative literature
Web site: http://clas.uiowa.edu/dwllc/comparative-literature/ba-comparative-literature

The Program in Comparative Literature addresses culture across regions and languages in relation to literature, social theory and philosophy, history, and other disciplines. Students combine resources from a variety of programs, including film studies; the International Writing Program; the Department of English; the Division of World Languages, Literatures, and Cultures; and other arts and humanities units. Study of comparative literature prepares students to engage with critical concepts of tradition, identity, and expression in an interdisciplinary and multilingual environment.

Undergraduate Programs of Study
- Major in comparative literature (Bachelor of Arts)
- Minor in comparative literature

Bachelor of Arts

The Bachelor of Arts with a major in comparative literature requires a minimum of 120 s.h., including 33 s.h. of work for the major. Students must complete 21 s.h. of course work at The University of Iowa and may count a maximum of 6 s.h. of course work from another major, minor, or certificate toward the major in comparative literature. Students majoring in comparative literature with a second major in cinema may count a maximum of 12 s.h. of credit toward both majors. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major is designed to promote cultural awareness, to increase speaking and writing skills, and to develop capacities for systematic reasoning about literature. The program offers two tracks: language and literature, and literature and arts. Students work with faculty advisors close to their track to develop coherent, individualized programs of study that reflect their interests and developing skills.

Students share a common set of basic courses in the literatures of widely divergent cultures and historical periods, in translation, and in interaction among the arts. All students are expected to gain an international perspective on literature and the arts and to become acquainted with interdisciplinary approaches to cultural study.

The successful pursuit of comparative literature requires study of at least one foreign cultural tradition, with appropriate emphasis on language, literature, and the arts in historical context. Familiarity with the literatures and cultures of other nations goes hand-in-hand with theoretical inquiry and reflection on basic issues, such as the nature and value of storytelling in literature and other arts—for instance, film, song, and painting. Translation between languages and among different arts represents another basic center of theory and practice. Individual courses of study may extend into other disciplines, including history, philosophy, linguistics, anthropology, law, and psychology.

In conjunction with an appropriate overall curriculum, the major in comparative literature can offer effective preparation for professional studies in fields such as law and business, or for employment in fields that value critical thinking and international understanding. It also offers excellent preparation for graduate work in the humanities.

The major in comparative literature requires the following course work.

**COMMON COURSES**

All students take these, for a total of 18 s.h.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>048:025</td>
<td>Introduction to Critical Reading and Viewing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:040</td>
<td>Major Texts of World Literature, Antiquity to 1700</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:041</td>
<td>World Literature and World Film</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:095</td>
<td>Undergraduate Seminar</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:100</td>
<td>Introduction to Criticism and Theory</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Comparative literature elective(s) numbered above

048:050

**Tracks**

Students take a total of 15 s.h. of work in one track.

**LITERATURE AND ARTS TRACK**

To complete this track, students take 12 s.h. of advanced work (100-level or above) in a single fine arts area. They may count one course in advanced performance, practice, or production toward the major, with consent of the director of undergraduate studies.

One additional 3 s.h. course must focus explicitly on arts and literature in comparative perspective.
WORLD LANGUAGES AND LITERATURE TRACK
To complete this track, students take 9 s.h. of courses in one foreign literature, read in the original language. One course in composition and conversation may count toward the major. (Language courses taken to complete the General Education Program do not count toward the major.)

Students take an additional 6 s.h. of course work in cinema and comparative literature or a related area (e.g., English and American literature, film, linguistics, anthropology, philosophy, history) or in a second foreign literature.

Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Note: Because the major in comparative literature may require competency in a language in which the student will take advanced work, the student may need to acquire this language competency through course work early in the plan. Such course work is not reflected in these checkpoints.

Before the fifth semester begins: at least two courses in the major
Before the seventh semester begins: at least six courses in the major; and at least 90 s.h. earned toward the degree
Before the eighth semester begins: at least nine courses in the major
During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major
The program offers undergraduate students the opportunity to graduate with honors in the comparative literature major. Departmental honors students must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

To graduate with honors in the comparative literature major, students must complete an honors thesis. Once they have earned 75 s.h., they submit a written proposal for the thesis. The proposal must be approved by the faculty member who heads the student's honors thesis committee; the committee must be composed of at least two faculty members from the Comparative Literature Program. The student must complete the honors thesis over the next two consecutive semesters. For specific honors thesis requirements in the comparative literature major, contact the Comparative Literature Program office.

Minor
The minor in comparative literature requires 15 s.h. of University of Iowa comparative literature courses, including at least 12 s.h. in courses numbered 048:040 and above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students must choose courses with a primary emphasis in comparative literature. Contact the Comparative Literature Program office for a list of approved courses.

Graduate Program of Study
• Doctor of Philosophy in comparative literature

Admission to the Doctor of Philosophy program in comparative literature is suspended; for degree requirements, see the 2010-11 General Catalog. For information about the Master of Fine Arts in comparative literature—translation, see Translation (p. 616) in the Catalog.

Courses
The Comparative Literature Program offers courses for undergraduate and graduate students; for a list of courses with descriptions, see Cinema and Comparative Literature (p. 140) in the Catalog.
Computer Science

Chair
- Alberto Segre

Professors
- Kurt Anstreicher (Management Sciences/Computer Science), James Cremer, Sukumar Ghosh, Ted Herman, Joseph Kearney, Suely Oliveira, Sriram Pemmaraju, Daniel Reed, Alberto Segre, Padmini Srinivasan, W. Nick Street (Management Sciences/Computer Science), Cesare Tinelli, Kasturi Varadarajan, Hantao Zhang

Associate professors
- Juan Pablo Hourcade, Douglas Jones, Aaron Stump, Christopher Wyman

Assistant professor
- Octav Chipara

Lecturers
- Ines Curto, Denise Szecsei

Adjunct assistant professor
- Donald McClain

Adjunct instructors
- Raman Aravamudhan, Hugh Brown

Professors emeriti
- Donald Alton, Kendall Atkinson, Robert Baron, Steve Bruell, Donald Epley, Arthur Fleck, Gregg Oden, Teodor Rus

Undergraduate majors: computer science (B.A., B.S.); informatics (B.A., B.S.)
Undergraduate minors: computer science; informatics
Graduate degrees: M.C.S.; M.S. in computer science; Ph.D. in computer science
Web site: http://www.cs.uiowa.edu/

The Department of Computer Science offers undergraduate programs in computer science and in informatics as well as graduate degree programs in computer science. It also offers courses that students in all majors may use to satisfy the General Education Program (p. 306)’s Quantitative or Formal Reasoning requirement and a First-Year Seminar designed for entering undergraduate students.

Undergraduate Programs of Study

- Major in computer science (Bachelor of Arts, Bachelor of Science)
- Major in informatics (Bachelor of Arts, Bachelor of Science)
- Minor in computer science
- Minor in informatics

The majors in computer science and informatics provide students with the necessary training for employment in careers such as software development and information management. Both majors provide good preparation for graduate study in a variety of disciplines. The minor in each discipline helps students acquire fundamental knowledge of the use and applications of computers.

The department encourages students majoring in computer science or informatics to consider earning a second major, certificate, or minor.

Students may declare a major in computer science or in informatics when they are admitted to the University or afterward. All students begin the majors as Bachelor of Arts students but may switch to the Bachelor of Science programs at any time.

Undergraduates majoring in computer science develop competence in programming principles and methodologies, problem-solving techniques, mathematics, and computer systems. Computer science training is critical for many careers in science, engineering, business, and health care.

The informatics major combines fundamental and practical computing knowledge with a choice of cognate areas from the liberal arts and sciences, providing students with the necessary background and specialized skills to work at the interface of computing and another discipline. Informatics students may begin the major without a chosen cognate area; they may declare a cognate at any time. Some cognates are available only with the Bachelor of Arts, others are available only with the Bachelor of Science. So a student’s choice of cognate determines whether he or she will earn a B.A. or a B.S.

Students must maintain a g.p.a. of at least 2.00 in all course work in order to graduate. They also must maintain a g.p.a. of at least 2.00 in work for the major.

All students are advised at the Academic Advising Center until they have completed 22C:019 (CS:2210) Discrete Structures (computer science students) or 22C:080 (CS:2110) Programming for Informatics (informatics students). Students being advised at the Academic Advising Center are welcome to consult with a computer science or informatics faculty advisor, as well.

Transfer students who have taken a course approved as equivalent to a required computer science or informatics course are exempt from that course. Transfer course grades are included in the computer science or informatics grade-point average.

Students should consult the Department of Computer Science web site or visit the department’s office for information about general policies, elective areas, and internships, scholarships, and student groups, such as the University’s chapter of the Association for Computing Machinery (ACM) and Women in Informatics and Computer Science (WICS).

ADVANCED PLACEMENT

The Department of Computer Science offers credit for study in an approved course taken in high school or an approved course taken during the summer session. See Advanced Placement Credit Policy under Prospective Students on the Department of Computer Science web site.

JOINT BACHELOR’S/MASTER’S DEGREE PROGRAMS

Qualified computer science undergraduate students who plan to earn the Master of Computer Science degree may apply for the joint Bachelor of Arts/Master of Computer Science program or the joint Bachelor of Science/Master of Computer Science program. The joint programs allow
students to earn both degrees in five years. See "Joint B.A./M.C.S. and B.S./M.C.S." later in this section.

**EARLY ADMISSION TO THE GRADUATE COLLEGE**

Undergraduate computer science or informatics students who have 6 s.h. or less to earn toward graduation may apply for early admission to the Graduate College. Early admission allows students in their final undergraduate semester to take courses for graduate credit in addition to the courses they need to complete their bachelor’s degrees.

**B.A. and B.S.: Computer Science**

The Bachelor of Arts with a major in computer science requires a minimum of 120 s.h., including at least 41 s.h. of work for the major. The Bachelor of Science with a major in computer science requires a minimum of 120 s.h., including at least 64 s.h. of work for the major.

The computer science major for the Bachelor of Arts is designed for students who would like to gain considerable knowledge in computer science and have flexibility in choosing electives. Students preparing for careers in the computing field are encouraged to supplement the base requirements with additional computer science courses. The program’s flexibility makes it suitable for combination with other majors.

The computer science major for the Bachelor of Science is more rigorous than the B.A. major; it is designed to provide in-depth training for students who would like to acquire strength in math and science in order to enhance their skills and job prospects. It also is appropriate for those who plan to pursue graduate work in computer science, although it is not required for graduate study at most universities.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). Bachelor of Science students and Bachelor of Arts students considering a switch to the B.S. program should choose their General Education Natural Sciences courses carefully, since they may be able to use the same courses to satisfy the Bachelor of Science major’s natural science requirement; see “Natural Science Sequences (B.S.)” under "Additional Bachelor of Science Requirements" below.

Students must maintain a g.p.a. of at least 2.00 in all course work in order to graduate. They also must maintain a g.p.a. of at least 2.00 in all work for the major, including Department of Computer Science courses and supporting courses offered by other departments and programs. Work for the major may not be taken pass/nonpass.

The major in computer science (B.A. and B.S.) requires the following work.

**Common Requirements (B.A. and B.S.)**

**COMPUTER SCIENCE CORE**

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22C:016</td>
<td>(CS:1210) Computer Science I: Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>22C:019</td>
<td>(CS:2210) Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>22C:021</td>
<td>(CS:2230) Computer Science II: Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>22C:022</td>
<td>(CS:2820) Object-Oriented Software Development</td>
<td>4</td>
</tr>
<tr>
<td>22C:031</td>
<td>(CS:3330) Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>22C:111</td>
<td>(CS:3820) Programming Language Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22C:060</td>
<td>(CS:2630) Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>055:035</td>
<td>(ECE:3350) Computer Architecture and Organization</td>
<td>3</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22C:112</td>
<td>(CS:3620) Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>22C:118</td>
<td>(CS:3640) Introduction to Networks and Their Applications</td>
<td>3</td>
</tr>
<tr>
<td>22C:169</td>
<td>(CS:4640) Computer Security</td>
<td>3</td>
</tr>
</tbody>
</table>

**MATHEMATICS CORE**

Calculus I—one of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22M:025</td>
<td>(MATH:1850) Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>22M:031</td>
<td>(MATH:1550) Engineering Mathematics I: Single Variable Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Calculus II—one of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22M:026</td>
<td>(MATH:1860) Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>22M:032</td>
<td>(MATH:1560) Engineering Mathematics II: Multivariable Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

**Additional Bachelor of Arts Requirements**

**MATHEMATICS CORE (B.A.)**

Linear algebra/probability and statistics—one of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22M:027</td>
<td>(MATH:2700) Introduction to Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>22S:120</td>
<td>(STAT:3120) Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

**ADVANCED COMPUTER SCIENCE ELECTIVES (B.A.)**

Bachelor of Arts students must earn at least 3 s.h. in advanced computer science electives chosen from these.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22C:072</td>
<td>(CS:3700)/(22M:072) Elementary Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>22C:099</td>
<td>(CS:3990) Honors in Computer Science or Informatics (maximum of 3 s.h.)</td>
<td>arr</td>
</tr>
<tr>
<td>Any computer science course [prefix 22C (CS)] numbered 112 through 190</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>22C:196</td>
<td>(CS:4980) Topics in Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>A computer science course [prefix 22C (CS)] numbered 200 or above, with department approval</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Bachelor of Science Requirements**

**MATHEMATICS CORE (B.S.)**

Linear algebra:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22M:027</td>
<td>(MATH:2700) Introduction to Linear Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>

Probability and statistics—one of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:120</td>
<td>(STAT:3120) Probability and Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Other probability and statistics courses [prefix 22S (STAT)] with a calculus prerequisite may be approved by the department.

**COMPUTATION THEORY (B.S.)**

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22C:169</td>
<td>(CS:4640) Computer Security</td>
<td>3</td>
</tr>
</tbody>
</table>
ADVANCED TECHNICAL ELECTIVES (B.S.)

Bachelor of Science students must earn at least 12 s.h. (four courses) in advanced technical electives; at least 6 s.h. must be from the following list.

22C:072 (CS:3700)/22M:072 (MATH:3800) Elementary Numerical Analysis 3 s.h.
22C:099 (CS:3990) Honors in Computer Science or Informatics (maximum of 3 s.h.) arr.
Any computer science course [prefix 22C (CS)] numbered 112 through 190 3 s.h.
22C:196 (CS:4980) Topics in Computer Science II 3 s.h.
A computer science course [prefix 22C (CS)] numbered 200 or above, with department approval 3 s.h.

Advanced elective courses offered by the Department of Computer Science or by other departments and programs may be counted toward the advanced technical electives requirement, with Department of Computer Science approval.

NATURAL SCIENCE SEQUENCES (B.S.)

Bachelor of Science students take two or more courses in a sequence (totaling at least 7 s.h.) in a cognate area of natural science. The natural science sequence is intended to enhance the student’s perspective by providing a deeper understanding of the scientific method. Typically, it consists of a sequence of courses taken in the same science department. Students often choose courses that also fulfill the General Education Program (p. 306) Natural Sciences requirement. Some possible choices are listed below; the department chair may approve others.

CLEP/APP credit may be used to satisfy part or all of the natural science requirement only if the appropriate science department at The University of Iowa accepts the credit as equivalent to one or more of the specific courses listed below.

Astronomy:
029:061 (ASTR:1771) General Astronomy I 4 s.h.
029:062 (ASTR:1772) General Astronomy II 4 s.h.

Biology:
002:031 (BIOI:1411)-002:032 (BIOI:1412) Foundations of Biology - Diversity of Form and Function 8 s.h.

Chemistry:
004:011 (CHEM:1110) Principles of Chemistry I 4 s.h.
004:012 (CHEM:1120) Principles of Chemistry II 4 s.h.

Earth and environmental sciences—this course:
012:008 (GEOS:1080) Introduction to Environmental Science 3-4 s.h.

And one of these:
012:003 (GEOS:1030) Introduction to Earth Science 4 s.h.
012:005 (GEOS:1050) Introduction to Geology 4 s.h.

Geographical and sustainability sciences:
044:003 (GEOG:1020) The Global Environment 3 s.h.
044:005 (GEOG:1050) Foundations of GIS 3 s.h.

Physics—one of these sequences:
029:027 (PHYS:1701)-029:028 (PHYS:1702) Physics I-II 8 s.h.
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II (recommended)

B.A. and B.S.: Informatics

The Bachelor of Arts with a major in informatics requires a minimum of 120 s.h., including at least 42-49 s.h. of work for the major. The Bachelor of Science with a major in informatics requires a minimum of 120 s.h., including at least 51-55 s.h. of work for the major. Required credit for the major depends on the choice of cognate area. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Both programs (B.A. and B.S.) combine foundational informatics course work with course work in a cognate discipline. The Bachelor of Arts major in informatics offers the cognate areas of art, economics, geoinformatics, health informatics, human-computer interaction, linguistics, music, social informatics, and individualized cognates. The Bachelor of Science major in informatics offers the cognate areas of bioinformatics, medical informatics, and individualized cognates.

All informatics students complete the informatics core, one (B.A.) or two (B.S.) electives, a statistics course, and a set of courses in their chosen cognate area. Students must maintain a g.p.a. of at least 2.00 in all course work in order to graduate. They also must maintain a g.p.a. of at least 2.00 in the informatics core, the elective(s), and the statistics course. Work for the major may not be taken pass/nonpass.

Students are expected to possess an appropriate high school background in mathematics.

The informatics major (B.A. and B.S.) requires the following course work.

INFORMATICS CORE

The informatics core consists of six required computing courses (at least 18 s.h.) that emphasize data manipulation, databases, and networking. It provides more applications-oriented content than the traditional computer science curriculum yet is designed to offer students a sound basis in underlying computer sciences themes and techniques.

One of these:
22C:080 (CS:2110) Programming for Informatics 4 s.h.
22C:104 (CS:3110) Introduction to Informatics 3 s.h.

One of these:
22C:084 (CS:2420) Databases for Informatics 3 s.h.
06K:182 (MSCI:3200) Database Management 3 s.h.

All of these:
22C:005 (CS:1110) Introduction to Computer Science 3 s.h.
22C:082 (CS:2520) Human-Computer Interaction 3 s.h.
22C:086 (CS:2620) Networking and Security for Informatics 3 s.h.
22C:094 (CS:3910) Informatics Project 3 s.h.

INFORMATICS ELECTIVES

B.A. students must complete at least one course (3 s.h.) and B.S. students must complete at least two (6 s.h.) from a list of approved computing informatics electives. Course selection must be approved by an advisor or by the informatics program director. In addition to the courses
listed below, students may have additional choices from the Department of Electrical and Computer Engineering and the Department of Management Sciences; consult an informatics faculty advisor for additional choices.

- 06K:186 (MSCI:4220) Database Management II: 3 s.h.
- 22C:096 (CS:3980) Topics in Computer Science I: 3 s.h.
- 22C:109 (CS:3210) Programming Languages and Tools: 3 s.h.
- 22C:196 (CS:4980) Topics in Computer Science II: 3 s.h.

*Any computer science course (prefix 22C) numbered 111 through 190*

**STATISTICS COURSE**

B.A. and B.S. students must complete one introductory statistics course. Some cognates require a specific statistic course. Students should consult with their advisors to choose a statistics course appropriate for their cognate area.

One of these:

- 22S:008 (STAT:1030) Statistics for Business: 4 s.h.
- 22S:025 (STAT:1020) Elementary Statistics and Inference: 3 s.h.
- 22S:101 (STAT:3510) Biostatistics: 3 s.h.
- 22S:102 (STAT:5543) Introduction to Statistical Methods: 3 s.h.
- 034:010 (SOC:2160) Quantitative Data Analysis: 3 s.h.

**Bachelor of Arts Cognates**

Students must complete all requirements listed below one of the cognate areas below: art, economics, geoinformatics, health informatics, human-computer interaction, linguistics, music, social informatics, or an individualized cognate.

**ART**

The informatics major with the art cognate requires a minimum of 46 s.h. of work for the major, including 22 s.h. in cognate courses. Students learn about the design and maintenance of web services, applications of modern computerized artistic tools, and benefits and limitations of computers as a digital medium. They also gain insight into computerized tool design that is guided by knowledge of an artist’s requirements. The art cognate may lead to careers in web development, technology coordination for artistic productions, development of digital artistic tools, and artistic or technical development for entertainment companies. Cognate courses are primarily in art history, design, elements of art, and photography.

Note: Some courses listed below are open only to students majoring in art, so they are appropriate choices only for students with a double major in art and informatics. Non-art majors should work with an informatics faculty advisor to develop an individual set of art cognate courses.

All of these:

- 01A:003 (ARTS:1510) Basic Drawing: 3 s.h.
- 01D:090 (DSGN:2110) Graphic Design I: 3 s.h.
- 01D:100 (DSGN:3120) Typography: 4 s.h.

Two of these:

- 01H:001 (ARTH:1010) Art and Visual Culture: 3 s.h.
- 01H:002 (ARTH:1040) Arts of Africa: 3 s.h.
- 01H:004 (ARTH:1020) Masterpieces: Art in Historical and Cultural Perspectives: 3 s.h.
- 01H:005 (ARTH:1050) From Cave Paintings to Cathedrals: Survey of Western Art I: 3 s.h.
- 01H:006 (ARTH:1060) From Mona Lisa to Modernism: Survey of Western Art II: 3 s.h.
- 01H:008 (ARTH:1030) Themes in Global Art: 3 s.h.
- 01H:016 (ARTH:1070) Asian Art and Culture: 3 s.h.
- 01H:026 (ARTH:2320) Introduction to Ancient Art: 3 s.h.
- 01H:031 (ARTH:2220) Introduction to the Art of China: 3 s.h.
- 01H:033 (ARTH:2250) Introduction to the Art of Japan: 3 s.h.
- 01H:040 (ARTH:2420) Introduction to Medieval Art: 3 s.h.
- 01H:047 (ARTH:2520) Introduction to Italian Renaissance Art: 3 s.h.
- 01H:053 (ARTH:2620) Introduction to Baroque Visual Culture: 3 s.h.
- 01H:062 (ARTH:2730) Introduction to Nineteenth-Century Art: 3 s.h.
- 01H:066 (ARTH:2920) Introduction to American Art: 3 s.h.
- 01H:073 (ARTH:2820) Introduction to Modern/Contemporary Art: 3 s.h.
- 01H:084 (ARTH:2020) Introduction to Western Architecture: 3 s.h.
- 01H:090 (ARTH:2040) Introduction to Art and Religion: 3 s.h.
- 01H:099 (ARTH:2975) Undergraduate Seminar in the History of Art: 3 s.h.

At least 6 s.h. from these, with a minimum of one course (3 s.h.) numbered 100 or above:

- 01D:110 (DSGN:3130) Web Site Design I: 3 s.h.
- 01D:120 (DSGN:3110) Graphic Design II: 4 s.h.
- 01D:128 (DSGN:3122) Computer Graphic Design: 3 s.h.
- 01D:140 (DSGN:4130) Web Site Design II: 4 s.h.
- 01L:040 (PHTO:2513) Digital Photographic Imaging: 3 s.h.
- 01L:140 (PHTO:4555) Advanced Digital Imaging: 4 s.h.
- 01T:064 (TDSN:2240) Introduction to Computer-Aided Design for 3-D Design: 3 s.h.

**ECONOMICS**

The informatics major with the economics cognate requires a minimum of 48 s.h. of work for the major, including 24 s.h. in cognate courses, which are primarily from economics. The economics cognate is intended for students interested in working with economic, financial, or demographic data. It may lead to careers in administration, business, or government or to graduate study in management or policy areas.

All of these:

- 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business: 4 s.h.
- 06E:001 (ECON:1100) Principles of Microeconomics: 4 s.h.
- 06E:002 (ECON:1200) Principles of Macroeconomics: 4 s.h.
- 06E:104 (ECON:3100) Microeconomic Theory: 3 s.h.
- 06E:105 (ECON:3120) Macroeconomics: 3 s.h.

At least two of these, to complete 24 s.h. for the cognate:

- 06E:111 (ECON:3160) Personnel Economics: 3 s.h.
- 06E:113 (ECON:3180) Health Economics: 3 s.h.
- 06E:117 (ECON:3200) Money, Banking, and Financial Markets: 3 s.h.
- 06E:119 (ECON:3220) Policy Analysis: 3 s.h.
- 06E:125 (ECON:3240) Global Economics and Business: 3 s.h.
- 06E:129 (ECON:3260) Economic Growth and Development: 3 s.h.
GEONFORMATICS
The informatics major with the geoinformatics cognate requires a minimum of 45 s.h. of work for the major, including 21 s.h. in cognate courses. The geoinformatics cognate is intended for students interested in geographic information systems (GIS) and spatial aspects of data. It may lead to careers in business, government, or public health or to graduate study in geographic information systems (GIS) and spatial geoinformatics. The informatics major with the geoinformatics cognate requires a minimum of 45 s.h. of work for the major, including 21 s.h. in cognate courses, which are primarily from geographical and sustainability sciences. The geoinformatics cognate is intended for students interested in geographic information systems (GIS) and spatial aspects of data. It may lead to careers in business, government, or public health or to graduate study in geography, public health, or policy areas.

All of these:
044:001 (GEOG:1010) Introduction to Human Geography 3 s.h.
044:003 (GEOG:1020) The Global Environment 3 s.h.
044:004 (GEOG:1021) The Global Environment Lab 1 s.h.
044:005 (GEOG:1050) Foundations of GIS 3 s.h.

One of these:
044:010 (GEOG:1090) Globalization and Geographic Diversity 3 s.h.
044:011 (GEOG:2110) Population Geography 3 s.h.
044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
044:030 (GEOG:2910) The Global Economy 3 s.h.
044:055 (GEOG:2130) World Cities 3 s.h.

One of these:
044:110 (GEOG:3520) GIS for Environmental Studies 3 s.h.
044:112 (GEOG:3530) Mapping American Cities and Regions 3 s.h.
044:180 (GEOG:4010) Field Methods in Physical Geography 2-4 s.h.
044:181 (GEOG:4020) Field Methods: Mapping and Mobile Computing 3 s.h.

Two of these:
044:105 (GEOG:3500) Introduction to Environmental Remote Sensing 3 s.h.
044:110 (GEOG:3520) GIS for Environmental Studies 3 s.h.
044:112 (GEOG:3530) Mapping American Cities and Regions 3 s.h.
044:125 (GEOG:4750) Environmental Impact Analysis 4 s.h.
044:128 (GEOG:4520) GIS for Environmental Studies: Applications 3 s.h.

HEALTH INFORMATICS
The informatics major with the health informatics cognate requires a minimum of 45 s.h. of work for the major, including 21 s.h. in cognate courses. The health informatics cognate is intended for students interested in applications of computing to health care, especially in public health. It may lead to careers in medical or health-related areas or to graduate and professional degree programs in public health, health informatics, and medical informatics. Cognate courses are selected primarily from public health, geography, and global health studies. Once students complete the required courses in each of the four sets below, they must select additional courses from the sets to complete 21 s.h. of credit for the cognate.

One of these:
152:160 (GHS:3720) Global Health Seminar 3 s.h.
170:099 (MPH:3000) Fundamentals of Public Health 3 s.h.

At least two of these:
044:136 (GEOG:3920) Planning Livable Cities 3 s.h.
044:137 (GEOG:4150) Health and Environment: GIS Applications 3 s.h.
044:139 (GEOG:4570) Spatial Analysis and Location Models 3 s.h.
044:145 (GEOG:4500) Applications in Environmental Remote Sensing 4 s.h.

HUMAN-COMPUTER INTERACTION
The informatics major with the human-computer interaction cognate requires a minimum of 43 s.h. of work for the major, including at least 19 s.h. in cognate courses. The human-computer interaction cognate is intended for students interested in designing useful and usable technologies. It can lead to careers in interaction design, web design, implementation of user interfaces, and evaluation of human-computer interactions as well as provide valuable skills for graduate study in human-computer interaction.

The cognate’s courses are drawn largely from psychology, sociology, and industrial engineering. Four required courses include foundational aspects of psychology or sociology, an examination of basic human abilities and
performance relevant to information technology use, and an introduction to research topics in human-computer interaction.

This course:

22C:148 (CS:4500) Research Methods in Human-Computer Interaction  3 s.h.

Either these three psychology courses:

031:001 (PSY:1001) Elementary Psychology  3 s.h.
031:010 (PSY:2810) Research Methods in Psychology  4 s.h.
031:016 (PSY:2601) Introduction to Cognitive Psychology  3 s.h.

Or these three sociology courses:

034:001 (SOC:1010) Introduction to Sociology Principles  3-4 s.h.
034:009 (SOC:2130) Sociological Theory  3 s.h.
034:011 (SOC:2170) Research Methods  3 s.h.

At least two of these, to complete 19 s.h. for the cognate:

031:002 (PSY:2701) Biological Psychology  3 s.h.
031:014 (PSY:2401) Introduction to Developmental Science  3 s.h.
031:015 (PSY:2501) Introduction to Social Psychology  3 s.h.
031:123 (PSY:3040) Psychology of Learning  3 s.h.
031:133 (PSY:3060) Visual Perception and Cognition  3 s.h.
034:020 (SOC:3210) Principles of Social Psychology  3 s.h.
034:125 (SOC:4210) Small Group Analysis  3 s.h.
056:144 (IE:3400) Human Factors  3 s.h.
056:147 (IE:3450) Ergonomics  3 s.h.

Most courses in this list have prerequisites, which students must complete before they may register for the course. The psychology courses (prefix PSY) require 031:001 (PSY:1001) Elementary Psychology and/or 031:002 (PSY:2701) Biological Psychology as prerequisite(s); the sociology course 034:125 (SOC:4210) requires 034:001 (SOC:1010) Introduction to Sociology Principles or 034:002 (SOC:1020) Social Problems as a prerequisite. Students should choose courses from this list carefully.

LINGUISTICS

The informatics major with the linguistics cognate requires a minimum of 45 s.h. of work for the major, including at least 21 s.h. in cognate courses. Linguistics, the scientific study of human languages, is directly related to psychology, anthropology, and computer science as well as to more applied fields such as second language acquisition or speech and hearing science. The cognate focuses on computational representations of syntax and semantics for processing natural language. Cognate courses are drawn primarily from linguistics.

All of these:

103:100 (LING:3001) Introduction to Linguistics  3 s.h.
103:110 (LING:3005) Articulatory and Acoustic Phonetics  3 s.h.
103:111 (LING:3010) Syntactic Analysis  3 s.h.
103:112 (LING:3020) Phonological Analysis  3 s.h.

One of these:

22C:146 (CS:4460) Introduction to Computational Linguistics  3 s.h.
22C:149 (CS:4440) Web Mining  3 s.h.

Linguistics

103:131 (LING:3080) History of the English Language  3 s.h.
103:139 (LING:3301)/039:139 (CHIN:3301) Chinese Historical Phonology  3 s.h.

One of these:

008:140 (ENGL:3256) Elementary Old English  3 s.h.
008:141 (ENGL:3257) Old English Beowulf  3 s.h.
20E:110 (CLSA:2901)/039:110 (SOAS:2901) First-Year Sanskrit: First Semester  4 s.h.
20E:122 (CLSA:3902)/039:113 (SOAS:3902) Second-Year Sanskrit: Second Semester  3 s.h.
20G:001 (CLSG:1001) Classical and New Testament Greek I  5 s.h.
20G:002 (CLSG:1002) Classical and New Testament Greek II  5 s.h.
20G:011 (CLSG:2001) Second-Year Greek I  3 s.h.
20G:012 (CLSG:2002) Second-Year Greek II  3 s.h.
20L:001 (CLSL:1001) Elementary Latin I  5 s.h.
20L:005 (CLSL:1005) Accelerated Latin  3-5 s.h.
20L:002 (CLSL:1002) Elementary Latin II  5 s.h.
20L:012 (CLSL:2002) Golden Age of Roman Poetry  3 s.h.

MUSIC

The informatics major with the music cognate requires a minimum of 47 s.h. of work for the major, including 23 s.h. in cognate courses. The music cognate is intended for students interested in audio recording, manipulation of sound, and digital media. It may help students prepare for careers in the entertainment industry. Cognate courses are primarily from music, with some from cinema and comparative literature and from theatre arts. Entering students must possess basic musicianship skills; an audition may be required for admission.

All of these:

025:001 (MUS:1200) Fundamentals of Music for Majors  3 s.h.
025:002 (MUS:1201) Musicianship and Theory I  4 s.h.
025:003 (MUS:1202) Musicianship and Theory II  4 s.h.
025:071 (MUS:2111) Group Instruction in Piano I  1 s.h.
025:072 (MUS:2112) Group Instruction in Piano II  1 s.h.
025:149 (MUS:3780) Audio Recording I  3 s.h.
025:152 (MUS:3781) Audio Recording II  3 s.h.

Students who plan to take 025:002 (MUS:1201) Musicianship and Theory I or 025:003 (MUS:1202) Musicianship and Theory II must take the music theory diagnostic examination, which is administered on the Sunday before fall semester classes begin. See Musicianship and Theory Placement on the School of Music web site for more information. Advanced placement in School of Music courses does not reduce the number of semester hours required for the cognate.

One of these:

025:103 (MUS:3310) World Music  3 s.h.
025:104 (MUS:3311) Music of Latin America and the Caribbean  3 s.h.
025:141 (MUS:3720) History of Jazz  3 s.h.
025:144 (MUS:3301) History of Music I  3 s.h.
025:146 (MUS:3302) History of Music II  3 s.h.
At least one of these, to complete 23 s.h. for the cognate:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>025:007</td>
<td>MUS:1007 Garage Band: The Basics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:064</td>
<td>MUS:1010 Recital Attendance for Non-Majors</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>048:053</td>
<td>CCL:1630 Introduction to Film Sound</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:131</td>
<td>CCL:4841 Film/Video/Audio Production: Sound Design</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>049:140</td>
<td>THTR:3260 Sound Design for the Theatre</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Course 048:053 (CCL:1630) has prerequisites, which students must complete before they may register for the course.

**SOCIAL INFORMATICS**
The informatics major with the social informatics cognate requires a minimum of 44 s.h. of work for the major, including at least 28 s.h. in cognate courses, all from sociology.

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>034:001</td>
<td>SOC:1010 Introduction to Sociology Principles</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>034:009</td>
<td>SOC:2130 Sociological Theory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:011</td>
<td>SOC:2170 Research Methods</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

At least 11 s.h. from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>034:002</td>
<td>SOC:1020 Social Problems</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>034:018</td>
<td>SOC:1310 Gender and Society</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>034:020</td>
<td>SOC:3210 Principles of Social Psychology</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>034:022</td>
<td>SOC:2222 Introduction to Social Work</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>034:040</td>
<td>SOC:1410 Criminology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:061</td>
<td>SOC:3710 The American Family</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:066</td>
<td>SOC:2810 Social Inequality</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:100</td>
<td>SOC:4997 Honors Seminar</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>034:125</td>
<td>SOC:4210 Small Group Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:126</td>
<td>SOC:4540 Social Movements in the U.S.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:128</td>
<td>SOC:3220 Sociology of Mental Illness</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:135</td>
<td>SOC:4820 Sociology of Sexuality</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:141</td>
<td>SOC:3420 Juvenile Delinquency</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:146</td>
<td>SOC:3425 Deviance and Control</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:148</td>
<td>SOC:4400 Internship in Criminal Justice and Corrections</td>
<td>1-5 s.h.</td>
</tr>
</tbody>
</table>

**INDIVIDUALIZED COGNATES**
Students interested in developing individualized cognates may work with an informatics faculty advisor. Individualized cognates may be drawn primarily from one department or an appropriate mix of departments. For the Bachelor of Arts, individualized cognates require an approved set of cognate courses totaling 18-25 s.h.

**Bachelor of Science Cognates**
Students must complete all requirements listed under one of the cognate areas below: bioinformatics, medical informatics, or an individualized cognate.

**BIOINFORMATICS**
The informatics major with the bioinformatics cognate requires a minimum of 52 s.h. of work for the major, including at least 30 s.h. in cognate courses. The bioinformatics cognate is intended for students interested in applications of computing to the biological sciences. It may lead to careers in laboratory research, biotechnology, data management, and other related areas. It also may prepare students for graduate programs in bioinformatics or genetics. The cognate offers a choice of two areas: genome bioinformatics, and phylogenics and evolution. Cognate courses are drawn primarily from biology and chemistry.

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:031</td>
<td>BIOL:1411-002:032 (BIOL:1412) Foundations of Biology - Diversity of Form and Function</td>
<td>8 s.h.</td>
</tr>
<tr>
<td>004:011</td>
<td>CHEM:1110-004:012 (CHEM:1120) Principles of Chemistry I-II</td>
<td>8 s.h.</td>
</tr>
<tr>
<td>004:121</td>
<td>CHEM:2210 Organic Chemistry I</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Students also must complete one of the following two areas.

**Genome Bioinformatics Area**
Both of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:128</td>
<td>BIOL:2512 Fundamental Genetics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:131</td>
<td>BIOL:3172 Evolution</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:174</td>
<td>BIOL:5320 Computational Genomics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:178</td>
<td>BIOL:3314 Genomics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Phylogenetics and Evolution Area**
Both of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:128</td>
<td>BIOL:2512 Fundamental Genetics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:131</td>
<td>BIOL:3172 Evolution</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:134</td>
<td>BIOL:2673 Ecology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:160</td>
<td>BIOL:4373 Molecular Phylogenetics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:162</td>
<td>BIOL:4273 Population Genetics and Molecular Evolution</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**MEDICAL INFORMATICS**
The informatics major with the medical informatics cognate requires a minimum of 52 s.h. of work for the major, including at least 30 s.h. in cognate courses. The medical informatics cognate is intended for students interested in applications of computing to health care, especially in a clinical setting. It may lead to careers in medical or hospital settings, graduate programs in medical informatics, or professional degree programs in medicine, dentistry, nursing, or other allied health professions. Cognate courses are drawn from biology, chemistry, health and human physiology, and public health.

Students who choose the medical informatics cognate must satisfy the major's statistics requirement with 225:101 (STAT:3510) Biostatistics.
All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:031</td>
<td>(BIO:1411)-002:032 (BIO:1412) Foundations of Biology - Diversity of Form and Function</td>
<td>8 s.h.</td>
</tr>
<tr>
<td>002:128</td>
<td>(BIO:2512) Fundamental Genetics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:131</td>
<td>(BIO:3172) Evolution</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>004:141</td>
<td>(CHEM:2410) Organic Chemistry Laboratory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:053</td>
<td>(HHP:1100) Human Anatomy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>174:102</td>
<td>(HMP:4000) Introduction to the U.S. Health Care System</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**INDIVIDUALIZED COGNATES**

Individualized cognates may be drawn primarily from one department or an appropriate mix of departments. For the Bachelor of Science, individualized cognates require an approved set of cognate courses totaling 27-31 s.h. Students interested in developing individualized cognates should contact the Department of Computer Science for the name of an informatics faculty advisor.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**Note:** Beginning fall 2014, the four-year plan will no longer be offered for the Computer Science major (B.A. and B.S.).

**B.A.: Computer Science**

**Before the third semester begins:** math through calculus I, three courses in the major [e.g., 22C:016 (CS:1210) Computer Science I: Fundamentals, 22C:019 (CS:2210) Discrete Structures, and 22C:021 (CS:2230) Computer Science II: Data Structures], and at least one-quarter of the semester hours required for graduation

**Before the fifth semester begins:** math through calculus II, two more courses in the major [e.g., 22C:022 (CS:2820) Object-Oriented Software Development and 22C:060 (CS:2630) Computer Organization], and at least one-half of the semester hours required for graduation

**Before the seventh semester begins:** at least two more courses in the major and at least three-quarters of the semester hours required for graduation

**Before the eighth semester begins:** at least one more course in the major

**During the eight semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.S.: Computer Science**

These checkpoints do not include the required natural science sequence, which students usually complete as part of the General Education Program’s Natural Sciences requirement.

**Before the third semester begins:** math through calculus I, three courses in the major [e.g., 22C:016 (CS:1210) Computer Science I: Fundamentals, 22C:019 (CS:2210) Discrete Structures, and 22C:021 (CS:2230) Computer Science II: Data Structures], and at least one-quarter of the semester hours required for graduation

**Before the fifth semester begins:** math through calculus II, at least two more courses in the major [e.g., 22C:022 (CS:2820) Object-Oriented Software Development and 22C:060 (CS:2630) Computer Organization], and at least one-half of the semester hours required for graduation

**Before the seventh semester begins:** at least three more courses in the major and at least three-quarters of the semester hours required for graduation

**Before the eighth semester begins:** at least two more courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.A. and B.S.: Informatics**

**Note:** Much of the work in informatics and in the cognate area needs to be taken in sequence, so students must begin fulfilling requirements for the major as early as possible.

Beginning fall 2014, the four-year plan will no longer be offered for the informatics major (B.A and B.S.).

**Before the third semester begins:** 22C:005 (CS:1110) Introduction to Computer Science, 22C:080 (CS:2110) Programming for Informatics, one or two courses in the cognate area, the statistics course, and at least one-quarter of the semester hours required to graduate

**Before the fifth semester begins:** three mid-level informatics courses [22C:082 (CS:2520) Human-Computer Interaction, 22C:084 (CS:2420) Databases for Informatics, and 22C:086 (CS:2620) Networking and Security for Informatics], the statistics course (if not already completed), two or three more courses in the cognate area, and at least one-half of the semester hours required to graduate

**Before the seventh semester begins:**
22C:094 (CS:3910) Informatics Project, an informatics elective course, two or three more courses in the cognate area, and at least three-quarters of the semester hours required to graduate

**Before the eighth semester begins:** a second informatics elective course (for B.S. students) and courses in the cognate area

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**

The department offers students the opportunity to graduate with honors in the computer science major or the informatics major. Departmental honors students
must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

To graduate with honors in the computer science or informatics major, students must complete 4-6 s.h. of 22C:099 (CS:3990) Honors in Computer Science or Informatics and submit an acceptable honors thesis. Students are responsible for finding a faculty member willing to supervise their honors project. The faculty member must approve the proposed project and a timetable for the work. Students register for 22C:099 (CS:3990) Honors in Computer Science or Informatics under the thesis supervisor’s instructor number. See Honors on the department’s web site for details.

Honors students may count 3 s.h. of 22C:099 (CS:3990) Honors in Computer Science or Informatics toward an advanced or technical elective for the B.S. in computer science. Students in the joint bachelor’s/master’s degree program may register for 4-6 s.h. of 22C:199 (CS:5990) Individualized Research or Programming Project instead of 22C:099 (CS:3990). This will allow them to receive graduate credit for the course while satisfying the course requirements to graduate with honors.

**Minor: Computer Science**

The minor in computer science requires a minimum of 17 s.h. in computer science, including 12 s.h. in courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students excused from courses required for the minor may substitute other computer science electives. The minor requires the following courses.

All of these:

- 22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
- 22C:019 (CS:2210) Discrete Structures 3 s.h.
- 22C:021 (CS:2230) Computer Science II: Data Structures 4 s.h.

At least one of these:

- 22C:022 (CS:2820) Object-Oriented Software Development 4 s.h.
- 22C:031 (CS:3330) Algorithms 3 s.h.
- 22C:060 (CS:2630) Computer Organization 3 s.h.

Students choose one additional computer science course [prefix 22C (CS)] to complete the 17 s.h. required for the minor. The following courses do not count toward the minor.

- 22C:001 (CS:1020) Principles of Computing 3 s.h.
- 22C:002 (CS:1000) First-Year Seminar 1 s.h.
- 22C:005 (CS:1110) Introduction to Computer Science 3 s.h.
- 22C:080 (CS:2110) Programming for Informatics 4 s.h.
- 22C:084 (CS:2420) Databases for Informatics 3 s.h.
- 22C:086 (CS:2620) Networking and Security for Informatics 3 s.h.
- 22C:094 (CS:3940) Informatics Project 3 s.h.
- 22C:096 (CS:3980) Topics in Computer Science I 3 s.h.
- 22C:104 (CS:3110) Introduction to Informatics 3 s.h.


Students may declare the computer science minor on ISIS; the application triggers an audit for the minor that is available on ISIS the next day of the academic session.

**Minor: Informatics**

The minor in informatics requires a minimum of 15 s.h., including at least 12 s.h. in courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

Students earning a major in computer science or in management information systems (Tippie College of Business) may not earn the minor in informatics.

The informatics minor requires the following course work.

22C:005 (CS:1110) Introduction to Computer Science 3 s.h.

One of these:

- 22C:080 (CS:2110) Programming for Informatics 4 s.h.
- 22C:104 (CS:3110) Introduction to Informatics 3 s.h.

One of these:

- 22C:084 (CS:2420) Databases for Informatics 3 s.h.
- 06K:182 (MSCI:3200) Database Management 3 s.h.

One of these:

- 22C:082 (CS:2520) Human-Computer Interaction 3 s.h.
- 22C:086 (CS:2620) Networking and Security for Informatics 3 s.h.

One of these:

- 22S:008 (STAT:1030) Statistics for Business 4 s.h.
- 22S:025 (STAT:1020) Elementary Statistics and Inference 3 s.h.
- 22S:101 (STAT:3510) Biostatistics 3 s.h.
- 22S:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.
- 22S:120 (STAT:3120) Probability and Statistics 4 s.h.

Students may declare the informatics minor on ISIS; the application triggers an audit for the minor that is available on ISIS the next day of the academic session.

**Joint B.A./M.C.S. and B.S./M.C.S.**

The joint Bachelor of Arts/Master of Computer Science and Bachelor of Science/Master of Computer Science programs allow qualified students to obtain an undergraduate and a graduate degree in computer science in five years. The B.A./M.C.S. and B.S./M.C.S. each require a total of 140 s.h., which is 12 s.h. less than the sum of the requirements for both degrees earned separately.

Students in the joint programs must complete all requirements for each degree. They may count a maximum of 12 s.h. (four courses) toward both degrees. The four courses must be taken during the fourth year of undergraduate study, after admission to the joint program, and must satisfy degree requirements of both the B.A. or B.S. and the M.C.S.
When a student withdraws from the joint program before completing his or her bachelor's degree, credit earned in the four courses is counted only toward the undergraduate degree.

Students are granted a B.A. or B.S. when they complete all requirements for the undergraduate degree.

Students apply for admission to the joint program during their third year as undergraduates and enter the program at the beginning of their fourth year. They usually complete the joint program comfortably in one year after completing the B.A. or B.S. requirements.

Applicants to the joint program must:
- be enrolled as B.A. or B.S. students majoring in computer science at The University of Iowa;
- have completed a minimum of 80 s.h. at the time of admission to the joint program, with at least 30 s.h. earned at The University of Iowa; and
- have a cumulative University of Iowa g.p.a. of at least 3.25 and a g.p.a. of at least 3.25 in the computer science major (computed on math prerequisites and core computer science course work taken at The University of Iowa).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Applicants must submit an application for admission to the program, a statement of purpose, three letters of recommendation, and transcripts from all colleges attended; they also must apply to the Graduate College. Graduate Record Examination scores are not required. For more detailed information, see Prospective Students on the Department of Computer Science web site.

**Graduate Programs of Study**

- Master of Computer Science
- Master of Science in computer science
- Doctor of Philosophy in computer science

The Master of Computer Science (M.C.S.) is a course-based, nonresearch program for students who wish to enhance their careers with advanced knowledge of computer science. The Doctor of Philosophy program emphasizes preparation for research, teaching, and scholarly work in academic settings or private, industrial, or government laboratories. The Master of Science is granted only to students working toward the Ph.D.

Admission decisions are based on prior academic performance, letters of reference, the applicant’s statement about background and purpose, and for Ph.D. applicants, scores on the Graduate Record Examination (GRE) General Test. Students need not have a master’s degree to begin the Ph.D. program or to be granted the doctoral degree. A student admitted without a master’s degree may choose to be granted an M.S. or the M.C.S. while working toward the doctorate.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Current and prospective graduate students should consult the Computer Science Graduate Handbook, available from the department’s office and its web site. The handbook provides detailed information about specific degree requirements, such as required courses, examinations, and dissertation requirements. For general information about the department, faculty, and research activities, contact the Department of Computer Science or visit its web site.

**Master of Computer Science**

The Master of Computer Science (M.C.S.) requires a minimum of 32 s.h. of graduate credit, including at least 24 s.h. earned at The University of Iowa.

Basic M.C.S. requirements are as follows. Consult the Computer Science Graduate Handbook for detailed information about M.C.S. requirements and graduate study policies.

**FOUNDATIONS**

One of these:

- 22C:131 (CS:4340) Limits of Computation 3 s.h.
- 22C:135 (CS:4330) Theory of Computation 3 s.h.
- 22C:231 (CS:5350) Design and Analysis of Algorithms 3 s.h.

**SYSTEMS**

One of these:

- 22C:160 (CS:5610) High Performance Computer Architecture 3 s.h.
- 22C:166 (CS:5620) Distributed Systems and Algorithms 3 s.h.
- 22C:185 (CS:5850) Programming Language Foundations 3 s.h.

**COLLOQUIUM**

M.C.S. students must earn at least 2 s.h. in 22C:399 (CS:6000) Research Seminar: Colloquium Series.

**ELECTIVES**

M.C.S. students complete the remaining 24 s.h. with a combination of computer science graduate courses, reading and project courses, and non-computer science graduate courses approved by their advisor. They must complete at least six computer science graduate courses (18 s.h.) numbered above 120, which may not include the following courses.

- 22C:199 (CS:5990) Individualized Research or Programming Project arr.
- 22C:399 (CS:6000) Research Seminar: Colloquium Series 1 s.h.

The remaining 6 s.h. of electives may include technical or quantitative graduate courses outside of computer science, with the advisor’s approval. Students also may include up to 3 s.h. earned in independent study courses [22C:199 (CS:5990) Individualized Research or Programming Project or 22C:290 (CS:6990) Readings for Research].

**Master of Science**

The Master of Science in computer science is offered only to students working toward a Ph.D. in computer science. Students who are interested primarily in a master’s degree and do not intend to pursue a more advanced degree should apply to the M.C.S. program.
Doctor of Philosophy
The Doctor of Philosophy program in computer science requires a minimum of 72 s.h. of graduate credit, three examinations (qualifying, comprehensive, and final), and a written dissertation.

Basic Ph.D. requirements are as follows. Consult the Computer Science Graduate Handbook for detailed information about Ph.D. requirements and graduate study policies.

CORE REQUIREMENT
Both of these:
- 22C:135 (CS:4330) Theory of Computation 3 s.h.
- 22C:231 (CS:5350) Design and Analysis of Algorithms 3 s.h.

BREADTH
Ph.D. students must complete at least three of the following courses, with at least one course selected from each area (9 s.h.).

Systems and software:
- 22C:160 (CS:5610) High Performance Computer Architecture 3 s.h.
- 22C:169 (CS:4640) Computer Security 3 s.h.
- 22C:196 (CS:4980) Topics in Computer Science II (section approved by advisor) 3 s.h.

Networks and distributed systems:
- 22C:166 (CS:5620) Distributed Systems and Algorithms 3 s.h.
- 22C:196 (CS:4980) Topics in Computer Science II (section approved by advisor) 3 s.h.

Programming languages and compilers:
- 22C:185 (CS:5850) Programming Language Foundations 3 s.h.
- 22C:196 (CS:4980) Topics in Computer Science II (section approved by advisor) 3 s.h.

PRACTICE
Ph.D. students must complete at least one course (3 s.h.) with significant practical or implementation-oriented content. Each semester the department designates courses that satisfy this requirement. The following are typical selections.
- 22C:144 (CS:4400) Database Systems 3 s.h.
- 22C:145 (CS:4420) Artificial Intelligence 3 s.h.
- 22C:146 (CS:4460) Introduction to Computational Linguistics 3 s.h.
- 22C:151 (CS:4520) Computer Graphics 3 s.h.
- 22C:149 (CS:4440) Web Mining 3 s.h.
- 22C:174 (CS:4720) Optimization Techniques 3 s.h.
- 22C:177 (CS:4700) High Performance and Parallel Computing 3 s.h.
- 22C:180 (CS:5800) Fundamentals of Software Engineering 3 s.h.
- 22C:196 (CS:4980) Topics in Computer Science II (section approved by advisor) 3 s.h.
- 22C:199 (CS:5990) Individualized Research or Programming Project 3 s.h.

COGNATE AREA
Ph.D. students are required to select, in consultation with their advisor, graduate course work totaling 9 s.h. that constitutes coherent coverage of an external cognate area; the courses need not be offered by the same department. Choices include, but are not limited to, mathematics, statistics, genetics, biology, and engineering disciplines.

COLLOQUIUM
Ph.D. students must earn at least 4 s.h. in 22C:399 (CS:6000) Research Seminar: Colloquium Series.

ELECTIVES
Ph.D. students fill their remaining semester hours with a selection of computer science graduate courses numbered above 120 and graduate courses outside of computer science, approved by their advisor.

QUALIFYING EXAM
Ph.D. students are required to pass a qualifying examination by the end of their second year of graduate study. Once students select a topic in consultation with their advisor, they are assigned a three-member faculty examination panel by the department. Then they prepare a written prospectus for review by the committee, followed by an oral presentation.

COMPREHENSIVE EXAM
The comprehensive examination is an evaluation of the student’s mastery of a research area near completion of formal course work, and before preparation of the dissertation. The exam may be written, oral, or both, at the department’s discretion, and is administered by a faculty committee. The comprehensive exam typically should be completed by the end of the student’s third year and no later than the end of the fourth year in the Ph.D. program.

DISSERTATION
Each Ph.D. student must write a dissertation, a significant, original contribution to the field of computer science. Once students obtain some preliminary results and can identify and describe the boundaries of their dissertation, they prepare a written proposal for their committee’s review. The dissertation must be prepared in accordance with the format specified in the Graduate College Thesis Manual.

FINAL ORAL EXAMINATION
Once the dissertation is complete and has been reviewed by the student’s committee, a final oral examination is administered on campus. This examination must take place no sooner than the semester following successful completion of the comprehensive examination and no later than five years after completion of the comprehensive exam.
Courses

For Undergraduates

22C:001 (CS:1020) Principles of Computing 3 s.h.
Introduction to computing; broad overview of discipline; necessary skills and concepts for effective application of computing resources in student's profession. Prerequisites: 22C (CS:2230). GE: Quantitative or Formal Reasoning.

22C:002 (CS:1100) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

22C:005 (CS:1110) Introduction to Computer Science 3 s.h.
Introduction to computer science and the study of algorithms; foundational ideas, computer organization, software concepts (e.g., networking, databases, security); programming concepts using Python. Prerequisites: 22C (CS:2230) or 06K:070 (MSCi:2000) or 06K:170. GE: Quantitative or Formal Reasoning.

22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
Introduction to programming using Python; programming constructs, data types, problem-solving strategies, data structures, object-oriented programming. Prerequisites: 22M:009 (MATH:1020) or 22M:013 (MATH:1340) or 22M:015 (MATH:1440) or math placement to a calculus course. GE: Quantitative or Formal Reasoning.

22C:019 (CS:2210) Discrete Structures 3 s.h.
Mathematical methods used in computer science, including logic, proof techniques (with induction), functions, relations, algorithm analysis, recurrence relations, counting methods, combinatorics, graphs, trees. Corequisites: 22C:016 (CS:1210), if not taken as a prerequisite. Recommendations: calculus I.

22C:021 (CS:2230) Computer Science II: Data Structures 4 s.h.
Design, implementation, and application of data structures (e.g., linked lists, stacks, queues, hash tables, trees); complexity analysis; recursion; introduction to object-oriented programming concepts; abstract data types and their realization using generic interfaces and classes; software design patterns (e.g., iterators, comparators). Prerequisites: 22C:016 (CS:1210). Corequisites: 22C:019 (CS:2210), if not taken as a prerequisite.

22C:022 (CS:2820) Object-Oriented Software Development 4 s.h.
Object-oriented design and software development methodology; team programming projects; GUIs, event handling, network programming, concurrency, data representation, IO programming. Prerequisites: 22C:021 (CS:2230).

22C:031 (CS:3330) Algorithms 3 s.h.
Algorithm design techniques (e.g., greedy algorithms, divide-and-conquer, dynamic programming, randomization); fundamental algorithms (e.g., basic graph algorithms); techniques for efficiency analysis; computational intractability and NP-completeness. Prerequisites: 22C:021 (CS:2230), and 22M:025 (MATH:1850) or 22M:031 (MATH:1550).

22C:060 (CS:2630) Computer Organization 3 s.h.
Computer building blocks: representing data, computer arithmetic, instruction sets, assembly language, digital logic, control units, ALU design, register operations, memory organization, IO. Prerequisites: 22C:021 (CS:2230).

22C:072 (CS:3700) Elementary Numerical Analysis 3 s.h.
Computer arithmetic, root finding, polynomial approximation, numerical integration, systems of linear equations, ordinary differential equations; use of higher-level computer language such as Matlab, Maple, Mathematica. Prerequisites: 22M:026 (MATH:1860) or 22M:032 (MATH:1560). Same as 22M:072 (MATH:3800).

22C:080 (CS:2110) Programming for Informatics 4 s.h.
Computing fundamentals for informatics students, including practical programming skills (e.g., in Perl, other scripting languages) and introduction to algorithms, data structures, databases. Prerequisites: 22C:005 (CS:1110). Corequisites: 22M:005 (MATH:1010) or 22M:009 (MATH:1020) or 22M:010 (MATH:1240) or 22M:013 (MATH:1340) or 22M:015 (MATH:1440), if not taken as a prerequisite.

22C:081 (CS:2111) Programming Practice 2 s.h.
Review of introductory Python programming concepts taught in 22C:016 (CS:1210) and 22C:080 (CS:2110); enhance mastery of introductory programming. Prerequisites: 22C:016 (CS:1210) or 22C:080 (CS:2110).

22C:082 (CS:2520) Human-Computer Interaction 3 s.h.
Basic theories, principles, and guidelines for design and evaluation of human-computer interactions; design methodologies (e.g., participatory design, low- and high-fidelity prototyping), user interface technologies (e.g., input and output devices, interaction styles), quantitative and qualitative evaluation of user interfaces (e.g., expert reviews, usability testing). Corequisites: 22C:080 (CS:2110), if not taken as a prerequisite.

22C:084 (CS:2420) Databases for Informatics 3 s.h.
Design and implementation of relational database systems; introduction to the relational model, database design, database normalization, use of database query and manipulation languages such as SQL. Prerequisites: 22C:080 (CS:2110).

22C:086 (CS:2620) Networking and Security for Informatics 3 s.h.
Introduction to computer networking, overview of network organization and management; basic understanding of encryption and network security; practical experience in network programming. Prerequisites: 22C:080 (CS:2110).
22C:094 (CS:3910) Informatics Project 3 s.h.
Experience designing, implementing, documenting, and testing a system using appropriate software tools (e.g., a project working with an information management tool consisting of a database system with a Web-based front end); typically done in small groups; capstone project for informatics majors. Prerequisites: 22C:082 (CS:2520), 22C:084 (CS:2420), and 22C:086 (CS:2620).

22C:096 (CS:3980) Topics in Computer Science I 3 s.h.
Complement to material in other courses. Prerequisites: 22C:080 (CS:2110) or 22C:021 (CS:2230) or 22C:022 (CS:2820) or 22C:104 (CS:3110).

22C:097 (CS:3990) Honors in Computer Science or Informatics arr.
Individual projects. Requirements: computer science or informatics major, and honors standing.

For Undergraduate and Graduate Students

22C:109 (CS:3210) Programming Languages and Tools Varied programming languages and tools. Prerequisites: 22C:016 (CS:1210) or 22C:080 (CS:2110) or 22C:104 (CS:3110).

22C:111 (CS:3820) Programming Language Concepts 3 s.h.
Imperative, functional, and logical programming languages, and differences between them; syntax specification, types, control structures, recursion, data abstraction. Prerequisites: 22C:021 (CS:2230), and 22C:022 (CS:2820) or 22C:104 (CS:3110).

22C:112 (CS:3620) Operating Systems 3 s.h.
Introduction to modern operating systems, including device control, memory management and addressing, process scheduling, interprocess communication, interrupts, synchronization, security. Prerequisites: 22C:060 (CS:2630).

22C:118 (CS:3640) Introduction to Networks and Their Applications 3 s.h.
Introduction to networks and the development of network applications; basic concepts of network communication common to applications such as simulation and web services. Prerequisites: 22C:060 (CS:2630).

22C:131 (CS:4340) Limits of Computation 3 s.h.
Turing machines, undecidability and complexity: reductions, Cook’s theorem and NP-completeness, approximation algorithms and randomized algorithms. Prerequisites: 22C:031 (CS:3330).

22C:135 (CS:4330) Theory of Computation 3 s.h.
Finite automata; regular sets and expressions; context-free and context-sensitive grammars, their properties; push-down automata; standard, universal, and linear-bounded Turing machines; relationships between formal languages and automata; undecidability and its consequences. Prerequisites: 22C:031 (CS:3330).

22C:141 (CS:6421) Knowledge Discovery 3 s.h.
Knowledge discovery process, including data reduction, cleansing, transformation; advanced modeling techniques from classification, prediction, clustering, association; evaluation and integration. Same as 06K:275 (MSCI:6421).

22C:144 (CS:4400) Database Systems 3 s.h.
Introduction to database systems including querying using SQL, design using ER diagrams, developing relational databases, programming web applications using PHP or JDBC. Prerequisites: 22C:021 (CS:2230) and 22C:031 (CS:3330).

22C:145 (CS:4420) Artificial Intelligence 3 s.h.
Introduction to artificial intelligence covering problem-solving methods, heuristic search, knowledge representation, automated reasoning, planning, game playing, machine learning, and neural networks. Prerequisites: 22C:031 (CS:3330).

22C:146 (CS:4460) Introduction to Computational Linguistics 3 s.h.
Introduction to computational linguistics; focus on theory and practice of natural language processing and syntactic and semantic analysis. Same as 103:140 (LING:4030).

22C:148 (CS:4500) Research Methods in Human-Computer Interaction 3 s.h.
Survey of recent research in the field of human-computer interaction; research methods and current readings. Prerequisites: 22C:082 (CS:2520).

22C:149 (CS:4440) Web Mining 3 s.h.
Core methods underlying development of applications on the Web; examples of relevant applications, including those pertaining to information retrieval, summarization of Web documents, and identifying social networks. Prerequisites: 22C:021 (CS:2230) and 22C:022 (CS:2820). Recommendations: 22C:144 (CS:4400) strongly recommended.

22C:151 (CS:4520) Computer Graphics 3 s.h.
Introduction to computer graphics algorithms and techniques, with emphasis on interactive 3-D graphics; coordinate systems and frames, modeling and viewing transformations, rendering, shading, lighting, texture, bump, environment mapping, animation, ray tracing, radiosity. Prerequisites: 22C:031 (CS:3330) and 22M:027 (MATH:2700).

22C:160 (CS:5610) High Performance Computer Architecture 3 s.h.
Problems involved in designing and analyzing current machine architectures using hardware description language (HDL) simulation and analysis, hierarchical memory design, pipeline processing, vector machines, numerical applications, multiprocessor architectures and parallel algorithm design techniques; evaluation methods to determine relationship between computer design and design goals. Prerequisites: 22C:112 (CS:3620) or 055:035 (ECE:3350); Same as 055:132 (ECE:5320).

22C:166 (CS:5620) Distributed Systems and Algorithms 3 s.h.
Models of distributed systems, program correctness—safety and liveness properties, causality, logical and vector clocks, mutual exclusion, distributed snapshot, leader election, distributed algorithms for graph-theoretic problems, fault-tolerance—masking versus nonmasking types, checkpointing, stabilization, consensus—byzantine generals problem, fault-tolerant broadcast and multicast, management of replicated data. Prerequisites: 22C:031 (CS:3330) and 22C:112 (CS:3620). Requirements: some interest in networking.

22C:169 (CS:4640) Computer Security 3 s.h.
Mechanism versus policy; authentication, access control, security domains; perimeter security, defense in depth; cryptographic protocols; key management and distribution; security assessment. Prerequisites: 22C:060 (CS:2630).

Root finding for nonlinear equations; polynomial interpolation; polynomial approximation of functions; numerical integration. Prerequisites: 22M:027 (MATH:2700) and 22M:028 (MATH:2850), or 22M:037 (MATH:3550). Requirements: knowledge of computer programming. Same as 22M:170 (MATH:5800).

22C:171 (CS:5720) Numerical Analysis: Differential Equations and Linear Algebra 4 s.h.
Numerical methods for initial value problems for ordinary differential equations; direct and iterative methods for linear systems of equations; eigenvalue problems for matrices. Prerequisites: 22M:027 (MATH:2700) and 22M:028 (MATH:2850), or 22M:037 (MATH:3550); and 22M:100 (MATH:3600). Requirements: knowledge of computer programming. Same as 22M:171 (MATH:5810).

22C:174 (CS:4720) Optimization Techniques 3 s.h.

22C:177 (CS:4700) High Performance and Parallel Computing 3 s.h.
Parallel scientific computing methods such as parallel algorithms for dense and sparse matrices; implementation using libraries such as MPI; current topics such as grid computing. Prerequisites: 22C:060 (CS:2630) and 22M:027 (MATH:2700). Same as 22M:178 (MATH:4860).

22C:180 (CS:5800) Fundamentals of Software Engineering 3 s.h.
Problem analysis, requirements definition, specification, design, implementation, testing/maintenance, integration, project management; human factors; management, technical communication; design methodologies; software validation, verification; group project experience. Prerequisites: 22C:022 (CS:2820) or 055:033 (ECE:3330). Same as 055:180 (ECE:5800).

22C:181 (CS:5810) Formal Methods in Software Engineering 3 s.h.
Models, methods, and their application in all phases of software engineering process; specification methods; verification of consistency, completeness of specifications; verification using tools. Prerequisites: 22C:022 (CS:2820) or 055:033 (ECE:3330). Recommendations: 22C:188 (CS:4350). Same as 055:181 (ECE:5810).

22C:182 (CS:5820) Software Engineering Languages and Tools 3 s.h.
Modern agile software development practices for cloud and web-based applications, using state-of-the-art software engineering languages, tools, and technologies; agile software development practices, software-as-a-service (SAAS), and the Ruby on Rails Development Framework. Prerequisites: 22C:180 (CS:5800) or 055:180 (ECE:5800). Requirements: solid understanding of object-oriented design and programming, and facility with at least one object-oriented programming language. Same as 055:182 (ECE:5820).

22C:183 (CS:5830) Software Engineering Project 3 s.h.
Team software development project using concepts and methodologies learned in earlier software engineering classes; practical aspects of large-scale software development. Prerequisites: 22C:180 (CS:5800) and 22C:182 (CS:5820). Same as 055:183 (ECE:5830).

22C:185 (CS:5850) Programming Language Foundations 3 s.h.
Introduction to formal foundations of programming languages using a variety of models, including attribute grammars, operational, axiomatic, denotational, and algebraic techniques; proofs of program equivalence, correctness, termination. Prerequisites: 22C:031 (CS:3330) and 22C:111 (CS:3820).

22C:188 (CS:4350) Logic in Computer Science 3 s.h.
Applications of symbolic logic in computer science; symbolic logic as a powerful tool for modeling computation and computational devices and reasoning formally about them; introduction to several logics (i.e., propositional, predicate, temporal, modal) differing in their expressive power and focus, their uses in computer science; how to represent knowledge in these logics, what represents a valid argument, and how to prove or disprove, possibly automatically, the validity of a logical statement. Prerequisites: 22C:019 (CS:2210). Recommendations: computer science, math, or engineering major.

22C:196 (CS:4980) Topics in Computer Science II 3 s.h.
Complements material in other courses. Prerequisites: 22C:021 (CS:2230) or 22C:022 (CS:2820) or 22C:080 (CS:2110) or 22C:104 (CS:3110).

22C:199 (CS:5990) Individualized Research or Programming Project 3 s.h.
Individualized research and/or programming projects in computer science, guided by a faculty member.

For Graduate Students

Competence and exposure to computer science are not only useful, they often are prerequisite to advanced study and research in many disciplines. For most graduate students from other disciplines, an appropriate first course is 22C:104 (CS:3110) Introduction to Informatics.
22C:104 (CS:3110) Introduction to Informatics 3 s.h.
Fundamentals of computer science: algorithms, complexity, relational databases, systems concepts, programming in Perl. Requirements: 22C:005 (CS:1110) or graduate standing.

22C:231 (CS:5350) Design and Analysis of Algorithms 3 s.h.
Review of design and analysis techniques; advanced data structures (binomial and Fibonacci heaps, disjoint sets); graph algorithms (network flows, matching, min-cut); NP-completeness, randomization and approximation algorithms; special topics (string matching, computational geometry, number theoretic algorithms). Prerequisites: 22C:031 (CS:3330) or 22C:131 (CS:4340).

22C:251 (CS:5520) Advanced Computer Graphics 3 s.h.
Topics such as global illumination and rendering; volume rendering; animation; curves and surfaces, advanced modeling and mapping techniques; graphics hardware; real-time graphics for virtual environments. Prerequisites: 22C:151 (CS:4520).

Requirements: Ph.D. standing in computer science.

22C:296 (CS:5980) Topics in Computer Science III arr.
Complements material in other courses.

Requirements: Ph.D. candidacy (postcomprehensive exam) in computer science.

22C:399 (CS:6000) Research Seminar: Colloquium Series 1 s.h.
Graduate colloquium. Requirements: graduate standing in computer science.
Creative Writing (Iowa Writers' Workshop)

**Director**
- Lan Samantha Chang

**Professors**
- Ethan Canin (Creative Writing/English), Lan Samantha Chang (Creative Writing/English), James Galvin (Creative Writing/English), James Alan McPherson (Creative Writing/English), Marilynne Robinson (Creative Writing/English)

**Associate professor**
- Mark Levine (Creative Writing/English)

**Graduate degree:** M.F.A. in English  
**Web site:** [http://www.uiowa.edu/~iww/](http://www.uiowa.edu/~iww/)

The Creative Writing Program (Iowa Writers' Workshop) is a world-renowned graduate program for fiction writers and poets. It was the first creative writing program in the United States to offer a degree, and it became a model for many contemporary writing programs. In addition to its Master of Fine Arts program, it also offers writing courses for undergraduates.

Creative writing classes at The University of Iowa began in the 1890s, and in 1922 the university became the nation's first institution of higher education to accept creative work as theses for advanced degrees. The Iowa Writers' Workshop began in 1936, drawing distinguished fiction writers and poets who would lecture and stay to discuss students' work; some came for a full year of teaching.

Today the program's faculty and alumni include nationally and internationally prominent poets, novelists, and short story writers; many have won Pulitzer Prizes, National Book Awards, and other major literary honors. In 2003 the Iowa Writers' Workshop received a National Humanities Medal from the National Endowment for the Humanities—the first awarded to a university and only the second given to an institution rather than an individual.

To learn more about the Creative Writing Program's history and faculty, visit the Iowa Writers' Workshop web site.

**Graduate Program of Study**
- Master of Fine Arts in English
  
  The Program in Creative Writing offers a master's degree program. However, unusually well-qualified Ph.D. students in the Department of English may obtain permission to submit a creative dissertation for the doctoral degree; the Program in Creative Writing assumes responsibility for granting permission for the option of the creative dissertation and for approving the dissertation once it is completed. Contact the director of graduate studies in the Department of English for more information.

**Master of Fine Arts**

The Master of Fine Arts degree in English (creative writing) requires 48 s.h. of graduate credit taken over four semesters in residence at The University of Iowa. Students specialize in fiction or poetry.

The program is flexible and individualized. Approximately half of the credit required for the degree is earned in writing courses; the rest may be earned in other graduate courses. Up to 18 s.h. of graduate transfer credit may be counted toward the degree, but transfer credit does not change the residency requirement.

Students must enroll in 08C:251 (CW:7870) Fiction Workshop or 08C:252 (CW:7875) Poetry Workshop during each semester of residence in the program. In each course, groups of 10-15 students read and critique each others' work.

The program's seminars provide students with a thorough knowledge of their chosen literary form and related aspects of craft. Seminars include 08C:270 (CW:7810) Form of Fiction, 08C:275 (CW:7820) Form of Poetry, 08C:490 (CW:7830) Seminar: Problems in Modern Fiction, and 08C:495 (CW:7840) Seminar: Problems in Modern Poetry. Each focuses on a single aspect of modern poetry or fiction, such as a single writer’s work or a body of work with a common theme or purpose.

In addition to taking Creative Writing Program courses, many M.F.A. students choose courses offered by other University of Iowa departments and programs, such as the Interdisciplinary Center for the Book (p. 915) (Graduate College), the Department of Theatre Arts (p. 605), the Department of Cinema and Comparative Literature (p. 140), and the Department of English (p. 246).

During the second year of the program, each student must take the M.F.A. examination, an essay exam that may be written outside of the classroom. Students submit their graduate thesis during the last semester, 08C:590 (CW:7895) M.F.A. Thesis; the thesis is a fiction or poetry manuscript of substantial length.

**Admission**

Applicants to the Creative Writing Program (Iowa Writers' Workshop) must meet the program's admission requirements as well as those of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

A creative writing manuscript is the most important element of the application for admission to the workshop. Submissions for poetry should include 10-12 poems. Submissions for fiction should include two or three short stories or a section of a novel, or both, usually 30-38 double-spaced pages (may not exceed 100 double-spaced pages).

Other application materials include a personal statement, official transcripts from all universities and colleges attended, the graduate application form, three letters of recommendation, an application for graduate awards, and an application to the Graduate College. Graduate Record Exam (GRE) General Test scores are optional, but they may make applicants more competitive for a wider range of financial assistance.

For detailed information on application materials and procedures, see Graduate Admissions/Admission to the Workshop on the Iowa Writers' Workshop web site.

**Financial Support**

Financial assistance is available to Creative Writing Program students in the form of teaching assistantships,
research assistants, and fellowships. See Applying for Financial Aid on the Iowa Writers’ Workshop web site.

Courses

The Creative Writing Program offers courses for undergraduates as well as graduate students. Enrollment in some graduate-level courses requires admission to the M.F.A. program.

For Undergraduates

See "Courses" in the Department of English (p. 246) section of the Catalog for course descriptions and prerequisites to enrollment.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>08C:001</td>
<td>Creative Writing Studio Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:023</td>
<td>Creative Writing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:097</td>
<td>Fiction Writing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:098</td>
<td>Poetry Writing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:101</td>
<td>Creative Writing for Business</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:107</td>
<td>Creative Writing for the Health Professions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:108</td>
<td>Creative Writing for New Media</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:110</td>
<td>Creative Writing and the Natural World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:115</td>
<td>Creative Writing and Popular Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:145</td>
<td>The Sentence: Strategies for Writing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:150</td>
<td>Writing and Activism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:151</td>
<td>Creative Writing for the Musician</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:160</td>
<td>The Art of Revision: Rewriting Prose for Clarity and Impact</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:163</td>
<td>Undergraduate Writers’ Workshop: Fiction</td>
<td>arr.</td>
</tr>
<tr>
<td>08C:166</td>
<td>Undergraduate Writers’ Workshop: Poetry</td>
<td>arr.</td>
</tr>
<tr>
<td>08C:195</td>
<td>Undergraduate Project in Creative Writing</td>
<td>arr.</td>
</tr>
</tbody>
</table>

For Graduate Students

See "Courses" in the Department of English (p. 246) section of the Catalog for course descriptions and prerequisites to enrollment.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>08C:251</td>
<td>Fiction Workshop</td>
<td>arr.</td>
</tr>
<tr>
<td>08C:252</td>
<td>Poetry Workshop</td>
<td>arr.</td>
</tr>
<tr>
<td>08C:270</td>
<td>Form of Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:275</td>
<td>Form of Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:297</td>
<td>Graduate Fiction Writing (guided independent study)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:298</td>
<td>Graduate Poetry Writing (guided independent study)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08C:490</td>
<td>Seminar: Problems in Modern Fiction</td>
<td>arr.</td>
</tr>
<tr>
<td>08C:495</td>
<td>Seminar: Problems in Modern Poetry</td>
<td>arr.</td>
</tr>
<tr>
<td>08C:555</td>
<td>Graduate Project in Creative Writing</td>
<td>arr.</td>
</tr>
<tr>
<td>08C:590</td>
<td>M.F.A. Thesis</td>
<td>arr.</td>
</tr>
</tbody>
</table>
Critical Cultural Competence

Coordinator

• Motier Haskins

Undergraduate certificate: critical cultural competence

Web site: http://www.uiowa.edu/~socialwk/certificateinccc/

The Certificate in Critical Cultural Competence is administered by the School of Social Work (p. 555).

Undergraduate Program of Study

• Certificate in Critical Cultural Competence

The certificate program helps students develop an appreciation for their own cultural identities. It also helps them become critically self-reflective in their orientation to differences in other people’s cultural identities as defined by matters such as race, ethnicity, gender, class, and sexual orientation.

Certificate

The Certificate in Critical Cultural Competence requires 18 s.h. of course work. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

Ideally, students begin the certificate during their second year of undergraduate study.

Certificate students build the knowledge, skills, and attitudes they will need in order to increase their effectiveness in relating to others across cultural differences and in domestic and international environments that are increasingly diverse. Students who complete the certificate program develop:

• greater appreciation of cultural differences;
• increased ability to interact with individuals of diverse backgrounds;
• a philosophy of treating people fairly, equitably, and thoughtfully;
• critical self-reflection and awareness of their own culture;
• ability to assess and understand culture-related privilege and disprivilege; and
• concern with issues of power and privilege, and social justice.

The Certificate in Critical Cultural Competence requires the following course work.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>208:120 (CCCC:2220) Foundations of Critical Cultural Competence</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Three electives covering at least two diversity categories</td>
<td>9 s.h.</td>
</tr>
<tr>
<td>One elective with an immersion-learning or service-learning component</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>208:190 (CCCC:4490) Integrative Seminar in Critical Cultural Competence</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Students begin the certificate with 208:120 (CCCC:2220) Foundations of Critical Cultural Competence, which is offered spring semesters and is prerequisite to the course work that follows. They complete a minimum of three elective courses (9 s.h.) that cover at least two diversity categories; a maximum of two electives may be taken from the same department, and two of the three electives must be numbered 100 or above. An additional experiential elective (3 s.h.) with an immersion-learning or service-learning component is required. Students complete the certificate’s requirements with the capstone course, 208:190 (CCCC:4490) Integrative Seminar in Critical Cultural Competence, which is offered spring semesters.

In collaboration with the certificate program’s coordinator, students establish study plans while completing the foundation course. The coordinator works with the academic advisor in the student’s major to ensure that the study plan complements the student’s academic program and career interests. The program coordinator approves the final study plan, recommends the sequence in which course work should be taken, schedules required courses, and keeps a record of each student’s approved program and progress.

For more information, contact the School of Social Work.

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>208:120 (CCCC:2220) Foundations of Critical Cultural Competence</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Experiential and theoretical foundation; cultural competence as a concept and practice; conceptual frameworks and models for understanding cultural differences and similarities within, among, and between groups of people with whom others interact in their professional, personal, public, and private lives; appreciating differences while learning to be self-reflective; adjustment of perceptions, behaviors, styles for effective interaction with people from different ethnic, racial, sexual, gender, class groups. Prerequisites: 010:003 (RHET:1030).</td>
<td></td>
</tr>
<tr>
<td>208:190 (CCCC:4490) Integrative Seminar in Critical Cultural Competence</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Capstone course; application of knowledge to one’s areas of study; community settings where cultural competence is required; challenges and benefits of behaving in culturally competent ways in varied contexts; review and critique of educational experiences in the certificate program; development of skills in community education related to cultural competence; group project to benefit the University and/or community; development of a plan to integrate critical cultural competence into careers. Requirements: completion of other required certificate courses.</td>
<td></td>
</tr>
</tbody>
</table>
Dance

Director, Division of Performing Arts
• Alan MacVey

Chair, Department of Dance
• George de la Peña

Professors
• Armando Duarte, Alan Sener

Associate professors
• Charlotte Adams, Eloy Barragán, George de la Peña, Jennifer Kayle, Rebekah Kowal

Assistant professor
• Deanna Carter

Lecturer
• Jim Albert

Adjunct assistant professors
• Paul Cunliffe, Lyle Juracek

Professor emeritus
• Françoise Martinet

Associate professors emeriti
• Alicia Brown, Helen Chadima

Undergraduate major: dance (B.A., B.F.A.)

Undergraduate minor: dance
Graduate degree: M.F.A. in dance
Web site: http://dance.uiowa.edu/

The Department of Dance offers degree programs for undergraduates and graduate students. The undergraduate major in dance provides a liberal arts and sciences education and thorough preparation for careers in professional dance, choreography, and education as well as preparation for graduate studies.

The department offers as many as 14 concerts every year, providing dance students with numerous opportunities for performance and choreography. Each year the University of Iowa Dance Company performs Dance Gala on campus, and since 1986, the department's touring company, Dancers in Company, has given students an opportunity to perform in Iowa and surrounding states.

Dance faculty members regularly present their choreography in national and international venues, giving University student performers the opportunity to further develop their performance skills. Periodic master classes with noted guest teachers, choreographers, and touring companies add diversity to the dance experience.

The department is one of three academic units in the Division of Performing Arts (p. 221). It participates in offering the division's Certificate in Performing Arts Entrepreneurship (p. 483).

Undergraduate Programs of Study
• Major in dance (Bachelor of Arts, Bachelor of Fine Arts)
• Minor in dance

Students must audition on campus in order to be admitted to a degree program or the minor in dance, as well as for placement in advanced dance classes.

B.A. WITH SECOND MAJOR IN MUSIC OR THEATRE

Bachelor of Arts students majoring in dance may enhance their preparation for the challenge of working in the performing arts by earning a second B.A. major in music or theatre; they also may add course work from the third discipline. The curriculum for earning two majors in the performing arts is rigorous. Students must complete all requirements for both majors; see Music (p. 460) and Theatre Arts (p. 605) in the Catalog. For the dance major’s B.A. requirements, see "Bachelor of Arts" below.

Students must audition for entry to the dance and music majors. No audition is required for entry to the theatre arts major, but students must audition to progress from basic to advanced acting courses. Contact the head of acting in the Department of Theatre Arts to learn more about earning more than one major in the performing arts.

Bachelor of Arts

The Bachelor of Arts with a major in dance requires a minimum of 120 s.h., including 53 s.h. of work for the major (50 s.h. in dance and 3 s.h. in a required anatomy course). The program is designed for students who want to acquire a strong liberal arts and sciences background while pursuing a comprehensive undergraduate dance education. The dance major for the Bachelor of Arts stresses performance and choreography as well as dance theory courses, including dance history, dance kinesiology, and dance production.

Students must audition on campus, during the semester before they enter the University, in order to be admitted to a degree program in dance. They must audition for placement in dance classes before they register for classes. Nonmajors may register only for beginning and continuing levels of ballet and modern dance, but they may register for all levels of jazz and Afro-Cuban dance. Contact the Department of Dance, its undergraduate program coordinator, or the University's Office of Admissions for additional information.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

All B.A. students must complete 027:053 (HHP:1100) Human Anatomy (3 s.h.). The required 50 s.h. in Department of Dance courses must include two semesters of 137:113 (DANC:3530) Major Ballet II or 137:114 (DANC:3540) Major Modern Dance I with a grade of B-minus or higher. Two semesters of 137:124 (DANC:4040) Major Modern Dance II, 137:123 (DANC:4030) Major Ballet III, or 137:130 (DANC:4540) Major Modern Dance IV also satisfy this requirement. At least half of all semester hours in the major must be earned at The University of Iowa. No more than 50 s.h. in Department of Dance courses may be counted toward the 120 s.h. required for the B.A.

Students who select cross-referenced, non-dance department courses to satisfy the core course requirements must take additional dance electives to complete the required 50 s.h. in Department of Dance courses.
CORE COURSES
027:053 (HHP:1100) Human Anatomy 3 s.h.
137:040 (DANC:1060) Introduction to Dance Studies 1 s.h.
137:050 (DANC:1090) Dance Production 3 s.h.
137:051 (DANC:2220) Production Run Crew (2 s.h. required) 1-2 s.h.
137:060 (DANC:1080) Music Essentials for Dance 2 s.h.
137:080 (DANC:2060)/188:080 (DPA:2060) Dance and Society: U.S. Forms in Global and Critical Contexts 3 s.h.
137:147 (DANC:3070)/049:108 (THTR:3070) Dance Kinesiology 3 s.h.
137:181 (DANC:3060) Dance History 3 s.h.

STUDIO COURSES
137:070 (DANC:3150) Choreography I 2 s.h.
137:071 (DANC:3250) Choreography II 2 s.h.
137:134 (DANC:2050) Improvisation I 2 s.h.

DANCE TECHNIQUE
Students must complete 20 s.h. from the following courses. They must include 6 s.h. of ballet, 6 s.h. of modern dance, and two semesters of one of these: 137:113 (DANC:3530), 137:114 (DANC:3540), 137:123 (DANC:4030), 137:124 (DANC:4040), or 137:130 (DANC:4540). All courses may be repeated.

137:022 (DANC:2020) Intermediate Jazz 2 s.h.
137:023 (DANC:2030) Intermediate Ballet 2 s.h.
137:024 (DANC:2040) Intermediate Modern 2 s.h.
137:103 (DANC:3030) Major Ballet I 1-3 s.h.
137:104 (DANC:3040) Major Modern Dance I 1-3 s.h.
137:113 (DANC:3530) Major Ballet II 1-3 s.h.
137:114 (DANC:3540) Major Modern Dance II 1-3 s.h.
137:123 (DANC:4030) Major Ballet III 1-3 s.h.
137:124 (DANC:4040) Major Modern Dance III 1-3 s.h.
137:130 (DANC:4540) Major Modern Dance IV 1-2 s.h.
137:133 (DANC:4035) Ballet Pointe II 1 s.h.
137:174 (DANC:3085) Introduction to Afro-Cuban Dance 1 s.h.

DANCE ELECTIVES
Credit earned in Department of Dance courses [prefix 137 (DANC)] that is not used to satisfy core, studio, or dance technique degree requirements is counted toward the dance elective requirement. Dance electives complete the 50 s.h. of dance courses required for the Bachelor of Arts.

The required number of semester hours in dance electives varies depending on whether the student completes the core with dance courses or with cross-referenced courses from another department, or has a core requirement waived.

Bachelor of Fine Arts
The Bachelor of Fine Arts with a major in dance requires a minimum of 120 s.h., including 78 s.h. of work for the major (75 s.h. in dance and 3 s.h. in a required anatomy course). In contrast to the B.A. program, the dance major for the Bachelor of Fine Arts emphasizes choreography and performance through an additional 25 s.h. of choreography, performance, and technique. Students may be admitted to the B.F.A. program after they have completed a minimum of 30 s.h. at The University of Iowa. Students who have achieved the equivalent of major II technique and who show academic and professional promise are selected by department faculty for admission to the program.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). All B.F.A. students must complete 027:053 (HHP:1100) Human Anatomy (3 s.h.). The required 75 s.h. in Department of Dance courses must include three semesters of 137:123 (DANC:4030) Major Ballet III or 137:130 (DANC:4540) Major Modern Dance IV with a grade of B-minus or higher. B.F.A. students are required to maintain a cumulative g.p.a. of at least 3.50 in dance department courses. They also must earn at least half of the semester hours in the major at The University of Iowa. No more than 75 s.h. in Department of Dance courses may be counted toward the 120 s.h. required for the B.F.A.

The department encourages B.F.A. students to register for cross-referenced core courses under the Department of Dance course number [prefix 137 (DANC)].

CORE COURSES
B.F.A. students should register for cross-listed courses under the Department of Dance course number [prefix 137 (DANC)].

027:053 (HHP:1100) Human Anatomy 3 s.h.
137:040 (DANC:1060) Introduction to Dance Studies 1 s.h.
137:050 (DANC:1090) Dance Production 3 s.h.
137:051 (DANC:2220) Production Run Crew (2 s.h. required) 1-2 s.h.
137:060 (DANC:1080) Music Essentials for Dance 2 s.h.
137:080 (DANC:2060)/188:080 (DPA:2060) Dance and Society: U.S. Forms in Global and Critical Contexts 3 s.h.
137:147 (DANC:3070)/049:108 (THTR:3070) Dance Kinesiology 3 s.h.
137:181 (DANC:3060) Dance History 3 s.h.

STUDIO COURSES
137:070 (DANC:3150) Choreography I 2 s.h.
137:071 (DANC:3250) Choreography II 2 s.h.
137:134 (DANC:2050) Improvisation I 2 s.h.

DANCE TECHNIQUE
Students must complete 32 s.h. from the following courses. They must include 14 s.h. of ballet, 14 s.h. of modern dance, and three semesters of either 137:123 (DANC:4030) or 137:130 (DANC:4540). All courses may be repeated.

137:057 (DANC:1150) Brazilian Culture and Carnival 3 s.h.
137:103 (DANC:3030) Major Ballet I 1-3 s.h.
137:104 (DANC:3040) Major Modern Dance I 1-3 s.h.
137:113 (DANC:3530) Major Ballet II 1-3 s.h.
137:114 (DANC:3540) Major Modern Dance II 1-3 s.h.
137:123 (DANC:4030) Major Ballet III 1-3 s.h.
137:124 (DANC:4040) Major Modern Dance III 1-3 s.h.
137:130 (DANC:4540) Major Modern Dance IV 1-2 s.h.
137:133 (DANC:4035) Ballet Pointe II 1 s.h.
137:174 (DANC:3085) Introduction to Afro-Cuban Dance 1 s.h.

DANCE ELECTIVES
B.F.A. students choose advanced-level elective course work by selecting one of the following three options.
Option 1 (pedagogy)—one of these:
137:143 (DANC:4535) Elementary Ballet Pedagogy 3 s.h.
137:144 (DANC:4545) Teaching of Modern Dance 3 s.h.

Option 2 (advanced history or theory)—one of these:
137:202 (DANC:5060) Theories of Dance and the Body 3 s.h.
137:182 (DANC:4060) The Contemporary Dance Scene 3 s.h.

Option 3 (choreography)—both of these:
137:171 (DANC:4450) Choreography IV 2 s.h.
137:172 (DANC:4991) Independent Choreography 1 s.h.

Credit earned in Department of Dance courses [prefix 137 (DANC)] that is not used to satisfy core, studio, or dance technique degree requirements is counted toward the dance elective requirement. Dance electives complete the 75 s.h. of dance courses required for the Bachelor of Fine Arts.

The required number of semester hours in dance electives varies depending on whether the student completes the core with dance courses or with cross-referenced courses from another department, or has a core requirement waived.

SENIOR PROJECT
B.F.A. students culminate their experience with senior projects in choreography or performance. Students may earn honors credit for this project by enrolling in 137:140 (DANC:4999) Honors Project in Dance (enrollment requires membership in the University of Iowa Honors Program or special permission from the instructor). Other students must complete 137:141 (DANC:4998) BFA Senior Project in Dance.

One of these:
137:140 (DANC:4999) Honors Project in Dance arr.
137:141 (DANC:4998) BFA Senior Project in Dance arr.

Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Department of Dance course work beyond 50 s.h. for B.A. students and 75 s.h. for B.F.A. students does not apply toward semester hours required for graduation.

Bachelor of Arts
Before the third semester begins: 16 s.h. of courses in the major
Before the fifth semester begins: 25-40 s.h. of courses in the major
Before the seventh semester begins: 45-60 s.h. of courses in the major and at least 90 s.h. earned toward the degree
Before the eighth semester begins: 57-75 s.h. of courses in the major
During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Bachelor of Fine Arts
Before the third semester begins: 16 s.h. of courses in the major
Before the fifth semester begins: 25-40 s.h. of courses in the major
Before the seventh semester begins: 45-60 s.h. of courses in the major and at least 90 s.h. earned toward the degree
Before the eighth semester begins: 57-75 s.h. of courses in the major
During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major
The department offers students the opportunity to graduate with honors in the dance major. The honors program in dance serves and recognizes outstanding students in choreography, performance, and special projects. Departmental honors students must have a g.p.a. of at least 3.50 in UI dance department courses. They also must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

To graduate with honors in dance, students must complete 8-10 s.h. of honors work, taking two courses for honors credit and completing an honors project. All honors projects must be approved by the dance department faculty.

Minor
The minor in dance requires a minimum of 15 s.h. in University of Iowa Department of Dance courses, including 12 s.h. in advanced courses. Students must maintain a g.p.a. of at least 3.00 in the minor. Course work in the minor may not be taken pass/nonpass.

Students must audition on campus in order to be admitted to the minor and for placement in dance classes. Auditions are held four times each year. Contact the Department of Dance for more information.

The minor requires the following course work.
137:080 (DANC:2060) Dance and Society: U.S. Forms in Global and Critical Contexts 3 s.h.
Advanced dance courses 12 s.h.

The advanced dance courses must include at least one of these:
137:057 (DANC:1150) Brazilian Culture and Carnival 3 s.h.
137:134 (DANC:2050) Improvisation I 2 s.h.
137:160 (DANC:3850) Introduction to Laban Movement Studies 2-3 s.h.
137:174 (DANC:3085) Introduction to Afro-Cuban Dance 1 s.h.

Students may choose their remaining advanced dance courses from these:
137:103 (DANC:3030) Major Ballet I 1-3 s.h.
137:104 (DANC:3040) Major Modern Dance I 1-3 s.h.
137:106 (DANC:4880) Dance Performance 0-1 s.h.
Graduate Program of Study

- Master of Fine Arts in dance

The Master of Fine Arts is offered with a choice of choreography emphasis or performance emphasis. Students must audition on campus in order to be admitted to the M.F.A. program.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Master of Fine Arts

The Master of Fine Arts program in dance requires a minimum of 60 s.h. of graduate credit. The program is designed to be completed in four to six semesters in residence. Students who demonstrate accomplishment in dance performance and/or choreography may apply for admission to the M.F.A. program. Applicants select the choreography or the performance emphasis before they are admitted.

Admission is based on a review of videotaped choreographic and performance work; letters of recommendation; application materials; and an on-campus audition, in which applicants perform a solo dance, teach one or more classes, and take advanced classes in ballet and modern technique to determine class placement level.

Advanced technique (ballet and/or modern) and demonstrated accomplishment in performance or choreography are prerequisites for admission to the M.F.A. program.

The M.F.A. requires the following course work.

DANCE CORE

A total of 19 s.h. of core course work is required for both the performance emphasis and the choreography emphasis.

One of these:

- 137:133 (DANC:4035) Ballet Poinette II 1-2 s.h.
- 137:137 (DANC:3039) Partnering Class 1 s.h.
- 137:147 (DANC:3070) Dance Kiniesiology 3 s.h.
- 137:165 (DANC:3521) Acting for Singers and for Dancers 2 s.h.
- 137:175 (DANC:3086) Afro-Cuban Drum and Dance Performance 1 s.h.
- 137:181 (DANC:3060) Dance History 3 s.h.

One of these:

- 137:200 (DANC:6060) Graduate Seminar in Dance 2 s.h.
- 137:201 (DANC:6080) Graduate Production Practicum 1 s.h.

EMPHASIS COURSES

A total of 14 s.h. is required for both the choreography emphasis and the performance emphasis.

Choreography Emphasis

Both of these:

- 137:206 (DANC:6880) Graduate Dance Performance (1-2 s.h. each performance) 4-12 s.h.
- 137:274 (DANC:6990) Graduate Independent Choreography (1 s.h. each project) 4 s.h.

All of these:

- 137:272 (DANC:6350) Graduate Choreography III 2 s.h.
- 137:273 (DANC:6450) Graduate Choreography IV 2 s.h.
- 137:275 (DANC:5550) Collaborative Performance 4 s.h.

Performance Emphasis

All of these (total of at least 12 s.h.):

- 137:107 (DANC:3885) Repertory Dance Company (up to 4 s.h. per year) 0-8 s.h.
- 137:206 (DANC:6880) Graduate Dance Performance (1 s.h. each performance) 4 s.h.

One of these:

- 137:274 (DANC:6990) Graduate Independent Choreography (1 s.h. each project) 2 s.h.

ELECTIVES

M.F.A. candidates in performance must earn a total of 9 s.h. in elective courses numbered 100 or above. A minimum of 6 s.h. must be earned in non-dance department courses. The remaining 3 s.h. must be earned in 137:147 (DANC:3070) Dance Kinesiology, 137:181 (DANC:3060) Dance History, or 137:182 (DANC:4060) The Contemporary Dance Scene.

M.F.A. candidates in choreography must earn a total of 15 s.h. in elective courses numbered 100 or above. A minimum of 6 s.h. must be earned in non-dance department courses; 6 s.h. must be earned in a course or courses that provide research material for the thesis. The remaining 3 s.h. must be earned in 137:147 (DANC:3070) Dance Kinesiology, 137:181 (DANC:3060) Dance History, or 137:182 (DANC:4060) The Contemporary Dance Scene.

DANCE TECHNIQUE

The performance emphasis requires 18 s.h. from the following, and the choreography emphasis requires 12 s.h.

- 137:103 (DANC:3030) Major Ballet I 1-3 s.h.
- 137:104 (DANC:3040) Major Modern Dance I 1-3 s.h.
- 137:213 (DANC:5530) Graduate Majors Ballet II 1-3 s.h.
- 137:214 (DANC:5540) Graduate Majors Modern II 1-3 s.h.
- 137:222 (DANC:7560) Graduate Ballet Technique Practicum arr.
- 137:223 (DANC:6030) Graduate Majors Ballet III 1-3 s.h.
- 137:224 (DANC:6040) Graduate Majors Modern III 1-3 s.h.
- 137:230 (DANC:6540) Graduate Major Modern IV 1-2 s.h.
- 137:231 (DANC:7550) Graduate Modern Dance Technique Practicum arr.

Facilities
The Department of Dance houses six technique studios, a movement training lab, a media classroom and library, a media laboratory, an audio recording laboratory, and its own theater for dance concerts.

Courses
Primarily for Undergraduates

137:001 (DANC:1010) Beginning Tap 1-2 s.h.
Elementary techniques, steps, and performance skills for rhythm and show tap styles; enhancement of rhythmic ability through exercises, improvisation, creative activities; may include history of tap. Tap shoes required. GE: Literary, Visual, and Performing Arts.

137:002 (DANC:1020) Beginning Jazz 1-2 s.h.
Basic movement fundamentals, terminology, performance skills of jazz dance; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; warm-up, locomotion, center combinations; may include history of jazz dance. GE: Literary, Visual, and Performing Arts.

137:003 (DANC:1030) Beginning Ballet 1-2 s.h.
Basic movement fundamentals, terminology, performance skills of ballet; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; barre and center combinations; terminology; may include history of ballet. GE: Literary, Visual, and Performing Arts.

137:004 (DANC:1040) Beginning Modern Dance 1-2 s.h.
Basic movement fundamentals, terminology, performance skills of modern dance; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; warm-up, locomotion, center combinations; may include history of modern dance. GE: Literary, Visual, and Performing Arts.

137:011 (DANC:1110) Continuing Tap 1-2 s.h.

137:012 (DANC:1120) Continuing Jazz 1-2 s.h.
Continuation of 137:002 (DANC:1020); skills for technique and performance of jazz dance; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; warm-up, locomotion, center combinations; may include history of jazz dance. GE: Literary, Visual, and Performing Arts.

137:013 (DANC:1130) Continuing Ballet 1-2 s.h.
Continuation of 137:003 (DANC:1030); skills necessary for technique and performance of ballet; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; barre and center combinations; terminology; may include history of ballet. GE: Literary, Visual, and Performing Arts.

137:014 (DANC:1140) Continuing Modern Dance 1-2 s.h.
Continuation of 137:004 (DANC:1040); skills necessary for the technique and performance of modern dance; enhancement of flexibility, strength, body alignment, coordination, balance, kinesthetic awareness, personal range of motion, and musicality; warm-up, locomotion, center combinations; may include history of modern dance. GE: Literary, Visual, and Performing Arts.

137:022 (DANC:2020) Intermediate Jazz 1-2 s.h.
Low intermediate technique and performance training in jazz dance; flexibility, strength, body alignment, and coordination as foundation for more advanced dance artistry, including mobility, musicality, style; warm-up, locomotion, center combinations; may include history of jazz dance. GE: Literary, Visual, and Performing Arts.

137:023 (DANC:2030) Intermediate Ballet 1-2 s.h.
Low intermediate technique and performance training in ballet; flexibility, strength, body alignment, and coordination as foundation for more advanced dance artistry, including more difficult steps, musicality, mobility, balance; basic ballet terminology, including steps, head, body, arm positions; variations in timing, changes of facing. GE: Literary, Visual, and Performing Arts.

137:024 (DANC:2040) Intermediate Modern 1-2 s.h.
Low intermediate technique and performance training in modern dance; flexibility, strength, body alignment, and breath as foundation for more advanced dance artistry, including musicality, mobility, balance, improvisation; variations in timing, changes of facing. GE: Literary, Visual, and Performing Arts.

137:029 (DANC:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

137:030 (DANC:3035) Ballet Pointe I 1 s.h.
Basic techniques and training for ballet pointe; repetition and analysis of steps and combinations, assimilation of new material; barre and center exercises, pirouettes and turns commonly performed en pointe, learning and performing variations drawn from repertory. Requirements: previous ballet training and experience.

137:034 (DANC:1050) Beginning/Contact Improvisation 1-2 s.h.
Concepts of dance improvisation and contact improvisation; cultivation of creative freedom through the use and invention of movement; range of expression broadened through personal movement capacity, spontaneity and imagination, ability to make and commit to movement choices; new approaches to moving and movement elements such as time, space, motion, qualities, dynamics; shared weight, support, counter-balancing, elementary partnering; studio course.

137:040 (DANC:1060) Introduction to Dance Studies 1 s.h.
Introduction to dance studies in the liberal arts; breadth and diversity of contemporary scholarship on dance; dance history, criticism, ethnography, theory, conditioning and injury prevention, improvisation, choreography, technology.
137:047 (DANC:1070) Topics in Body Conditioning 2 s.h.
Somatic training techniques that address conditioning needs of dancers—yoga for dancers, pilates, release techniques; other somatic studies related to injury prevention, concentration, flexibility, efficient movement, strength training.

137:050 (DANC:1090) Dance Production 3 s.h.
Scenic design, costuming, lighting, audio/video, publicity; visits by professional guest lecturers, field trips to creative shops; projects.

137:051 (DANC:2220) Production Run Crew 1-2 s.h.
Hands-on experience in production work for live dance performance. Prerequisites: 137:050 (DANC:1090).

137:052 (DANC:1412) The Arts in Performance 3 s.h.

137:057 (DANC:1150) Brazilian Culture and Carnival 3 s.h.
Dance, music, historical, and social contents of Brazilian Carnival production, critical theories of performance, religious backgrounds, and theatre making in carnival parades. GE: Values, Society, and Diversity.

137:060 (DANC:1080) Music Essentials for Dance 2 s.h.
Evolution of music and dance from prehistoric times to the present; rhythmic analysis and fundamental music theory for dance students.

137:070 (DANC:3150) Choreography I 2 s.h.
Introduction to theories and practices of creating choreography; locating varied sources for movement; elementary considerations of choreographic form; development of ideas, impulses, and initial inspirations into short works; fundamentals of giving and receiving critical feedback; articulation of thoughts and experience as composers and watchers of choreography; exposure to choreographic concerns supported by video and reading.

137:071 (DANC:3250) Choreography II 2 s.h.
Continuation of 137:070 (DANC:3150); development of intermediate choreographic skills; emphasis on cultivation of individual choreographic voice through expansion of vocabulary, discovery of complex ways to form and arrange, and use of widening range of methods and types of resources.

137:080 (DANC:2060) Dance and Society: U.S. Forms in Global and Critical Contexts 3 s.h.
Dance and other physical endeavors as embodied forms of knowledge and culture; U.S. dance practices; European and African dance cultures; aesthetic and political issues raised by concert dance (i.e., performance, choreography, spectatorship, criticism); ethnographic methods to examine the function of dance in cultural formation (i.e., spiritual, celebratory, social, political contexts); lecture, discussion, viewing, movement workshops, formal and informal writing, field research, and BLOG construction. GE: Literary, Visual, and Performing Arts. Same as 188:080 (DPA:2060).

137:081 (DANC:2070) Ethnic Dance in a Global Society 3 s.h.
Investigation of why humans dance; dance, like language, as an expression of the human condition, joys, sorrows, love, fighting spirit, and joyous celebrations we all experience; diverse ways of expressing life through dance from one society to another due to varying histories; how individual’s culture and geographic area affect ways of moving; discovering what we have in common with our dancing neighbors; when we understand the dance, we understand more about the person/country; recognizing a common link through the language of dance.

137:082 (DANC:2080) Dance and Social Action 3 s.h.
Exploration of dance as a means for civic engagement; readings that support theory and practice of dance as social action; practicum experience of facilitating a workshop to girls at the Iowa Juvenile Home. Prerequisites: 137:080 (DANC:2060).

137:103 (DANC:3030) Major Ballet I 1-3 s.h.
Builds on 137:023 (DANC:2040); intermediate technical and performance training in ballet; flexibility, strength, body alignment, and coordination as foundation for introduction of more advanced aspects of dance artistry, including steps, musicality, mobility, balance; terminology related to barre and center vocabulary, including steps, head, body, and arm positions; practice of steps and combinations, variations in timing, changes of facing.

137:104 (DANC:3040) Major Modern Dance I 1-3 s.h.
Builds on 137:024 (DANC:2050); extension of intermediate technical and performance training in modern dance; physical and mental skills for transition to more advanced dance—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing; basic physical concepts underlying clear and efficient movement; assimilation of new movement material; center of gravity and its role in body mobilization and control; personal movement choices, and expressive range.

137:106 (DANC:4880) Dance Performance 0-3 s.h.
Credit for rehearsal hours and performance of dance works in produced dance concerts. Requirements: audition and/or concert adjudication. GE: Literary, Visual, and Performing Arts.

137:107 (DANC:3885) Repertory Dance Company 0-4 s.h.
Advanced repertory studies; learning and performing multiple works by professional guest artists, faculty, and invited graduate students; collaborative creation and performing in community outreach lecture-demonstration throughout Iowa and the region. Requirements: audition.

137:113 (DANC:3530) Major Ballet II 1-3 s.h.
High intermediate training in ballet technique and performance; physical and mental skills necessary for more advanced work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body.
137:114 (DANC:3540) Major Modern Dance II 1-3 s.h.
High intermediate technical and performance training in modern dance; physical and mental skills necessary for more advanced work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body; consciousness of personal movement choices and expressive range.

137:120 (DANC:3031) Floor Barre 2 s.h.
Introduction to Beamish-based floor barre technique. Prerequisites: 137:023 (DANC:2030).

137:123 (DANC:4030) Major Ballet III 1-3 s.h.
Advanced training in ballet technique and performance; physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body.

137:124 (DANC:4040) Major Modern Dance III 1-3 s.h.
Advanced technical and performance training in modern dance; physical and mental skills necessary for professional work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body, consciousness of personal movement choices and expressive range; may include partnering exercises for investigation of weight exchange, timing, expressivity.

137:126 (DANC:3190) Lighting for Dance and Entertainment 3 s.h.
How to research, conceptualize, and express ideas through light plots; design paperwork; dance lighting design projects.

137:130 (DANC:4540) Major Modern Dance IV 1-2 s.h.
Professional technique and performance training in modern dance.

137:133 (DANC:4035) Ballet Pointe II 1-2 s.h.
Intermediate/advanced techniques and training for ballet pointe work; repetition and analysis of steps and combinations, assimilation of new material; barre and center exercises, pirouettes and turns commonly performed en pointe, learning and performing variations drawn from repertory.

137:134 (DANC:2050) Improvisation I 2 s.h.
Introduction to movement as research; experimental process as vehicle for invention, creative freedom, aesthetic range; development of kinesthetic imagination, awareness, creative problem solving; introduction to issues of artistic originality and authenticity; practical integration of improvisation and composition through spontaneous manipulation of time, space, and energy; knowledge of creative process supported by reading and individual research.

137:135 (DANC:4050) Improvisation II 2 s.h.
Advanced concepts in compositional improvisation; in-depth individual exploration, spontaneous ensemble composition; increasing authenticity, depth, and range; integrity in relating to the whole ensemble; connecting creative process to other bodies of knowledge; making contact with emerging premise; reading and discussion as integration of conceptual and experiential; speaking and writing as improvisational process. Prerequisites: 137:134 (DANC:2050).

137:137 (DANC:3039) Partnering Class 1 s.h.
The art of partnering in dance, from salsa to Swan Lake; power sharing on the dance floor, including supported poses, balance, musical and physical timing, unity of movement, eloquence of gesture; for advanced dancers with strong coordination skills.

137:139 (DANC:3034) Acting for Dancers 3 s.h.
Beginning acting for dancers; spontaneity and expression, sources of action and reaction through theater games; emotional journey in effective drama and comedy; drama, comic structure, and tension through character and script analysis.

137:140 (DANC:4999) Honors Project in Dance arr.
Research, choreographic, reconstruction, or performance project under guidance of a faculty advisor. Requirements: senior standing.

137:141 (DANC:4998) BFA Senior Project in Dance arr.
Senior year choreographic/performance capstone to complete B.F.A. in dance under supervision of faculty advisor; culminates in public showing or produced concert. Requirements: admitted to B.F.A. program in dance and senior standing.

137:143 (DANC:4535) Elementary Ballet Pedagogy 3 s.h.
Methods, materials, concepts for teaching ballet techniques.

137:144 (DANC:4545) Teaching of Modern Dance 3 s.h.
Practices of teaching modern dance; information and experience for developing an individualized approach to teaching; educational methodology for defining essential elements of a modern class, approaches for planning and structuring classes.

137:147 (DANC:3070) Dance Kinesiology 3 s.h.
Body science related to demands of dance; structural and muscular analysis for efficient, effective dance training and prevention of injuries; investigation of skeletal and ligamentous structure for working knowledge of how the body produces movement; joint actions and restrictions, common injuries to those sites; attachments of the voluntary muscles, pathways and potential actions; neuromuscular analysis of an action; functional skeletal alignment; how individual differences may affect movement performance. Prerequisites: 027:053 (HHP:1100). Same as 049:108 (THTR:3070).

137:149 (DANC:4995) Honors Studies in Dance arr.
Choreography, performance, production, Labanotation, dance history, or pedagogy. Requirements: g.p.a. of 3.33 or higher.

137:160 (DANC:3850) Introduction to Laban Movement Studies 2-3 s.h.
Introduction to Bartenieff Fundamentals (BF) and Laban Movement Analysis (LMA) as methods of organizing and integrating movement to support artistic goals and expanding expressive range; BF teaches body awareness, breath support, developmental patterns, ergonomically-efficient alignment, balancing of muscular strength and stretch, and coordination; LMA teaches vocabulary of expressive movement and nonverbal communication, including effort (use of energy/dynamics for expression, stamina, stress relief) and shape (how posture and gesture communicate); quality of movement that supports individual goals in artistic expression, sound production, and wellness. Same as 025:167 (MUS:3850), 049:105 (THTR:3850), 188:167 (DPA:3850).

**137:165 (DANC:3521) Acting for Singers and for Dancers**  
2 s.h.  
Fundamentals of acting technique, with attention to demands on performers in opera, musical theater, and dance. Same as 025:175 (MUS:3521), 049:102 (THTR:3521).

**137:170 (DANC:4350) Choreography III**  
2 s.h.  
Continuation of 137:071 (DANC:3250); increased emphasis on invention, clarity, sophistication, and development of complete works; creation of sharply defined mature movement worlds; increasingly thorough consideration of sources and methods, responsibility for applying course work to self-defined artistic concerns and emerging individual aesthetic; advanced theories and methods through video, reading, choreographic research.

**137:171 (DANC:4450) Choreography IV**  
2 s.h.  
Continuation of 137:170 (DANC:4350); advanced theories and practices of choreography; complex concepts, methods, applications; analytical and creative connections with bodies of knowledge across the liberal arts and sciences; complete development of multiple works; advanced practice in critical feedback and articulation of ideas about process and product; development through reading, video, extensive creative research.

**137:172 (DANC:4991) Independent Choreography**  
arr.  
Credit for creation of independent choreographic project, developed under guidance of faculty advisor, that results in production of a dance work.

**137:173 (DANC:3851) Introduction to the Alexander Technique**  
3 s.h.  
The Alexander Technique and “self-use”—how our movement choices affect the results we achieve; improving physical skills and presence; principles from the Alexander Technique in support of performing arts (e.g., speaking, singing, playing an instrument, dancing, acting) and applied to skills in daily life, addressing the underpinnings of movement; physical participation, including laying, rolling, sitting, standing, and locomotion. Same as 188:168 (DPA:3851), 025:176 (MUS:3851), 049:170 (THTR:3851).

**137:174 (DANC:3085) Introduction to Afro-Cuban Dance**  
1 s.h.  
Introduction to the dance, drumming, and songs of the Afro-Cuban folkloric traditions; emphasis on dance. May participate in UI Afro-Cuban Drum and Dance ensemble. Same as 188:174 (DPA:3085).

**137:175 (DANC:3086) Afro-Cuban Drum and Dance Performance**  
1 s.h.  
Dance repertory for the UI Afro-Cuban Drum and Dance Ensemble. Performance pieces based on dance, drumming, songs of the Afro-Cuban folkloric traditions. May participate in UI Afro-Cuban Drum and Dance Ensemble. Same as 188:175 (DPA:3086).

**137:181 (DANC:3060) Dance History**  
3 s.h.  
Dance history in the 19th and 20th centuries; changes in dance training and technique, theory, composition, performance practices in context of broader social, political, and cultural trends; how dance and choreographic practices have changed over time, relationships between social ideas about embodiment and production of dance forms, precedents for contemporary dance practices in past forms. Prerequisites: 137:080 (DANC:2060).

**137:182 (DANC:4060) The Contemporary Dance Scene**  
3 s.h.  
Historical, theoretical, and practical elements of contemporary dance; the term “postmodern” and its associations with dance, performing arts, contemporary culture; relationships between process and product, identity and subjectivity, artistic intent and authorship, meaning and intertextuality; possibility of art as a form of dissent; theory and practice placed in a dialectic; analysis and synthesis of previous research. Same as 188:182 (DPA:4060).

**137:190 (DANC:4990) Independent Study**  
arr.  
Credit for an individual student-designed project coordinated with a faculty advisor. Requirements: sophomore or higher standing.

**Primarily for Graduate Students**

**137:200 (DANC:6060) Graduate Seminar in Dance**  
2 s.h.  
Research, careers, administrative, educational, professional, artistic topics.

**137:201 (DANC:6080) Graduate Production Practicum**  
1 s.h.  
Scenery and costume design, lighting, audio/video, publicity.

**137:202 (DANC:5060) Theories of Dance and the Body**  
3 s.h.  
Theoretical trends in studies of dance and physical bodies; performative and choreographic aspects of being. Same as 188:202 (DPA:5060).

**137:206 (DANC:6880) Graduate Dance Performance**  
0-3 s.h.  
Credit for rehearsal hours and performance of dance works in produced dance concerts. Requirements: audition and/or concert adjudication.

**137:213 (DANC:5530) Graduate Majors Ballet II**  
1-3 s.h.  
High intermediate technique and performance training; physical and mental skills necessary for more advanced work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body.
137:214 (DANC:5540) Graduate Majors Modern II 1-3 s.h.  
High intermediate technical and performance training in modern dance; physical and mental skills necessary for more advanced work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body, consciousness of personal movement choices and expressive range.

137:222 (DANC:7560) Graduate Ballet Technique Practicum arr.  
Advanced, in-depth understanding of teaching dance technique at the college level; emphasis on studio practice of technique through active participation in technique class; individualized research on technical and pedagogical approaches to dance; class taken with a faculty member during student’s teaching rotation to gain understanding of the teacher’s pedagogical approach across three levels of the majors-level technique curriculum. Requirements: completion of one semester of MFA program and good standing.

137:223 (DANC:6030) Graduate Majors Ballet III 1-3 s.h.  
Advanced ballet technique and performance training for proficient dancers; physical and mental skills necessary for professional work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, understanding of basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body.

137:224 (DANC:6040) Graduate Majors Modern III 1-3 s.h.  
Advanced technical and performance training in modern dance; physical and mental skills necessary for professional work—physical stamina, strength, flexibility, articulation, coordination, musicality, phrasing, understanding of basic physical concepts underlying clear and efficient movement, capacity to assimilate new movement material, awareness of the center of gravity and its role in mobilization and control of the body, consciousness of personal movement choices and expressive range.

137:230 (DANC:6540) Graduate Major Modern IV 1-2 s.h.  
Professional technique and performance training in modern dance.

137:231 (DANC:7550) Graduate Modern Dance Technique Practicum arr.  
Advanced, in-depth understanding of teaching dance technique at the college level; emphasis on studio practice of technique through active participation in technique class; individualized research on technical and pedagogical approaches to dance; class taken with a faculty member during student’s teaching rotation to gain understanding of the teacher’s pedagogical approach across three levels of the majors-level technique curriculum. Requirements: completion of one semester of MFA program and good standing.

137:234 (DANC:5050) Graduate Improvisation I 1-2 s.h.  
Dance improvisation.

137:235 (DANC:6050) Graduate Improvisation II 2 s.h.  
Advanced improvisation.

137:269 (DANC:6992) Graduate Independent Performance Project arr.  
Credit for creative participation as a performer in a choreography project, developed under guidance of a faculty advisor, that results in the performance of a dance work.

137:272 (DANC:6350) Graduate Choreography III 2 s.h.  
Continuation of 137:271; advanced choreographic concepts, methods, and applications with focus on the creative mind and choreographic process; concepts and experiences that support development of advanced choreographic skills and innovative dances.

137:273 (DANC:6450) Graduate Choreography IV 2 s.h.  
Advanced choreography concepts, methods, applications.

137:274 (DANC:6990) Graduate Independent Choreography arr.  
Credit for creation of an independent choreographic project, developed under guidance of faculty advisor, that results in production of a dance work.

137:275 (DANC:5550) Collaborative Performance 1-4 s.h.  
Collaborative experience with advanced artists from varied disciplines that culminates in a final performance: emphasis on sharing and investigating ideas, artistic intent, personal vision, and creating collaborative projects. Same as 049:275 (THTR:5610), 188:275 (DPA:5550).


137:290 (DANC:6991) Graduate Independent Study arr.  
Credit for individually designed project coordinated with a faculty advisor.
Disability Studies

Coordinators

- Mary Adamek, William Therrien

Undergraduate certificate: disability studies
Disability studies examines disability as a social, cultural, historical, and political phenomenon rather than focusing on its clinical, medical, or therapeutic aspects. It is an interdisciplinary and multidisciplinary field that draws on scholarship from diverse disciplines, including anthropology, architecture, the arts, communication and media studies, cultural studies, economics, gender studies, geography, global studies, history, law, literature, medicine, nursing, philosophy, policy studies, political science, religious studies, social work, and sociology.

Its multidisciplinary nature makes disability studies a good complement to a broad range of undergraduate majors.

The certificate program in disability studies is administered by the music therapy program in the School of Music (p. 460).

Undergraduate Program of Study

• Certificate in Disability Studies

Certificate

The Certificate in Disability Studies requires a minimum of 19 s.h. of credit. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor's degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student's transcript.

The certificate program helps students expand their knowledge and awareness of disability issues and prepare for careers in public life. Students who complete the certificate develop:

• understanding of the history of disabilities in America;
• awareness of how culture and society define disability;
• the ability to interact with individuals from diverse backgrounds;
• a personal philosophy of treating people fairly, equitably, and thoughtfully; and
• greater understanding of and concern with public policy issues and active citizenship.

The Certificate in Disability Studies requires the following course work.

CORE COURSES

Students earn 7-9 s.h. by taking the following three core courses.

16A:106 (HIST:4203) Disability in American History 3 s.h.
07U:140 (EDTL:4940) Characteristics of Disabilities 3 s.h.
07U:167 (EDTL:4967) Diversity, Career Exploration, and Transition I 1-3 s.h.

FOCUSED ELECTIVES

Students earn a minimum of 9 s.h. in focused electives, which they select from courses in at least two of the following lists (maximum of 6 s.h. from any one list).

They may count a maximum of 3 s.h. earned in courses numbered below 100 toward this requirement.

Aging Studies

153:135 (ASP:3135) Global Aging 3 s.h.
153:150 (ASP:3150) Psychology of Aging 3 s.h.
153:165 (ASP:4165) Communication Disorders and Aging 2 s.h.

American Sign Language

158:100 (ASL:4201) History of the American Deaf Community 3-4 s.h.
158:101 (ASL:3200) Topics in Deaf Studies 3 s.h.
158:102 (ASL:3300) American Deaf Culture 3 s.h.
158:103 (ASL:3600) American Sign Language Literature 3 s.h.
158:104 (ASL:3400) Issues in ASL and Deaf Studies 3 s.h.
158:105 (ASL:3500) Deafness in the Media 3 s.h.
158:110 (ASL:3905) Teaching Deaf and Hard of Hearing Students 3-4 s.h.

American Studies

045:025 (AMST:2025) Diversity and American Identities 3 s.h.

Anthropology

113:185 (ANTH:3102) Medical Anthropology 3 s.h.

Communication Sciences and Disorders

003:015 (CSD:1015) Introduction to Speech and Hearing Processes and Disorders 3 s.h.
003:145 (CSD:4145) Developmental Speech and Language Disorders 3 s.h.
003:147 (CSD:4147) Neurogenic Disorders of Speech 2 s.h.
003:165 (CSD:4165) Communication Disorders and Aging 2 s.h.
003:185 (CSD:3185) Hearing Loss and Audiology 3 s.h.
003:206 (CSD:5206) Language Disorders in Children 0-18 Years 3 s.h.
003:233 (CSD:5233) Aphasia 2 s.h.
003:234 (CSD:5234) Acquired Cognitive-Communication Disorders 1 s.h.
003:203 (CSD:5303) Evidence Based & Emerging Practices in Communicatn & Social Interaction for Individuals with Autism 1 s.h.
07U:348 (EDTL:7948) Contemporary Research in Behavioral Disorders 3 s.h.

Education

07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
07C:195 (RCE:4195) Ethics in Human Relations and Counseling 3 s.h.
07C:197 (RCE:4197) Citizenship in a Multicultural Society 3 s.h.
07E:130 (EDTL:3130) Adaptive Physical Education for the Elementary Classroom Teacher 2 s.h.
07U:100 (EDTL:4900) Foundations of Special Education 3 s.h.
07U:121 (EDTL:5921) Transition and Related Issues 3 s.h.
07U:150 (EDTL:4950) Behavioral and Social Interventions 3 s.h.
07U:190 (EDTL:4990) Interdisciplinary Issues in Disabilities 1-3 s.h.

Gender, Women’s, and Sexuality Studies

131:170 (GWSS:4230) Philosophy of the Body 3 s.h.

Geography

044:131 (GEOG:3110) Geography of Health 3 s.h.
### Health and Human Physiology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:039</td>
<td>(HHP:2200) Physical Activity and Health</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16A:104</td>
<td>(HIST:4201) History of the American Deaf Community</td>
<td>3-4 s.h.</td>
</tr>
</tbody>
</table>

### Leisure Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>169:160</td>
<td>(LEIS:3160) Introduction to Therapeutic Recreation</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>025:087</td>
<td>(MUS:1687) Orientation to Music Therapy</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:096</td>
<td>(MUS:3680) Music in Special Education</td>
<td>2-3 s.h.</td>
</tr>
</tbody>
</table>

### Nursing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>096:030</td>
<td>(NURS:1030) Human Development and Behavior</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:108</td>
<td>(NURS:3008) Basic Aspects of Aging</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:112</td>
<td>(NURS:3712) Human Sexuality, Diversity, and Society</td>
<td>1-3 s.h.</td>
</tr>
</tbody>
</table>

### Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>031:013</td>
<td>(PSY:2301) Introduction to Clinical Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>031:063</td>
<td>(PSY:2930) Abnormal Psychology: Health Professions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>031:163</td>
<td>(PSY:3320) Abnormal Psychology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### Rehabilitation and Counselor Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07C:249</td>
<td>(RCE:5249) Psychiatric Disorders and Interventions</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### Social Work

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>042:147</td>
<td>(SSW:3847) Discrimination, Oppression, and Diversity</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### CAPSTONE SEMINAR

All certificate students complete the following seminar after they have completed all other certificate course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>208:190</td>
<td>(CCCC:4490) Integrative Seminar in Critical Cultural Competence</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Division of Performing Arts

**Director**

- Alan MacVey

**Undergraduate certificate:** performing arts entrepreneurship

**Web site:** http://dpa.uiowa.edu/

The Division of Performing Arts includes the Department of Dance (p. 210), the School of Music (p. 460), and the Department of Theatre Arts (p. 605). The division fosters interdisciplinary collaboration among these units, coordinates artistic and academic activities, and sponsors a full array of performances and symposia. Performances are supported by professional staff in the division’s Performing Arts Production Unit.

Each of the division’s individual academic units offers undergraduate and graduate courses and degree programs in creative, performance, scholarly, and theoretical areas. Together they present an extensive schedule of dance productions, faculty and student recitals, ensemble concerts, and mainstage and gallery theater productions.

The division offers the undergraduate Certificate in Performing Arts Entrepreneurship in partnership with the Tippie College of Business’s John Pappajohn Entrepreneurial Center. The certificate program combines courses in accounting, marketing, and financial management with those focused on arts management and leadership practices in commercial as well as nonprofit arts organizations. See Performing Arts Entrepreneurship (p. 483) in the Catalog.

The division also is home to an arts outreach program, Arts Share.

For information about the division and its programs and events, visit the Division of Performing Arts web site.
Division of World Languages, Literatures, and Cultures

**Director**
- Russell Ganem

**Web site:** http://clas.uiowa.edu/dwllc

The Division of World Languages, Literatures, and Cultures includes several academic units: the Departments of Asian and Slavic Languages and Literatures, French and Italian, German, and Spanish and Portuguese and the American Sign Language, Second Language Acquisition, and Translation Programs. In addition to providing administrative leadership for all of its units, the division fosters interdisciplinary scholarship in languages, literatures, and cultures. It encourages synergy and collaboration among its faculty members and enhances opportunities for cross-cultural course development and research.

Undergraduate and graduate programs in the division serve students with varied interests and career aspirations, educating them to become global citizens who understand and are understood by diverse populations. Students are trained to be critical thinkers and problem solvers, capable scholars, lucid writers, and proficient speakers.

The division offers instruction in a wide array of languages and in the cultures associated with them:

- **American Sign Language (p. 38)** Program: American Sign Language and deaf studies;
- **Department of Asian and Slavic Languages and Literatures (p. 93):** Chinese, Czech, Hindi, Japanese, Korean, Russian, Sanskrit;
- **Department of French and Italian (p. 285):** Arabic, French, Italian, Swahili;
- **Department of German (p. 330):** German; and
- **Department of Spanish and Portuguese (p. 577):** Portuguese, Spanish

In addition to providing language instruction, the division focuses on theoretical and applied linguistics; non-Anglophone literatures and cultures, including those of bilingual, deaf, postcolonial, and heritage communities; and aesthetics, cultural theory, and creative writing in languages other than English.

The division’s Second Language Acquisition (p. 549) Program brings multidisciplinary resources together to examine the processes that underlie non-native language learning. The Translation (p. 616) Program explores the literary, cultural, and historical contexts of work and their linguistic, aesthetic, and ideological dimensions while it builds skills for translating works from one language to another. The Comparative Literature (p. 190) Program addresses culture across regions and languages in relation to literature, social theory and philosophy, history, and other disciplines.

The division also administers the Language Media Center, which provides facilities for traditional language laboratory work as well as for language video and computer-based activities. The center sponsors a multimedia development studio, where faculty members and graduate students produce and test media-based materials for language instruction.

**Courses**

**World Languages, Literatures, and Cultures**

- **218:005 (WLLC:1355) Approaches to Global Cultural Studies**
  Framework for thinking about global perspectives on culture; examination of themes within a transnational context; analysis of cultural expression from national and linguistic contexts.

- **218:160 (WLLC:3700) Topics in Global Cinema**
  Identification of new models and methods to investigate cinema's relationship to current global issues beyond traditional scholarly focus in Western Europe and the United States; exploration of an emerging field, moving away from the paradigm of national cinema and bringing together shared theoretical frameworks while acknowledging different historical and cultural contexts. Same as 39J:162 (JPNS:3700), 039:164 (ASIA:3700).

- **218:172 (WLLC:4512) Topics in Global and Transnational Culture**
  In-depth look at a theme in cultural expression arising from interactions between countries and regions; focus on contemporary or historical issues; use of materials ranging from literature and the visual arts to music, mass media, and more; general processes through which cultures are formed in mutual and uneven relationships; research project. Recommendations: completion of an international and global issues GE course.

- **218:185 (WLLC:3185) Global Women's Cinema**
  Introduction to contemporary women's cinema and feminist filmmaking from around the world; emphasis on post-1968 period and cinema produced outside the United States. Same as 048:185 (CCL:3185), 131:185 (GWSS:3185).

- **218:191 (WLLC:3191) International Literature Today**
  English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 008:191 (ENGL:3595), 181:191 (IWP:3191).

- **218:195 (WLLC:4800) Topics in Global and Transnational Culture**
  In-depth look at a theme in cultural expression arising from interactions between countries and regions; focus on contemporary or historical issues; material from literature, visual arts, music, mass media, and more; general process through which cultures are formed in mutual and uneven relationships; original research project. Requirements: a general education course in international and global issues.

- **218:200 (WLLC:5000) Teaching and Learning Languages**
  Readings in pedagogical theory and practice, second language acquisition; experience designing activities for teaching and assessment with critiques based on current theories and approaches; development of reflective practices toward one's language teaching. Same as 164:200 (SLA:5000).
218:210 (WLLC:6320) Topics in Contemporary Critical Theory 3 s.h.
Focused discussion of critical discourses and paradigms that have contributed to development of contemporary literary and cultural theory.

Translation

218:017 (TRNS:1017) Workshop in Literary Magazine Publishing 1 s.h.
Hands-on introduction to literary magazine publishing; major differences between print and digital publishing, the processes of design, layout, soliciting work, editing copy, proofing, promotion, and distribution; University of Iowa and Iowa City community resources; editors and writers share their expertise through a series of informal question-and-answer sessions and task-based assignments.

218:018 (TRNS:1018) Workshop in Literary Review Writing 1 s.h.
Hands-on introduction to literary review; process of selecting books (poetry, fiction, creative nonfiction) for review; writing, revising, and submission of work; University of Iowa and Iowa City community resources; editors and writers share their expertise through a series of informal question-and-answer sessions and task-based assignments.

218:078 (TRNS:2499) Undergraduate Translation Seminar 3 s.h.
Translation studies for undergraduates; topics related to practice of literary translation.

218:079 (TRNS:2179) Undergraduate Translation Workshop 3 s.h.
Translation exercises, discussion of translation works in progress; alternative strategies for translation projects. Requirements: working knowledge of a language other than English. Same as 08W:079 (ENGL:2810).

218:130 (TRNS:3201) Workshop in Japanese Literary Translation 3 s.h.

218:131 (TRNS:3202) Workshop in Chinese Literary Translation 3 s.h.
Translation from Chinese to English with emphasis on literary translation; issues in theory and practice of translation; special features of Chinese as a source language for translation. Prerequisites: 039:116 (CHIN:3102). Same as 039:143 (CHIN:3201).

218:180 (TRNS:3480) Literature and Translation 3 s.h.
Translation in the broadest sense; originality, authority, authorship, accuracy, ownership, audience; issues problematizing differences between medium and message. Same as 041:180 (SLAV:3480), 160:180 (PORO:3480).

218:181 (TRNS:4481) Introduction to Computer-Assisted Translation 1 s.h.
Earth and Environmental Sciences

Chair
• Mark K. Reagan

Professors
• Jonathan M. Adrain, Ann F. Budd, C. Thomas Foster Jr., Jane A. Gilotti, William C. McClelland, Mark K. Reagan, You-Kuan Zhang

Associate professors
• E. Arthur Bettis III, Christopher A. Brochu, Jeffrey A. Dorale, David W. Peate, Ingrid Ukstins Peate, Frank H. Weirich

Assistant professors
• Bradley D. Cramer, Emily S. Finzel, Hallie J. Sims, Adam S. Ward

Adjunct professor
• David L. Campbell

Adjunct associate professor
• Brian J. Witzke

Adjunct assistant professors
• Ray Anderson, Caroline Davis, Rhawn F. Denniston, Keith Schilling, Douglas Schnoebelen, Emily Walsh

Adjunct instructor
• Tiffany S. Adrain

Professors emeriti
• Richard G. Baker, Robert S. Carmichael, Lon D. Drake, Philip H. Heckel, Gilbert Klapper, George R. McCormick, Holmes A. Semken, Keene Swett

Undergraduate major: geoscience (B.A., B.S.)
Undergraduate minor: geoscience
Graduate degrees: M.S. in geoscience; Ph.D. in geoscience
Web site: http://geoscience.clas.uiowa.edu

Earth and environmental sciences faculty and students study the physical, chemical, and biological systems of Earth. Using modern observational, analytical, and computational methods, they examine how the planet's interior, surface, hydrosphere, and atmosphere have evolved since Earth was born in the solar system 4.6 billion years ago. Topics commonly studied in the department include how plate movements cause earthquakes, volcanoes, and mountain building; global climate change and how climate change and catastrophic events cause changes in biodiversity; how and where economic resources are generated on Earth; and how these resources are located and used in modern society.

The earth and environmental sciences curriculum provides students with hands-on experience analyzing rocks, minerals, fossils, soils, and waters, generally in a small classroom setting. Much of this experience is obtained in laboratory and field courses. Field courses include travel to other states or countries to view Earth's materials and fossils in the context of their natural surroundings.

The master's degree in geoscience is regarded by most hiring agencies as the working degree, but an undergraduate degree is fully satisfactory in certain teaching, government, and industry situations. The doctoral degree is required for college and university teaching positions.

Many of The University of Iowa's geoscience graduates find employment with resource companies, environmental corporations, and educational institutions. Others continue in graduate school or take jobs with government or conservation agencies. Some intend to enter law, business, or fields such as urban planning, environmental studies, engineering, archaeology, science education, or oceanography as advanced areas. Geoscience provides skills useful for all of these fields.

The department offers a variety of courses appropriate for nonmajors, including several approved for the Natural Sciences requirement of the General Education Program (p. 306). See "Courses for Nonmajors" below.

Many of the department's faculty members are involved in the interdisciplinary Environmental Sciences (p. 275) Program, and a number of the department's courses satisfy requirements of the Certificate in Sustainability (p. 1242).

Undergraduate Programs of Study

• Major in geoscience (Bachelor of Arts, Bachelor of Science)
• Minor in geoscience

Students majoring in geoscience take at least an academic year's work in three allied scientific areas—physics, chemistry, and mathematics—and a semester of biology in addition to a course in each major area of geology.

Geoscience students may elect to pursue an additional major or a minor in a related discipline, usually chemistry, physics, biology, engineering, environmental sciences, or anthropology. See Majors, Minors & Certificates under For Students on the College of Liberal Arts and Sciences web site.

Bachelor of Science

The Bachelor of Science with a major in geoscience requires a minimum of 120 s.h., including at least 69 s.h. (19 courses) of work for the major (38 s.h. in earth and environmental sciences courses and at least 31 s.h. in supporting disciplines). The program is designed to prepare students for immediate employment after graduation or to enter a graduate program in geology.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). The department recommends that they fulfill the World Languages requirement with French, German, Russian, or Spanish and the Social Sciences requirement with approved course work in economics, geography, or anthropology.

Transfer students must complete a minimum of 15 s.h. of course work in the Department of Earth and Environmental Sciences.

The geoscience major for the Bachelor of Science requires the following course work.
One of these:
012:003 (GEOS:1030) Introduction to Earth Science 4 s.h.
012:005 (GEOS:1050) Introduction to Geology (preferred) 4 s.h.

All of these:
012:004 (GEOS:1040) Evolution and the History of Life 4 s.h.
012:041 (GEOS:2410) Mineralogy 4 s.h.
012:112 (GEOS:4831) Geologic Field Methods (previously 012:093) 3 s.h.
012:113 (GEOS:4832) Geologic Field Analysis 3 s.h.
012:130 (GEOS:3300) Sedimentary Geology 4 s.h.
012:132 (GEOS:3840) Structural Geology (previously 012:092) 4 s.h.
012:150 (GEOS:3500) Igneous and Metamorphic Petrology (previously 012:052) 4 s.h.
At least two geoscience electives 6-7 s.h.

One of these:
012:121 (GEOS:3210) Principles of Paleontology 3 s.h.
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
012:166 (GEOS:4630) Hydrogeology 3 s.h.
012:179 (GEOS:4790) Engineering Geology 3 s.h.
012:180 (GEOS:4800) Survey of Geophysical Methods 3 s.h.
At least 8 s.h. of calculus, including one of these:
22M:026 (MATH:1860) Calculus II 5 s.h.
22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus 4 s.h.

Bachelor of Science students complete an additional course in mathematics such as 22M:027 (MATH:2700) Introduction to Linear Algebra or a higher-level course or computer science course such as 22C:005 (CS:1110) Introduction to Computer Science or a higher-level course or a statistics course such as 22S:030 (STAT:2010) Statistical Methods and Computing or a higher-level course.

They also complete the following course work in chemistry, physics, and biology (these are minimum requirements).

At least 8 s.h. of college-level chemistry is required, including the following sequence or equivalent courses or more advanced courses. Chemistry courses numbered below 004:011 (CHEM:1110) Principles of Chemistry I do not count toward the chemistry requirement for Bachelor of Science students majoring in geoscience.


At least 8 s.h. of college-level physics is required, as follows. Physics courses numbered below 029:011 (PHYS:1511) College Physics I do not count toward the physics requirement for Bachelor of Science students majoring in geoscience.

One of these sequences:
029:011 (PHYS:1511)-029:012 (PHYS:1512) College Physics I-II 8 s.h.
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.

At least one biological science course that includes a laboratory (4 s.h.) is required. Students with an interest in paleontology are encouraged to take 002:031 (BIOL:1411) Foundations of Biology and 002:032 (BIOL:1412) Diversity of Form and Function.

**RECOMMENDED OPTIONS**

All B.S. students should take elective courses from the following groups in order to broaden their undergraduate experience and prepare themselves for graduate study or professional employment. Students who have clear career goals are advised to take three or more elective courses from the group that fits their needs most closely. Students also may seek a broad education in geoscience by choosing elective courses from a number of groups.

**Quaternary Geology**
012:102 (GEOS:3020) Earth Surface Processes 3 s.h.
012:136 (GEOS:3360) Soil Genesis and Geomorphology 3 s.h.
012:138 (GEOS:3380) Fluvial Geomorphology 3 s.h.
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
012:152 (GEOS:4520) Isotope Geochemistry 3 s.h.
012:166 (GEOS:4630) Hydrogeology 3 s.h.
012:172 (GEOS:4720) Glacial and Pleistocene Geology 3 s.h.
012:178 (GEOS:4870) Applied Geostatistics 3 s.h.
012:179 (GEOS:4790) Engineering Geology 3 s.h.
012:185 (GEOS:4620) Approaches to Geoarchaeology 3 s.h.

**Environmental Geology**
012:107 (GEOS:3070) Marine Ecosystems and Conservation 3 s.h.
012:108 (GEOS:3080) Introduction to Oceanography 2 s.h.
012:114 (GEOS:3140) Energy and the Environment 3 s.h.
012:138 (GEOS:3380) Fluvial Geomorphology 3 s.h.
012:139 (GEOS:3390) Integrated Watershed Analysis 3 s.h.
012:140 (GEOS:1400) Natural Disasters 3 s.h.
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
012:152 (GEOS:4520) Isotope Geochemistry 3 s.h.
012:166 (GEOS:4630) Hydrogeology 3 s.h.
012:168 (GEOS:4680) Field Methods in Hydrologic Science 3 s.h.
012:176 (GEOS:4870) Applied Geostatistics 3 s.h.
012:179 (GEOS:4790) Engineering Geology 3 s.h.
012:180 (GEOS:4800) Survey of Geophysical Methods 3 s.h.

**Geochmistry**
012:114 (GEOS:3410) Analytical Methods 2 s.h.
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
012:152 (GEOS:4520) Isotope Geochemistry 3 s.h.
012:166 (GEOS:4630) Hydrogeology 3 s.h.
012:178 (GEOS:4870) Applied Geostatistics 3 s.h.
012:191 (GEOS:5820) Tectonics 3 s.h.

**Tectonics/Petrology**
012:140 (GEOS:1400) Natural Disasters 3 s.h.
012:141 (GEOS:3410) Analytical Methods 2 s.h.
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
012:152 (GEOS:4520) Isotope Geochemistry 3 s.h.
012:175 (GEOS:4750) Mineral and Petroleum Exploration Geology 3 s.h.
012:180 (GEOS:4800) Survey of Geophysical Methods 3 s.h.
012:191 (GEOS:5820) Tectonics 3 s.h.

**Sedimentary Geology**
012:108 (GEOS:3080) Introduction to Oceanography 2 s.h.
012:130 (GEOS:3300) Sedimentary Geology 4 s.h.
012:138 (GEOS:3380) Fluvial Geomorphology 3 s.h.
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
012:152 (GEOS:4520) Isotope Geochemistry 3 s.h.
012:175 (GEOS:4750) Mineral and Petroleum Exploration Geology 3 s.h.
012:177 (GEOS:3770) Global Stratigraphy 3 s.h.
012:191 (GEOS:5820) Tectonics 3 s.h.

Paleobiology
012:107 (GEOS:3070) Marine Ecosystems and Conservation 3 s.h.
012:108 (GEOS:3080) Introduction to Oceanography 2 s.h.
012:121 (GEOS:3210) Principles of Paleontology 3 s.h.
012:122 (GEOS:3220) Evolution of the Vertebrates 3 s.h.
012:130 (GEOS:3300) Sedimentary Geology 4 s.h.
012:142 (GEOS:4420) Vertebrate Osteology and Phylogeny 3 s.h.
012:144 (GEOS:4440) Phylogenetics and Biodiversity 3 s.h.
012:145 (GEOS:4450) Morphometrics 3 s.h.
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
012:152 (GEOS:4520) Isotope Geochemistry 3 s.h.
012:170 (GEOS:4700) Evolution of Ecosystems 3 s.h.
012:171 (GEOS:4710) Evolution of Plants 3 s.h.
012:177 (GEOS:3770) Global Stratigraphy 3 s.h.
012:191 (GEOS:5820) Tectonics 3 s.h.

INDEPENDENT RESEARCH OPTION FOR GEOSCIENCE MAJORS
A junior or senior who is ready to pursue independent research for credit in geoscience may assist a faculty member or graduate student with a current research project in 012:019 (GEOS:2190) Directed Study or may initiate a small-scale project involving a combination of field, laboratory, and library investigation with 012:119 (GEOS:3190) Directed Study. Independent study is encouraged and may result in an honors thesis with 012:010 (GEOS:4999) Honors Thesis in Geoscience or a senior thesis with 012:011 (GEOS:4990) Senior Thesis in Geoscience that may be published subsequently.

Bachelor of Arts
The Bachelor of Arts with a major in geoscience requires a minimum of 120 s.h., including at least 51 s.h. of work for the major (at least 35 s.h. in earth and environmental sciences courses and at least 16 s.h. in supporting disciplines). The program is designed to provide students with a varied background in geology and a broader choice of electives than is practical in the Bachelor of Science program. The major for the Bachelor of Arts is intended for students who are interested in the fundamentals of geology or earth science teaching (see "B.A. or B.S. with teacher Licensure" below). Completing the minimum requirements for this degree may not adequately prepare a student for an entry-level professional job in geology.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). The department recommends that they fulfill the World Languages requirement with French, German, Russian, or Spanish and the Social Sciences requirement with approved course work in economics, geography, or anthropology.

Transfer students must complete a minimum of 15 s.h. of course work in the Department of Earth and Environmental Sciences.

The geoscience major for the Bachelor of Arts requires the following course work.
012:041 (GEOS:2410) Mineralogy 4 s.h.
One of these:
012:003 (GEOS:1030) Introduction to Earth Science 4 s.h.
012:005 (GEOS:1050) Introduction to Geology 4 s.h.
One or both of these:
012:004 (GEOS:1040) Evolution and the History of Life 4 s.h.
012:121 (GEOS:3210) Principles of Paleontology 3 s.h.

At least three of these:
012:130 (GEOS:3300) Sedimentary Geology 4 s.h.
012:132 (GEOS:3840) Structural Geology (previously 012:092)
012:136 (GEOS:3360) Soil Genesis and Geomorphology 3 s.h.
012:138 (GEOS:3380) Fluvial Geomorphology 3 s.h.
012:150 (GEOS:3500) Igneous and Metamorphic Petrology 4 s.h.
012:166 (GEOS:4630) Hydrogeology 3 s.h.

Geoscience electives 12 s.h.
Bachelor of Arts students must complete the following course work in mathematics and chemistry (these are minimum requirements).

College-level mathematics (may include computer science and statistics) 10 s.h.
At least two college-level chemistry courses (either Option 1 or Option 2) are required. Chemistry courses numbered below 004:007 (CHEM:1070) General Chemistry I do not count toward the chemistry requirement for Bachelor of Arts students majoring in geoscience.

One of these sequences:
004:007 (CHEM:1070)-004:008 (CHEM:1080) General Chemistry I-II 6 s.h.

FIELD REQUIREMENT
To complete the major, students must have field experience. They may take two semesters of 012:018 (GEOS:1180) Geology Field Trip: Selected National Parks or 012:116 (GEOS:3160) Field Trip or one semester of each of the two courses (total of 4 s.h.). Or they may take one semester of 012:112 (GEOS:4831) Geologic Field Methods or the Iowa Lakeside Laboratory (p. 1207) session.

012:018 (GEOS:1180) Geology Field Trip: Selected National Parks 2 s.h.
012:116 (GEOS:3160) Field Trip 2 s.h.
012:112 (GEOS:4831) Geologic Field Methods (previously 012:093) 3 s.h.
One natural science session at Iowa Lakeside Laboratory for a minimum of 3 s.h.

INDEPENDENT RESEARCH OPTION FOR GEOSCIENCE MAJORS
A junior or senior who is ready to pursue independent research for credit in geoscience may assist a faculty member or graduate student with a current research project in 012:019 (GEOS:2190) Directed Study or may initiate a small-scale project involving a combination of field, laboratory, and library investigation...
with 012:119 (GEOS:3190) Directed Study. Independent study is encouraged and may result in an honors thesis with 012:010 (GEOS:4999) Honors Thesis in Geoscience or a senior thesis with 012:011 (GEOS:4990) Senior Thesis in Geoscience that may be published subsequently.

**B.A. or B.S. with Teacher Licensure**

Geoscience majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Note: These checkpoints show the range of required course work; the major for the Bachelor of Arts requires a minimum of 17 courses; the major for the Bachelor of Science requires 19.

The geoscience major requires field trip experiences, many of which take place during breaks in or between semesters or during the summer session. These checkpoints do not include the field trip requirements.

- **Before the third semester begins:** competence in math through trigonometry, first required chemistry course
- **Before the fifth semester begins:** three to five courses in the major (including the remainder of the chemistry requirement and continuation of the mathematics requirement)
- **Before the seventh semester begins:** 7-11 courses in the major and at least 90 s.h. earned toward the degree
- **Before the eighth semester begins:** 10-14 courses in the major
- **During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**

The department offers qualified students the opportunity to graduate with honors in the geoscience major. Departmental honors students must maintain a cumulative g.p.a. of at least 3.33 in all University of Iowa course work and in all geoscience courses. To graduate with honors in geoscience, students must complete a senior thesis, registering in 012:010 (GEOS:4999) Honors Thesis in Geoscience. They must obtain approval of their honors thesis contract from their advisor and the department’s undergraduate committee, and they must earn a grade of B or higher in 012:010 (GEOS:4999).

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

**Minor**

The minor in geoscience requires a minimum of 15 s.h. in geoscience courses, including 12 s.h. in advanced-level courses offered by the Department of Earth and Environmental Sciences at The University of Iowa; 012:041 (GEOS:2410) Mineralogy and all earth and environmental sciences courses numbered 100 and above are considered advanced for the minor. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

College-level courses in mathematics, physics, chemistry, and biology usually are required as collateral work for geology students. Those seeking a minor in geoscience should be sufficiently prepared in the areas of supporting sciences before they take advanced courses in geoscience.

Recommended advanced courses in geoscience that deal with important areas of earth materials and earth processes are as follows.

- 012:041 (GEOS:2410) Mineralogy                     4 s.h.
- 012:102 (GEOS:3020) Earth Surface Processes      3 s.h.
- 012:107 (GEOS:3070) Marine Ecosystems and Conservation 3 s.h.
- 012:108 (GEOS:3080) Introduction to Oceanography    2 s.h.
- 012:112 (GEOS:4831) Geologic Field Methods (previously 012:093) 3 s.h.
- 012:114 (GEOS:3140) Energy and the Environment     3 s.h.
- 012:121 (GEOS:3210) Principles of Paleontology     3 s.h.
- 012:130 (GEOS:3300) Sedimentary Geology            4 s.h.
- 012:132 (GEOS:3840) Structural Geology (previously 012:092) 4 s.h.
- 012:136 (GEOS:3360) Soil Genesis and Geomorphology 3 s.h.
- 012:138 (GEOS:3380) Fluvial Geomorphology          3 s.h.
- 012:139 (GEOS:3390) Integrated Watershed Analysis  3 s.h.
- 012:149 (GEOS:4490) Elements of Geochemistry       3 s.h.
- 012:150 (GEOS:3500) Igneous and Metamorphic Petrology (previously 012:052) 4 s.h.
- 012:179 (GEOS:4790) Engineering Geology            3 s.h.
- 012:180 (GEOS:4800) Survey of Geophysical Methods  3 s.h.
- 012:191 (GEOS:5820) Tectonics                     3 s.h.

**Courses for Nonmajors**

Each year more than 1,800 students enroll in Department of Earth and Environmental Sciences introductory courses that are approved for General Education; look for courses with the prefix 012 (GEOS) under "Natural Sciences" in the General Education Program (p. 306) section of the Catalog.

The department also offers the following intermediate courses with few prerequisites.

- 012:102 (GEOS:3020) Earth Surface Processes      3 s.h.
- 012:107 (GEOS:3070) Marine Ecosystems and Conservation 3 s.h.
- 012:108 (GEOS:3080) Introduction to Oceanography    2 s.h.
National Honor Society
The department sponsors a chapter of Sigma Gamma Epsilon National Honor Society for the Earth Sciences. Students with an overall g.p.a. of at least 2.80 and at least 3.20 in geoscience courses are considered for membership after they have completed a minimum of 16 s.h. of course work in geoscience. Consult the departmental honors advisor for more information.

Graduate Programs of Study

- Master of Science in geoscience
- Doctor of Philosophy in geoscience

The Master of Science program in geoscience prepares students for employment in industry or for doctoral study. The Doctor of Philosophy program is designed to prepare students for future employment in higher education or research and to bring them to the forefront of a specialized area of geoscience.

All geoscience graduate students must meet the admission and degree requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College (particularly sections IX, X, and XII) or the Graduate (p. 888) College section of the Catalog. They also should acquaint themselves with the University calendar, for deadline dates and so forth.

All entering graduate students are required to enroll in 012:207 (GEOS:5070) Geologic Orientation during the fall semester of their first year in the graduate program.

The department provides detailed information about current graduate degree requirements and timelines for making satisfactory progress toward a degree in the document "The University of Iowa Guidelines for Graduate Study in Geoscience"; see Graduate Student Guidelines under Academics/Geoscience Graduate Program/Information on the Department of Earth and Environmental Sciences web site.

Throughout their graduate study, all M.S. and Ph.D. students must maintain a g.p.a. of at least 3.00 on all course work required for their degree and on all graduate-level geoscience course work. Students whose grade-point average drops below 3.00 are placed on academic probation.

Geoscience graduate students are encouraged to present their research at local, regional, national, or international meetings. The department provides partial funding for travel to such meetings.

Master of Science

The Master of Science degree in geoscience requires a minimum of 30 s.h. of graduate credit. The program is designed primarily to prepare students for employment in industry or for study toward a Ph.D. degree. M.S. students may count up to 8 s.h. of research credit toward the 30 s.h. required for the degree. They must earn at least 24 s.h. toward the degree in University of Iowa courses taken after they enroll in the program. M.S. students also must complete 012:201 (GEOS:5010) Geoscience Seminar Series each semester until they defend their thesis.

M.S. thesis students are responsible for obtaining their advisory committee's approval of a suitable program of course work and for satisfactory development of research plans as outlined in a thesis proposal, which should be completed and approved by the department chair before the end of the second semester of full-time study. The thesis typically has depth and breadth similar to those of one published research paper. Thesis students must deliver a half-hour public presentation of their thesis, followed by an oral defense. They also are required to present their research at a local, regional, national, or international meeting approved by the department chair before they may graduate.

Individuals interested in pursuing the M.S. without thesis must obtain the department chair's permission. The program is designed for students with extensive geological background and experience. Requirements for the nonthesis option are similar to those for the M.S. with thesis, except that in place of the thesis, nonthesis students submit a manuscript that their thesis committee deems acceptable for submission for publication. The student may choose to submit a previously published manuscript. Nonthesis students also must take a final examination that covers course work and the work done in place of the thesis.

Doctor of Philosophy

The Doctor of Philosophy degree in geoscience requires a minimum of 72 s.h. of graduate credit. The program is designed to prepare students for future employment in higher education or research and to bring them to the forefront of a specialized area of geoscience.

The Ph.D. requires a dissertation, which has the approximate research content of three published papers.

Ph.D. students usually enter the program with established fields of interest and a research advisor already selected. Under exceptional circumstances, a student may be admitted to the Ph.D. program without an established field of interest.

Entering Ph.D. students must consult with a research advisor or the department's director of graduate study before they enroll in courses. By the first month of their second semester of doctoral study, all Ph.D. students must select an advisor. Each student also must select a thesis topic and forward it to the department chair for approval by the end of the first month of the second semester of doctoral study.

Within broad limits, Ph.D. students should select courses that reflect their individual needs, interests, and talents; their advisor and advisory committee must approve their course selections.

During the second semester of doctoral study, each Ph.D. student should propose an advisory committee of at least five faculty members. Before the end of the second semester of doctoral study, each student must obtain his or her committee's approval of a suitable plan of study, which is then submitted to the department chair for approval. In consultation with the advisor and other faculty members, each doctoral candidate prepares a formal dissertation proposal, which must be submitted to the department chair by the end of the candidate's third semester of doctoral study.

Students are required to include in their plan of study at least 18 s.h. of regular course work taught by tenured
or tenure-track faculty members of the Department of Earth and Environmental Sciences. Students must earn the 18 s.h. after being admitted to and enrolling in the Ph.D. program. Directed study and research credit do not count toward the required 18 s.h.

Ph.D. students must enroll in 012:201 (GEOS:5010) Geoscience Seminar Series each semester they are registered until they successfully defend their dissertations, or for two consecutive semesters after the semester in which they pass their comprehensive examination, whichever comes first.

After earning their first 24 s.h. of graduate credit, Ph.D. students must either be enrolled at least two consecutive semesters in full-time study (at least 9 s.h. per semester) at The University of Iowa, or be enrolled three consecutive semesters for at least 6 s.h. per semester at the University, during which time they hold at least a one-quarter-time assistantship that is certified by the department as contributing to their doctoral program.

Students should complete most of their course work before taking the comprehensive examination, which consists of both written and oral portions and which must be passed before the end of the fourth semester of doctoral study.

Once Ph.D. candidates have passed the comprehensive examination, they are required to register each semester until they receive the degree. Candidates who have completed their plan of study may register for 000:002 (GRAD:6002) Doctoral Continuous Registration or 000:003 (GRAD:6003) Doctoral Final Registration.

Students must submit their written dissertation to the committee at least two weeks before the final examination. All Ph.D. candidates must deliver a one-hour public presentation associated with the dissertation defense. They also are required to submit a manuscript presenting the results of their graduate research to a refereed journal or other publication approved by the department chair before they may defend their dissertation.

Facilities

Resources and equipment available for research in the Department of Earth and Environmental Sciences include the following.

**Computer facilities:** three teaching classrooms with 10-12 networked PC workstations; a computing classroom with 20 PCs and 10 Macs with GIS, GMS, remote sensing, image analysis, and specialized computational software packages; a student computer room with 6 PCs and 2 Macs; and a number of multiprocessor workstations in research laboratories.

**Environmental and Hydrogeology Laboratory:** permeameters and tensionometers; pumping and slug/bail test units with transducers and data-loggers; water-quality analysis facility; advanced groundwater modeling and geostatistics software; advanced data logging systems for field research; 3-D sensor arrays (wind and water systems); and facilities for field instrumentation design and construction.

**Environmental Instrumentation Laboratories:** storage, testing, and teaching facility focusing on field instrumentation; assembly, housing, and testing of climatic, meteorological, fluvial, water quality and associated environmental instrumentation data recording systems and sampling systems.

**Geomorphic Computing Laboratory:** high-end visualization, digitizing, remote sensing and GIS systems; and high-end multiprocessor workstations.

**Morphometric laboratories:** reflex microscope and microscribe for capturing 3-D data; high-resolution digital cameras and microscopes for 2-D image analysis; and laboratories for micro- and macro-fossil preparation.

**Paleontological Repository:** more than a million specimens, including some 25,000 type and referred specimens, with 6,000-7,000 primary types; invertebrate, vertebrate, and plant fossils of all geologic ages, and more than 90 percent Paleozoic invertebrates; the fifth-largest university collection in North America (CONARIP 1977).

**Petrology and geochemistry laboratories:** laser-ablation inductively coupled plasma mass spectrometer (LA-ICPMS); clean laboratory for preparation of samples for elemental and isotopic analysis; alpha- and gamma-spectrometry laboratories; image analysis; heating freezing stage; petrographic microscopes; photo microscopy; wet-chemistry facilities; rock preparation and mineral separation; UNIX, Windows, and Mac workstations for data analysis and modeling; and one atm gas-mixing furnace for melt inclusion homogenization.

**Quaternary Materials Laboratory:** pipette grain-size analysis apparatus; chittick apparatus; Sedigraph 5100 X-ray particle-size analyzer; Horiba Camsizer L digital image particle analyzer; wet-chemistry facilities; CH-N element analyzer; a Flotech flotation system; and a Giddings drill rig.

**Scanning Electron Microscope:** Hitachi S-3400N, a variable-pressure scanning electron microscope (SEM) equipped with a motorized stage, large chamber, and digital image capture; capable of imaging specimens with no metal coating, or specimens that are slightly hydrated or porous, as well as conventionally processed specimens; equipped with a Bruker AXS Quantax 400 X-ray microanalysis system; XFlash silicon drift detector with excellent energy resolution and light element detection, providing ultra-fast acquisition of line scans and elemental maps.

**Sedimentary geology laboratories:** water ion chromatograph; image analysis; Sedigraph X-ray particle-size analyzer; Horiba Camsizer L digital image particle analyzer; and a soil/sediment characterization laboratory.

**Thin-section and rock preparation laboratory:** diamond saws and specialized grinding equipment used to prepare ultrathin slices (30 microns thick) of rocks and fossils for microscopic and electron microprobe analysis.

Cooperative Activities

The department does collaborative work with the Iowa Geological & Water Survey and the Office of the State Archaeologist of Iowa. Earth and environmental sciences students sometimes work on projects for the survey.

The Departments of Anthropology, Biology, Chemistry, Civil and Environmental Engineering, Earth and Environmental Sciences, and Geography share services, expertise, joint instruction, and equipment. The earth and environmental sciences department is an important participant in the Iowa Quaternary Studies group, an interdisciplinary program that promotes projects
combining work in anthropology, biology, geography, geology, and statistics. Course work, degree programs, and facilities are shared among departments. The earth and environmental sciences department and its faculty also support and actively participate in the interdisciplinary Environmental Sciences (p. 275) Program, which offers an undergraduate major (Bachelor of Science), and a number of a department's courses satisfy requirements of the Certificate in Sustainability (p. 1242).

Field Trips

Field trips are integral parts of several courses in earth and environmental sciences, with frequent weekend general-interest events. The geology of the Iowa City region is characterized by Quaternary glacial sediments on a largely Paleozoic sedimentary section a few hundred meters thick, overlying a Precambrian crystalline basement. Marine and terrestrial fossil assemblages, extensive reefs, and unique geode sites are located within a few hours' drive. Numerous Pleistocene glaciations are represented in Iowa, and field studies of landforms, exposures, and cores continue to yield information on sedimentology, stratigraphy, soil formation, paleopedology, and fossil biotas from both glacial and interglacial deposits. Spring break provides time for longer trips, which are open to all geoscience students. In recent years, students have traveled to the southern Appalachians, Arizona, China, Death Valley, Dominican Republic, the Florida Keys, Hawaii, New Mexico, the Ozarks, Puerto Rico, and Texas. Advanced classes have visited California, Colorado, Kansas, Oklahoma, Wisconsin, and Ontario, Canada.

Courses

Not all courses are offered every year.

Primarily for Undergraduates

012:003 (GEOS:1030) Introduction to Earth Science
3-4 s.h.
Relationships between plate tectonics, geologic time, and the rock cycle with volcanoes and igneous, sedimentary, metamorphic rocks; fossils; radioactive isotopes; landscape evolution; mountain building; natural resources; their impacts on civilization. GE: Natural Sciences without Lab; Natural Sciences with Lab. Same as 053:003 (CEE:1030).

012:004 (GEOS:1040) Evolution and the History of Life
3-4 s.h.
Fossils over the past 3.5 billion years, origin and evolution of life, evolutionary radiations and mass extinctions, the invasion of land, dinosaurs, the age of mammals, relationship between biological systems and environmental change in earth history. Offered spring semesters. GE: Natural Sciences without Lab; Natural Sciences with Lab.

012:005 (GEOS:1050) Introduction to Geology
4 s.h.
Minerals, rocks, and rock-forming processes (including volcanoes and sedimentary environments); surface processes (rivers, groundwater, glaciers, deserts, ocean shorelines), major earth processes (continental drift, plate tectonics, earthquakes, mountain building); impact on civilization. Offered fall semesters. GE: Natural Sciences with Lab.

012:007 (GEOS:1070) Age of Dinosaurs
4 s.h.
Origin and evolutionary history of dinosaurs; diversity of dinosaurian groups, their geographic distributions and paleoecology; origins of flight among dinosaurs; environmental context, including other animals and plants that lived alongside dinosaurs; the so-called extinction of dinosaurs and radiation of modern forms; the role dinosaurs play in the interaction between science and the popular media. Offered fall semesters. GE: Natural Sciences with Lab.

012:008 (GEOS:1080) Introduction to Environmental Science 3-4 s.h.
Biological and physical character of the Earth; interaction of humans with the environment, including impacts on ecosystems, climate, natural processes, resources; alternative options, including sustainability, waste management, energy, land reform. GE: Natural Sciences without Lab; Natural Sciences with Lab. Same as 159:008 (ENVS:1080).

012:009 (GEOS:1090) Introduction to Environmental Sciences Laboratory
1 s.h.
Laboratory component of 012:008 (GEOS:1080). Requirements: completion of 3 s.h. in 012:008 (GEOS:1080) or 159:008 (ENVS:1080); or 3 s.h. of transfer equivalent. GE: Natural Sciences Lab only. Same as 159:009 (ENVS:1090).

012:010 (GEOS:4999) Honors Thesis in Geoscience
arr.
Independent research resulting in an honors thesis. Requirements: honors standing.

012:011 (GEOS:4990) Senior Thesis in Geoscience
arr.
Independent research resulting in a senior thesis. Requirements: senior standing.

012:015 (GEOS:2115) History and Science of Oil
3 s.h.
History, politics, and science of oil and oil industry. Same as 159:015 (ENVS:2115).

012:017 (GEOS:1170) Geology of the U.S. National Parks
2 s.h.
Geologic features, geologic history, important biological and archaeological characteristics, with emphasis on features that caused certain areas to be included in national park system. Offered spring semesters.

012:018 (GEOS:1180) Geology Field Trip: Selected National Parks
2 s.h.
Observation, interpretation of prominent geologic, geomorphic, biological features; semester-break or semester-end visits to different parks or groups of parks each year. Offered spring semesters.

012:019 (GEOS:2190) Directed Study
arr.
Special topics, independent research.

012:020 (GEOS:1020) Loess Hills Service Learning Trip
1 s.h.
Special topics, directed research.

012:021 (GEOS:1021) Spring Break Service Learning Trip
1 s.h.
Special topics, directed research.

012:029 (GEOS:1000) First-Year Seminar 1-2 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

012:041 (GEOS:2410) Mineralogy 4 s.h.
Physical, chemical, and optical properties of minerals; phase relations; structures; associations; diagnostic features for identification. Offered fall semesters. Prerequisites: 012:003 (GEOS:1030) or 012:005 (GEOS:1050), 22M:001 (MATH:0100) or 22M:003 (MATH:0300) or 22M:005 (MATH:1010), and 004:007 (CHEM:1070) or 004:011 (CHEM:1110).

012:045 (GEOS:1060) Origins of Life in the Universe (Part 1) 3 s.h.
Fundamental questions (How old is the universe? What is the nature of life? How has life evolved on Earth? What are our human origins? Are there other habitable planets in the universe?) that revolve around understanding origins from different perspectives (i.e., astronomy, physics, geoscience, biology, chemistry, anthropology); work with faculty from several departments to investigate these questions; inquiry-based activities to build success in critical thinking, teamwork, effective written and oral communication; origin of the universe, biochemistry of life, and origin of life on Earth; first of a two-part sequence. Recommendations: first-year or sophomore standing. GE: Natural Sciences without Lab. Same as 029:040 (ASTR:1060), 002:050 (BIOL:1060).

012:046 (GEOS:1061) Origins of Life in the Universe (Part 2) 4 s.h.
Fundamental questions (How old is the universe? What is the nature of life? How has life evolved on Earth? What are our human origins? Are there other habitable planets in the universe?) that revolve around understanding origins from different perspectives (i.e., astronomy, physics, geoscience, biology, chemistry, anthropology); work with faculty from several departments to investigate these questions; inquiry-based activities to build success in critical thinking, teamwork, and effective written and oral communication; second of a two-part sequence. Prerequisites: 029:040 (ASTR:1060) or 002:050 (BIOL:1060) or 012:045 (GEOS:1060). Recommendations: first-year or sophomore standing. GE: Natural Sciences with Lab. Same as 029:041 (ASTR:1061), 002:051 (BIOL:1061), 113:041 (ANTH:1061).

For Undergraduate and Graduate Students

012:100 (GEOS:3000) Geologic Training Assignment 1-3 s.h.
Practical experience. Requirements: grade of C or higher in 012:150 (GEOS:3500) and geology g.p.a. of at least 3.00.

012:102 (GEOS:3020) Earth Surface Processes 3 s.h.
Basic geomorphic and environmental processes that shape the earth’s surface; emphasis on erosion, transport, deposition by land mass movement (creep, landslides, earth flow), fluid agents (wind, water, ice); methods used to study these processes. Prerequisites: 012:005 (GEOS:1050) or 012:008 (GEOS:1080) or 044:003 (GEOG:1020) or 159:008 (ENVS:1080). Same as 159:102 (ENVS:3020), 044:102 (GEOG:3020).

012:104 (GEOS:2310) Climatology 3 s.h.
Boundary layer processes that drive atmospheric dynamics; exchanges of energy and water at simple and complex surfaces; global climate change records, theories, models; impacts of climate on society. Prerequisites: 044:003 (GEOG:1020). Same as 044:101 (GEOG:2310).

012:107 (GEOS:3070) Marine Ecosystems and Conservation 3 s.h.
Introduction to ocean ecosystems, including coral reefs, mangroves, estuaries and salt marshes, sandy and rocky shores, seagrass and kelp beds, the deep sea, plankton; biodiversity of each ecosystem; interrelationships of biota and physical/chemical environment; interactions among organisms, including food webs and symbiosis; local and global threats such as overfishing, pollution, ocean acidification, global warming, sea level change; ongoing biodiversity crisis, solutions for conservation problems.

012:108 (GEOS:3080) Introduction to Oceanoigraphy 2 s.h.
Descriptive, chemical, physical, biological, geological aspects of oceans; impact on weather, climate, shorelines, food supply, other aspects of civilization. Offered spring semesters. Recommendations: knowledge of basic chemistry, biology, physics, earth science.

Remote sensing of the earth’s surface from aircraft, satellites; aerial photograph interpretation; remote sensing systems, methods, data analysis using electromagnetic spectrum and digital processing techniques, including visible, infrared, microwave radiation; remote sensing applied to geologic and environmental problems. Prerequisites: 012:003 (GEOS:1030) or 012:005 (GEOS:1050) or 012:008 (GEOS:1080). Same as 159:110 (ENVS:3100).

012:111 (EES:3110) Chemical Evolution of the Oceans 3 s.h.
Investigation of various physico-chemical states oceans have assumed over the past four billion years of Earth history; use of isotope geochemistry as a proxy for ancient ocean conditions; focus on integrated Earth system science, paleoceanographic and paleoclimatic modeling, role of chemical stratigraphy in deciphering past climate states of ocean-atmosphere system; relationship between chemical changes in ocean/atmosphere and biological systems of the Earth. Same as 159:111 (ENVS:3110).
012:112 (GEOS:4831) Geologic Field Methods  
Introduction to basic methods of geologic field work in southwest Montana using topographic maps and GPS to locate oneself, identifying geologic map units (including superficial deposits), recognizing geologic contacts, constructing stratigraphic sections, measuring planar structures, and making geologic maps complete with a legend and cross-section. Offered summer session. Prerequisites: 012:003 (GEOS:1030) or 012:005 (GEOS:1050) or 012:008 (GEOS:1080) or 012:140 (GEOS:1400).

012:113 (GEOS:4832) Geologic Field Analysis  
Structural, stratigraphic, and regional analysis of geology in the Rocky Mountains of Montana; emphasis on making reasonable geologic interpretations from field relationships; mapping projects in vicinity of Dillon, Montana that build on experience gained in 012:112 (GEOS:4831); capstone experience dedicated to synthesizing the geology of a fold-and-thrust belt near Glacier National Park. Offered summer session. Prerequisites: 012:112 (GEOS:4831) and 012:132 (GEOS:3840).

012:114 (GEOS:3140) Energy and the Environment  
Scientific concepts related to potentially significant energy sources of the 21st century; environmental impacts, positive and negative, of each energy source as well as geologic and geographical distributions and applications. GE: Natural Sciences without Lab.

012:116 (GEOS:3160) Field Trip  
Field trip to an area of geologic interest, such as carbonate area of Florida, Grand Canyon (Arizona), Rio Grande Rift (New Mexico), Death Valley (California, Nevada), Appalachian Mountains (Virginia); preceded by weekly discussions of destination's geology. Offered spring semester.

012:119 (GEOS:3190) Directed Study  
Special topics, independent research.

012:120 (GEOS:3200) Collection Care and Management  
How a museum's management policy relates to its administrative, legal, and ethical obligations to its collections; acquisitions, deaccessions, collection use, data standards, storage environment, health, safety, documentation. Same as 024:120 (MUSM:3200).

012:121 (GEOS:3210) Principles of Paleontology  
Patterns of evolution in fossil record; species and analysis of their evolutionary relationships; paleoecology, paleocommunity evolution; evolutionary radiation and mass extinctions; large-scale relationships between biodiversity and climatic change. Offered fall semesters.

012:122 (GEOS:3220) Evolution of the Vertebrates  
Evolutionary history of vertebrates revealed by fossils and information from living animals; biogeographic, stratigraphic, paleoecological aspects of selected groups, especially mammals and dinosaurs; transitions from aquatic to terrestrial life, origins of flight, major events in vertebrate history (including mass extinctions and explosive radiations). Requirements: introductory course in geoscience or bioscience.

012:126 (GEOS:3260) Wetlands: Function, Geography, and Management  
Hydrological, geomorphological, and ecological processes and their interaction in wetlands; geographic differences in wetlands based on climate and hydrology; wetlands, lakes, and rivers; role of wetlands in drainage basin hydrology and flooding; values and valuation of wetlands; wetland law and wetland delineation; wetlands and water resources. Prerequisites: 044:101 (GEOG:2310) or 044:103 (GEOG:2374). Same as 044:126 (GEOS:3320).

012:130 (GEOS:3300) Sedimentary Geology  
Basic concepts of sedimentology, stratigraphy, depositional environments, sedimentary petrology; hands-on analyses of sediments and sedimentary rocks, including thin-section petrography; lecture/laboratory. Offered fall semesters. Prerequisites: 012:003 (GEOS:1030) or 012:005 (GEOS:1050).

012:132 (GEOS:3840) Structural Geology  
Rock deformation; description, classification of geologic structures such as faults and folds; processes that generate geologic structures; solution of structural problems; interpretation of geologic maps. Prerequisites: 012:003 (GEOS:1030) or 012:005 (GEOS:1050).

012:136 (GEOS:3360) Soil Genesis and Geomorphology  
Introduction to soil genesis, soil geomorphology, and classification including the basics of soil profile description and soil-landscape, soil-vegetation, and soil-climate relationships; emphasis on study of soils as the interface between living and non-living Earth systems and the role of soils in sustaining ecosystems and human societies; short field excursions and a weekend field trip. Requirements: college earth science and chemistry. Same as 044:186 (GEOG:3360).

012:138 (GEOS:3380) Fluvial Geomorphology  
Hydrologic principles, stream channel processes, and fluvial geomorphology within drainage basin systems; spatial and temporal variations in water distribution, analysis of hydrological data, flow mechanisms, sediment transport, forecasting procedures, hydrograph construction, modeling. Requirements: 012:102 (GEOS:3020) or another 100-level geology or hydraulics course. Same as 053:128 (CEE:3328).

012:139 (GEOS:3390) Integrated Watershed Analysis  
Integration of existing knowledge of physical, hydrological, and environmental processes with management issues and challenges in water resources and environmental management; aspects of water quantity and quality, water use and treatment; basin management issues related to forestry, agriculture, urbanization, floods, droughts.

012:140 (GEOS:1400) Natural Disasters  
How earth-atmosphere-hydrosphere-space systems produce events catastrophic to humans on the scale of individual lives to civilizations; root causes of earthquakes, landslides, volcanic eruptions, floods, hurricanes, tsunami, tornadoes, and asteroid impact, and their local, national, and global impact; spatial and temporal occurrences of these hazards; methods and processes for hazard preparedness, response, and recovery; social, economic, and policy aspects that affect and compound the magnitude of disasters associated with natural phenomena; case studies drawn from contemporary and ancient societies. GE: Natural Sciences without Lab.
012:141 (GEOS:3410) Analytical Methods  2 s.h.
Theory and practice of analyzing the chemical, isotopic, and mineralogical compositions of rocks, organic materials, and waters; use of modern analytical instruments. Offered spring semesters. Prerequisites: 004:007 (CHEM:1070), 012:150 (GEOS:3500), and 029:012 (PHYS:1512) or 029:082 (PHYS:1612).

012:142 (GEOS:4420) Vertebrate Osteology and Phylolgy  3 s.h.
Anatomy of the vertebrate skeleton from developmental, functional, and phylogenetic perspectives; relationship between skeletal, muscular, and nervous systems; history of the skeleton through modern forms; lecture and laboratory. Prerequisites: 012:122 (GEOS:3220) or 213:190 (ANTH:3305).

012:144 (GEOS:4440) Phylogenetics and Biodiversity  3 s.h.
Methods available for reconstructing evolutionary history and measuring biodiversity, including distance, parsimony, likelihood, and taxic approaches; applications to molecular and morphological systematics, historical biogeography, study of diversity through time. Prerequisites: 02:031 (BIOL:1411) and 002:032 (BIOL:1412), or 012:004 (GEOS:1040) or 012:121 (GEOS:3210).

012:145 (GEOS:4450) Morphometrics  1-3 s.h.
Quantitative methods for collection and analysis of morphologic data, including 2-D and 3-D geometric morphometrics and use of multivariate statistical methods to study of size and shape; applications of morphometric techniques to study development, adaptation, variation within and among species, related topics in paleontology and evolutionary biology. Offered alternate years. Prerequisites: 012:004 (GEOS:1040) or 012:121 (GEOS:3210).

012:149 (GEOS:4490) Elements of Geochemistry  3 s.h.
Introduction to application of chemical principles to solution of geologic problems concerning earth and environmental processes; origin of elements, chemical differentiation of Earth and the solar system, geochronology, application of radiogenic and stable isotopes, chemical equilibrium, elementary thermodynamics and kinetics, carbonate and silicate stability relationships, chemical weathering, adsorption, trace element behavior, oxidation-reduction reactions, characterization of surface and ground waters, and ocean chemistry. Prerequisites: 004:008 (CHEM:1080) and 012:005 (GEOS:1050).

012:150 (GEOS:3500) Igneous and Metamorphic Petrology  4 s.h.
Nature, origin, and petrography of igneous and metamorphic rocks in hand specimen and thin-section. Offered spring semesters. Prerequisites: 012:003 (GEOS:1030) or 012:005 (GEOS:1050), 22:001 (MATH:0100) or 22M:003 (MATH:3030) or 22M:005 (MATH:1010), 004:007 (CHEM:1070) or 004:011 (CHEM:1110), and 012:041 (GEOS:2410).

012:152 (GEOS:4520) Isotope Geochemistry  3 s.h.
Radiogenic and stable isotope systematics, applications to geological, cosmological, and environmental problems.

Microscopy methods for research; all aspects of research, from sample preparation to imaging to data analysis; when to use a particular microscopy procedure; theory, operation, and application of scanning electron microscopy, scanning probe microscopy, laser scanning microscopy, X-ray microanalysis. Requirements: a physical science course. Same as 052:156 (CBE:4156), 060:156 (ACB:4156).

012:159 (GEOS:3090) Topics in Museum Studies  1 s.h.
Systematic and analytic methods used for research in physical collections; tutorials in collection building, curation, and preservation; designed by members of the University of Iowa Collections Coalition. Same as 024:190 (MUSM:3090).

012:160 (GEOS:4200) Advanced Collection Care and Management  3 s.h.
Builds on 024:120 (MUSM:3200); types of museum objects and materials, their care and management; care, storage, and use of paper, books, photographs, works of art, electronic information media, textiles, furniture, archaeological artifacts, natural history specimens, archives; digitization projects, integrated pest management, risk assessment, museum security, museum construction and renovation, grant writing; for students planning museum careers or for professions that require care of collections. Prerequisites: 012:120 (GEOS:3200) or 024:120 (MUSM:3200). Same as 024:140 (MUSM:4200).

012:166 (GEOS:4630) Hydrogeology  3 s.h.
Role of groundwater in water cycle, subsurface water profile, aquifers and aquitards, basic principles and laws of physical and chemical processes of groundwater flow and contaminant transport in geological formations for sustainable development and protection of groundwater resources; groundwater geology and hydrology, regional aquifer systems, well hydraulics and pumping test and their analyses, groundwater contamination and remediation, management and sustainability of groundwater resources.

012:168 (GEOS:4680) Field Methods in Hydrologic Science  3 s.h.
Collection and interpretation of physical hydrology and hydraulics field measurements; basic data quality assurance and quality control; hands-on experience with field equipment and data collection; may lead to Hydrologic Technician Certification by American Institute of Hydrology. Prerequisites: 012:102 (GEOS:3020) or 012:112 (GEOS:4831) or 012:138 (GEOS:3380) or 012:139 (GEOS:3390) or 012:166 (GEOS:4630) or 012:172 (GEOS:4720) or 012:179 (GEOS:4790) or 012:180 (GEOS:4800) or 053:071 (CEE:3371) or 057:020 (ENGR:2510) or 035:071 (CEE:3371) or 057:020 (ENGR:2510) or 159:102 (ENVS:3020).

012:170 (GEOS:4700) Evolution of Ecosystems  3 s.h.
Evolutionary history of terrestrial and marine ecosystems; ecological processes from population to ecosystem levels; community assembly, trophic levels, networks, biodiversity dynamics; practical aspects of paleoecological data collection, statistical analysis, modeling. Requirements: two courses in geoscience, biology, environmental sciences, anthropology, or geography. Same as 159:170 (ENVS:4700).
012:171 (GEOS:4710) Evolution of Plants 3 s.h.
Evolutionary history of plants over geologic time: relationships, morphology, and fossil record of major plant lineages; patterns and processes in evolution of plant morphology and diversity; ecological innovations and evolution of terrestrial ecosystems; relationships between biotic and environmental change; paleobotanical tools in stratigraphy, paleoclimatology, sedimentology; practical aspects of paleobotanical data collection, statistical analysis, modeling; field trip. Requirements: two courses in geoscience, anthropology, biology, environmental science, or geography.

012:172 (GEOS:4720) Glacial and Pleistocene Geology 3 s.h.
Introduction to glaciers and glacial and interglacial Earth systems; linkages among glacial, oceanic, and atmospheric systems and their effects on landscapes and biota over the past two million years; how oceans, atmosphere, and glaciers interact and landscape effects of past glacial and interglacial cycles. Requirements: physical geology or physical geography or anthropology.

012:174 (GEOS:3206) Seminar: Taphonomy 3 s.h.
Taphonomy (study of fossil record in paleontology and archaeology); processes for accumulation, modification, and deposition of remains in prehistory; instruction by archaeologist and paleontologist. Requirements: graduate standing. Same as 113:174 (ANTH:3206).

012:175 (GEOS:4750) Mineral and Petroleum Exploration Geology 3 s.h.
Fundamentals of resource exploration philosophy and methods, with project-based presentation of techniques and strategies for mineral exploration and petroleum exploration; integration and evaluation of geological, geochemical, and geophysical techniques for mineral exploration; hydrocarbon systems and seismic interpretation for petroleum exploration. Corequisites: 012:132 (GEOS:3840) and 012:150 (GEOS:3500).

012:177 (GEOS:3770) Global Stratigraphy 3 s.h.
Types of stratigraphy (e.g., biostratigraphy, lithostratigraphy, sequence stratigraphy, chronostratigraphy, magnetostratigraphy, cyclostratigraphy) that share a number of procedures and practices and how differences cloud understanding of Earth history; central role of stratigraphy in modern geoscience pursuits; issue of time in stratigraphic record as an organizing theme for investigation of comparative stratigraphy.

012:178 (GEOS:4870) Applied Geostatistics 3 s.h.
Applications of geostatistical methods to geology, geography, hydrology, environmental sciences, and engineering: variogram, Kriging, analysis of spatial-variated data with varied computer software in participants’ specialties. Same as 044:188 (GEOS:4870).

012:179 (GEOS:4790) Engineering Geology 3 s.h.
Application of geology, water, and earth processes to civil and environmental engineering practice; physical properties of rock and soil, geologic mapping and surveying, ground water supplies and wells, stream engineering, watershed management, site investigations for environmental assessment, and geologic hazards. Prerequisites: 012:003 (GEOS:1030) or 012:005 (GEOS:1050) or 012:008 (GEOS:1080).

012:180 (GEOS:4800) Survey of Geophysical Methods 3 s.h.
Geophysical methods used to address geological and engineering problems (e.g., finding petroleum and mineral deposits, studying groundwater resources, tracing contaminant plumes, evaluating archaeological sites); methods including gravity, magnetics, radiometrics, refraction and reflection seismography, geophysical well logging, and geoelectrical methods (direct current, frequency- and time-domain electromagnetics, induced polarization, magnetic resonance surveying, ground-penetrating radar); capabilities, drawbacks, costs; planning and budgeting surveys, processing the resulting digital data. Requirements: introductory geology or physics.

012:184 (GEOS:4660) Groundwater Modeling 3 s.h.
Groundwater flow and contaminant transport modeling; numerical methods, applications of groundwater modeling to water supply, groundwater resources evaluation, remediation design using software; GMS (MODFLOW, MODPATH, and MT3D). Prerequisites: 012:166 (GEOS:4630) or 053:103 (CEE:4103), and 22M:026 (MATH:1860). Same as 053:104 (CEE:4104).

012:185 (GEOS:4620) Approaches to Geoarchaeology 3 s.h.
Geoarchaeology as multidisciplinary contextual framework for human paleoecology; natural processes that create the archaeological record, approaches to reconstructing landscapes of the past as a context for archaeological deposits; weekend field trip. Prerequisites: 012:136 (GEOS:3360) or 012:172 (GEOS:4720) or 113:161 (ANTH:3205) or 113:164 (ANTH:4205). Same as 113:189 (ANTH:4620).

012:189 (GEOS:5120) Global Change Seminar 1-2 s.h.
Current global change issues, including climate change, ecosystems changes and conservation, energy; seminar format with student presentations.

012:191 (GEOS:5820) Tectonics 3 s.h.
Dynamic processes responsible for crustal genesis, plate movements, mountain building; plate boundary zones; sedimentologic, structural, petrologic, geophysical characteristics of major tectonic settings; multidisciplinary approach; week-long field trip. Prerequisites: 012:132 (GEOS:3840).

012:193 (GEOS:3150) Sustainability Project arr.
Individual or collective project related to sustainability by a student or students under the direction and supervision of a faculty member; involves regularly scheduled meetings, data collection and interpretation, and a final project report.

012:197 (GEOS:5370) American Association of Petroleum Geologists Fall Field Trip 1 s.h.
Resource-related topics in mineral and hydrocarbon exploration; joint field trip with Iowa State University. Requirements: AAPG student chapter member or graduate standing, and basic understanding of mineralogy, petrology, and structural geology.

Primarily for Graduate Students

012:201 (GEOS:5010) Geoscience Seminar Series 1 s.h.
Scholarly work and research in geoscience.

012:207 (GEOS:5070) Geologic Orientation 1 s.h.
Department degree requirements, programs; field survey of local geology; tips for TAs; introduction to specialized facilities; for new graduate students.

012:215 (GEOS:5015) American Association of Petroleum Geologists Fall Field Trip 1 s.h.
Resource-related topics in mineral and hydrocarbon exploration; joint field trip with Iowa State University. Requirements: AAPG student chapter member or graduate standing, and basic understanding of mineralogy, petrology, and structural geology.
012:225 (GEOS:6250) Paleontology Seminar 1-3 s.h.

012:233 (GEOS:5330) Carbonate Petrology 2 s.h.
Identification of constituents and interpretation of genesis, structures, environments of formation, and patterns and processes of diagenesis in limestones; laboratory-based. Requirements: familiarity with optical microscope and sedimentation principles.

012:235 (GEOS:5350) Depositional Environments 3-4 s.h.
Modern patterns of sedimentation; emphasis on interpreting depositional environments of ancient sedimentary rocks and deciphering resulting stratigraphic patterns. Requirements: knowledge of basic sedimentary geology and paleontology.

012:238 (GEOS:5380) Process Geomorphology 1-3 s.h.
Topics in process geomorphology ranging from fluvial dynamics to mass movement to sediment transport and related environmental processes.

012:239 (GEOS:6390) Advanced Watershed Analysis Seminar 1-3 s.h.
Integration of existing knowledge of physical, hydrological, and environmental processes with management issues and challenges in water resources and environmental management; aspects of water quantity and quality, water use and treatment, and basin management issues related to forestry, agriculture, urbanization, floods, droughts.

012:250 (EES:5250) Environmental Seminar 1 s.h.
Environmental topics selected by student and instructor.

012:253 (GEOS:5530) Geochronology 3 s.h.
How to evaluate published ages, and assumptions/errors involved; how to select and sample suitable materials for dating, and choose a suitable dating method and analytical technique; opportunity to develop skills for research and professional careers. Prerequisites: 012:149 (GEOS:4490) or 012:152 (GEOS:4520).

012:257 (GEOS:6570) Tectonics and Petrology Seminar 1-2 s.h.
Topics in tectonics, structural geology, petrology.

012:293 (GEOS:6920) Advanced Structural Geology 3 s.h.
Kinematic and dynamic analysis of deformed rocks; microstructural analysis; strain analysis, field investigations of highly deformed rocks. Prerequisites: 012:132 (GEOS:3840).

Independent research related to theses or dissertations in geoscience.
Economics

Chair
• John L. Solow

Professors
• Gary C. Fethke (Leonard A. Hadley Professor of Leadership), John W. Fuller, Marlynne Beth Ingram (Henry B. Tippie Professor of Economics), Daniel J. Kovenock (J. Edward Lundy Professor), Forrest D. Nelson (Henry B. Tippie Research Fellow), George R. Neumann (George Daly Professor of Economics), Raymond G. Riezman (C. Woody Thompson Professor), Charles H. Whiteman (Leonard A. Hadley Chair in Leadership), Nicholas Yannelis (Henry B. Tippie Research Fellow)

Professors emeriti

Associate professors
• Martin Gervais (Leonard A. Hadley Fellow), John L. Solow (Michael Sandler Research Fellow)

Assistant professors
• Antonio Galvao Jr., Ayca Kaya, Kyungmin (Teddy) Kim, Elena Pastorino

Lecturers
• Stacey L. Brook, Jennifer L. Fuhrman, Blake Whitten

Undergraduate major: B.A., B.S., B.B.A. in Economics
Undergraduate minor: Minor in Economics
Graduate degree: M.A., Ph.D. in Economics
Web site: http://www.tippie.uiowa.edu/economics

Economics is the study of how societies allocate limited resources to achieve competing ends. Using both empirical and deductive methods, economics analyzes incentives, constraints, organizational forms, and market forces to understand patterns of production, exchange, and consumption of goods and services. It treats diverse issues such as wealth and poverty, government expenditures and taxation, prosperity and depression, inflation and unemployment, relations between management and labor, economic growth, environmental protection, health care delivery, the war on drug abuse, free trade versus protectionism, U.S. competitiveness in international markets, and the quality of American education.

The Department of Economics offers degree programs for undergraduates and for graduate students. It also partners with the Departments of Philosophy and Sociology to offer the undergraduate major in ethics and public policy, an interdisciplinary program administered by the Department of Philosophy (College of Liberal Arts and Sciences); see Ethics and Public Policy (p. 282) in the Catalog.

Undergraduate Programs
• Major in economics (Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration)
• Minor in economics

The Tippie College of Business and the College of Liberal Arts and Sciences offer the major in economics. Students may complete the major with their choice of three degrees. The Bachelor of Arts and Bachelor of Science are awarded by the College of Liberal Arts and Sciences; the Bachelor of Business Administration is awarded by the Tippie College of Business.

The B.A. in economics is designed to achieve a balance of economic theory, mathematical tools, and field applications. The B.S. maintains a similar balance but emphasizes development of analytical tools; it prepares students for graduate work in economics or related business and technical fields. The B.B.A. emphasizes economic foundations of business fields: accounting, finance, marketing, business law, and management.

Each program provides an excellent educational background for a variety of positions in business and government. Graduates find employment in banking, financial institutions, industrial firms, and trade organizations and in federal, state, and local government agencies dealing with economic policy, regulation, and analysis. Economics also provides excellent preparation for the study of law and for graduate study in fields such as business management, public administration, hospital and health administration, urban and regional planning, transportation, journalism, political science, and statistics.

All students majoring in economics choose one of three tracks: business economics, policy economics, or analytical economics. The business economics track is designed for students who intend to work in the private sector. The policy economics track is for students interested in earning a degree in law or a graduate degree in a discipline that is not highly quantitative, or in seeking a decision-making position in the public or private sector. The analytical economics track is for students planning to earn a graduate degree in a discipline that is highly quantitative or who plan to pursue technical and/or analytical work in the public or private sector.

The major for each degree (B.A., B.S., and B.B.A.) has three sets of requirements: mathematics and statistics courses that provide the skills needed for understanding economic theory and data; economic theory courses that provide the tools needed for analyzing economic issues; and field courses that apply economic tools to business, social, or specialized analytical issues. The applied field course requirement varies, depending on the student’s choice of track.

Bachelor of Arts

The Bachelor of Arts with a major in economics requires a minimum of 120 s.h., including 32 s.h. of work for the major. The program provides a balance of economic theory, mathematical tools, and field applications. It offers good educational background for a variety of positions in business and government as well as for the study of law and for graduate study.

The major requires a set of courses in mathematics and statistics (11 s.h.), a set in economic theory (6 s.h.), and a set of applied field courses (15 s.h.). Students must choose one of three tracks: business economics, policy economics, or analytical economics. The applied field courses vary depending on the student’s choice of track.

The business economics track is designed for students who intend to work in the private sector. The policy economics track is for students interested in earning a degree in law or a graduate degree in a discipline that is not highly quantitative, or in seeking a decision-making position in the public or private sector. The analytical economics track
is for students planning to earn a graduate degree in a discipline that is highly quantitative or who plan to pursue technical and/or analytical work in the public or private sector.

All B.A. students majoring in economics must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The economic theory courses (06E:104 (ECON:3100) Microeconomic Theory or 06E:106 (ECON:3140) Advanced Microeconomics, and 06E:105 (ECON:3120) Macroeconomics) and three of the five applied field courses in each track must be taken at The University of Iowa.

Students should pay close attention to the order in which they take courses, since some courses are prerequisites for others; see "Prerequisites" below. For help in developing a study plan, visit the Department of Economics web site.

The economics major for the Bachelor of Arts requires the following course work.

**MATHEMATICS AND STATISTICS COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:071 (ECON:2800)</td>
<td>Statistics for Strategy Problems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22M:017 (MATH:1380)</td>
<td>Calculus and Matrix Algebra for Business</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22S:008 (STAT:1030)</td>
<td>Statistics for Business</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

**ECONOMIC THEORY COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:104 (ECON:3100)</td>
<td>Microeconomic Theory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>or 06E:106 (ECON:3140)</td>
<td>Advanced Microeconomics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:105 (ECON:3120)</td>
<td>Macroeconomics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**APPLIED FIELD COURSES**

Five courses are required; course selection is determined by the student's choice of track.

**Business Economics Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06A:002 (ACCT:2200)</td>
<td>Managerial Accounting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:111 (ECON:3160)</td>
<td>Personnel Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:117 (ECON:3200)</td>
<td>Money, Banking, and Financial Markets</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:125 (ECON:3240)</td>
<td>Global Economics and Business</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:141 (ECON:3350)</td>
<td>Industry Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:160 (ECON:3370)</td>
<td>Household Finance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06J:048 (MGMT:2100)</td>
<td>Introduction to Management</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Policy Economics Track**

Four of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:113 (ECON:3180)</td>
<td>Health Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:119 (ECON:3220)</td>
<td>Policy Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:125 (ECON:3240)</td>
<td>Global Economics and Business</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:129 (ECON:3260)</td>
<td>Economic Growth and Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:133 (ECON:3330)</td>
<td>Environmental and Natural Resource Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:135 (ECON:3340)</td>
<td>Regional and Urban Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:145 (ECON:3750)</td>
<td>Transportation Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:165 (ECON:3390)</td>
<td>Sports Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:169 (ECON:3410)</td>
<td>Topics in Policy Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:171 (ECON:4100)</td>
<td>Antitrust Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:172 (ECON:3440)</td>
<td>Law and Economics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One additional economics course numbered 06E:111 (ECON:3160) - 06E:189 (ECON:3900)

**Analytical Economics Track**

Four of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:173 (ECON:3500)</td>
<td>International Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:174 (ECON:3400)</td>
<td>Monetary Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:175 (ECON:3300)</td>
<td>Labor Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:176 (ECON:3420)</td>
<td>Public Sector Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:177 (ECON:3310)</td>
<td>Industrial Organization</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:183 (ECON:3320)</td>
<td>Natural Resource Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:187 (ECON:3850)</td>
<td>Mathematical Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06E:189 (ECON:3900)</td>
<td>Topics in Analytical Economics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One additional economics course numbered 06E:111 (ECON:3160) - 06E:189 (ECON:3900)

**Prerequisites**

Prerequisites for most 100-level courses in economics:

- 06E:001 (ECON:1100) Principles of Microeconomics and 06E:002 (ECON:1200) Principles of Macroeconomics

Prerequisites for 06E:104 (ECON:3100) Microeconomic Theory: 06E:001 (ECON:1100) Principles of Microeconomics and 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business


Prerequisites for courses numbered 06E:171 and above: 06E:104 (ECON:3100) Microeconomic Theory or 06E:105 (ECON:3120) Macroeconomics, or both, depending on the course

**Bachelor of Science**

The Bachelor of Science with a major in economics requires a minimum of 120 s.h., including 33-35 s.h. of work for the major. The program addresses economic theory, mathematical tools, and field applications, with an emphasis on developing skill using analytic tools. It offers good educational background for a variety of positions in business and government as well as for the study of law and for graduate study.

The major requires a set of courses in mathematics and statistics (15-17 s.h.), a set in economic theory (6 s.h.), and a set of applied field courses (12 s.h.). Students must choose one of three tracks: business economics, policy economics, or analytical economics. The applied field courses vary depending on the student’s choice of track.

The business economics track is designed for students who intend to work in the private sector. The policy economics track is for students interested in earning a degree in law or a graduate degree in a discipline that is not highly quantitative, or in seeking a decision-making position in the public or private sector. The analytical economics track is for students planning to earn a graduate degree in a discipline that is highly quantitative or who plan to pursue technical and/or analytical work in the public or private sector.
All B.S. students majoring in economics must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The economic theory courses (06E:104 (ECON:3100) Microeconomic Theory or 06E:106 (ECON:3140) Advanced Microeconomics, and 06E:105 (ECON:3120) Macroeconomics) and three of the four applied field courses in each track must be taken at The University of Iowa.

Students should pay close attention to the order in which they take courses, since some courses are prerequisites for others; see "Prerequisites" below. For help in developing a study plan, visit the Department of Economics web site.

The economics major for the Bachelor of Science requires the following course work.

**MATHEMATICS AND STATISTICS COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>3 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:184 (ECON:4800)</td>
<td>Introduction to Econometrics</td>
<td></td>
</tr>
<tr>
<td>22M:025 (MATH:1850)</td>
<td>Calculus I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22M:026 (MATH:1860)</td>
<td>Calculus II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22S:120 (STAT:3120)</td>
<td>Probability and Statistics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>or 22S:130 (STAT:3100)-22S:131 (STAT:3101) Introduction to Mathematical Statistics</td>
<td>6 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

The department recommends that students planning to pursue a graduate degree in economics take 22S:120 (STAT:3120) Probability and Statistics rather than 22S:120 (STAT:3120). It also recommends that they take additional courses in mathematics, including 22M:027 (MATH:2700) Introduction to Linear Algebra, 22M:028 (MATH:2850) Calculus III, and 22M:100 (MATH:3600) Introduction to Ordinary Differential Equations.

**ECONOMIC THEORY COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>3 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:104 (ECON:3100)</td>
<td>Microeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>or 06E:106 (ECON:3140)</td>
<td>Advanced Microeconomics</td>
<td></td>
</tr>
<tr>
<td>06E:105 (ECON:3120)</td>
<td>Macroeconomics</td>
<td></td>
</tr>
</tbody>
</table>

**APPLIED FIELD COURSES**

Four courses are required; course selection is determined by the student’s choice of track.

**Business Economics Track**

Four of these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>3 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>06A:002 (ACCT:2200)</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>06E:111 (ECON:3160)</td>
<td>Personnel Economics</td>
<td></td>
</tr>
<tr>
<td>06E:117 (ECON:3200)</td>
<td>Money, Banking, and Financial Markets</td>
<td></td>
</tr>
<tr>
<td>06E:125 (ECON:3240)</td>
<td>Global Economics and Business</td>
<td></td>
</tr>
<tr>
<td>06E:141 (ECON:3350)</td>
<td>Industry Analysis</td>
<td></td>
</tr>
<tr>
<td>06E:160 (ECON:3370)</td>
<td>Household Finance</td>
<td></td>
</tr>
<tr>
<td>06J:048 (MGMT:2100)</td>
<td>Introduction to Management</td>
<td></td>
</tr>
</tbody>
</table>

**Policy Economics Track**

Three of these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>3 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:113 (ECON:3180)</td>
<td>Health Economics</td>
<td></td>
</tr>
<tr>
<td>06E:119 (ECON:3220)</td>
<td>Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>06E:125 (ECON:3240)</td>
<td>Global Economics and Business</td>
<td></td>
</tr>
<tr>
<td>06E:129 (ECON:3260)</td>
<td>Economic Growth and Development</td>
<td></td>
</tr>
<tr>
<td>06E:133 (ECON:3330)</td>
<td>Environmental and Natural Resource Economics</td>
<td></td>
</tr>
<tr>
<td>06E:135 (ECON:3340)</td>
<td>Regional and Urban Economics</td>
<td></td>
</tr>
<tr>
<td>06E:145 (ECON:3750)</td>
<td>Transportation Economics</td>
<td></td>
</tr>
<tr>
<td>06E:165 (ECON:3390)</td>
<td>Sports Economics</td>
<td></td>
</tr>
<tr>
<td>06E:169 (ECON:3410)</td>
<td>Topics in Policy Economics</td>
<td></td>
</tr>
<tr>
<td>06E:171 (ECON:4100)</td>
<td>Antitrust Economics</td>
<td></td>
</tr>
<tr>
<td>06E:172 (ECON:3440)</td>
<td>Law and Economics</td>
<td></td>
</tr>
</tbody>
</table>

One additional economics course numbered 06E:111 (ECON:3160) - 06E:189 (ECON:3900) - 06E:189 (ECON:3900)

**Analytical Economics Track**

Three of these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>3 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:173 (ECON:3500)</td>
<td>International Economics</td>
<td></td>
</tr>
<tr>
<td>06E:174 (ECON:3400)</td>
<td>Monetary Economics</td>
<td></td>
</tr>
<tr>
<td>06E:175 (ECON:3300)</td>
<td>Labor Economics</td>
<td></td>
</tr>
<tr>
<td>06E:176 (ECON:3420)</td>
<td>Public Sector Economics</td>
<td></td>
</tr>
<tr>
<td>06E:177 (ECON:3310)</td>
<td>Industrial Organization</td>
<td></td>
</tr>
<tr>
<td>06E:183 (ECON:3320)</td>
<td>Natural Resource Economics</td>
<td></td>
</tr>
<tr>
<td>06E:187 (ECON:3850)</td>
<td>Mathematical Economics</td>
<td></td>
</tr>
<tr>
<td>06E:189 (ECON:3900)</td>
<td>Topics in Analytical Economics</td>
<td></td>
</tr>
</tbody>
</table>

One additional economics course numbered 06E:111 (ECON:3160) - 06E:189 (ECON:3900)

**Prerequisites**


Prerequisites for most 100-level courses in economics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>3 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:001 (ECON:1100)</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>06E:002 (ECON:1200)</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites for 06E:104 (ECON:3100) Microeconomic Theory: 06E:001 (ECON:1100) Principles of Microeconomics and 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business

Prerequisites for 06E:105 (ECON:3120) Macroeconomics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>3 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:002 (ECON:1200)</td>
<td>Principles of Macroeconomics and 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites for courses numbered 06E:171 and above: 06E:104 (ECON:3100) Microeconomic Theory or 06E:105 (ECON:3120) Macroeconomics, or both, depending on the course


**Bachelor of Business Administration**

The Bachelor of Business Administration with a major in economics requires a minimum of 120 s.h., including 18 s.h. of work for the major. The program emphasizes economic foundations of business fields: accounting, finance, marketing, business law, and management. It provides good educational background for a variety of positions in business and government as well as for the study of law and for graduate study.
All students must complete the B.B.A. common requirements: the General Education courses, the prerequisites to the business core, and the business core; see "Common Requirements" in the Bachelor of Business Administration (p. 632) section of the Catalog.

The major requires a set of courses in mathematics and statistics, which students take as part of the B.B.A. common requirements; a set in economic theory (6 s.h.); and a set of applied field courses (12 s.h.). Students majoring in economics choose one of three tracks: business economics, policy economics, or analytical economics. The applied field courses vary depending on the student’s choice of track.

The business economics track is designed for students who intend to work in the private sector. The policy economics track is for students interested in earning a degree in law or a graduate degree in a discipline that is not highly quantitative, or in seeking a decision-making position in the public or private sector. The analytical economics track is for students planning to earn a graduate degree in a discipline that is highly quantitative or who plan to pursue technical and/or analytical work in the public or private sector.

Students may request permission to apply a limited amount of transfer credit or correspondence credit toward requirements for the major, but they should take the economic theory courses (06E:104 (ECON:3100) Microeconomic Theory or 06E:106 (ECON:3140) Advanced Microeconomics, and 06E:105 (ECON:3120) Macroeconomics) at The University of Iowa.

Students should pay close attention to the order in which they take courses, since some courses are prerequisites for others; see "Prerequisites" below. For help in developing a study plan, visit the Department of Economics web site.

The economics major for the Bachelor of Business Administration requires the following course work.

**MATHEMATICS AND STATISTICS COURSES**
Students take these courses as part of the B.B.A. common requirements.

06E:071 (ECON:2800) Statistics for Strategy Problems 3 s.h.
22M:017 (MATH:1380) Calculus and Matrix Algebra for Business 4 s.h.
22S:008 (STAT:1030) Statistics for Business 4 s.h.

**ECONOMIC THEORY COURSES**
06E:104 (ECON:3100) Microeconomic Theory 3 s.h.
or
06E:106 (ECON:3140) Advanced Microeconomics 3 s.h.
06E:105 (ECON:3120) Macroeconomics 3 s.h.

**APPLIED FIELD COURSES**
Four courses are required; course selection is determined by the student’s choice of track.

**Business Economics Track**
Four of these:

06E:111 (ECON:3160) Personnel Economics 3 s.h.
06E:117 (ECON:3200) Money, Banking, and Financial Markets 3 s.h.
06E:125 (ECON:3240) Global Economics and Business 3 s.h.
06E:141 (ECON:3350) Industry Analysis 3 s.h.
06E:160 (ECON:3370) Household Analysis 3 s.h.

**Policy Economics Track**
Three of these:

06E:113 (ECON:3180) Health Economics 3 s.h.
06E:119 (ECON:3220) Policy Analysis 3 s.h.
06E:125 (ECON:3240) Global Economics and Business 3 s.h.
06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
06E:133 (ECON:3330) Environmental and Natural Resource Economics 3 s.h.
06E:135 (ECON:3340) Regional and Urban Economics 3 s.h.
06E:145 (ECON:3750) Transportation Economics 3 s.h.
06E:165 (ECON:3390) Sports Economics 3 s.h.
06E:169 (ECON:3410) Topics in Policy Economics arr.
06E:171 (ECON:4100) Antitrust Economics 3 s.h.
06E:172 (ECON:3440) Law and Economics 3 s.h.

One additional economics course numbered

06E:111 (ECON:3160) - 06E:189 (ECON:3900)

**Analytical Economics Track**
Three of these:

06E:173 (ECON:3500) International Economics 3 s.h.
06E:174 (ECON:3400) Monetary Economics 3 s.h.
06E:175 (ECON:3320) Labor Economics 3 s.h.
06E:176 (ECON:3420) Public Sector Economics 3 s.h.
06E:177 (ECON:3310) Industrial Organization 3 s.h.
06E:183 (ECON:3320) Natural Resource Economics 3 s.h.
06E:187 (ECON:3850) Mathematical Economics 3 s.h.
06E:189 (ECON:3900) Topics in Analytical Economics arr.

One additional economics course numbered

06E:111 (ECON:3160) - 06E:189 (ECON:3900)

**Prerequisites**
Prerequisites for most 100-level courses in economics:
06E:001 (ECON:1100) Principles of Microeconomics and 06E:002 (ECON:1200) Principles of Macroeconomics

Prerequisites for 06E:104 (ECON:3100) Microeconomic Theory: 06E:001 (ECON:1100) Principles of Microeconomics and 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business


Prerequisites for courses numbered 06E:171 and above: 06E:104 (ECON:3100) Microeconomic Theory or 06E:105 (ECON:3120) Macroeconomics, or both, depending on the course

**Four-Year Graduation Plan**
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)
Bachelor of Arts, Bachelor of Science

Before the third semester begins: at least one-quarter of the semester hours required for graduation

Before the fifth semester begins: at least one-half of the semester hours required for graduation, 06E:001 (ECON:1100) Principles of Microeconomics and 06E:002 (ECON:1200) Principles of Macroeconomics, and the math component of quantitative courses required for major

Before the seventh semester begins: three-quarters of the semester hours required for graduation, 06E:104 (ECON:3100) Microeconomic Theory and 06E:105 (ECON:3120) Macroeconomics, and one 100-level economics course

Before the eighth semester begins: three 100-level economics courses and the statistics component of the quantitative course requirement

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Bachelor of Business Administration

The following checkpoints are designed for students who enter the University as first-year pre-business students. In order to stay on the plan, students must maintain the grade-point average required for guaranteed admission to the Tippie College of Business and must apply for admission to the college by the established deadline.

Students must take 06B:100 (BUS:3000) Business Communication and Protocol during their first year after admission to the Tippie College of Business.

Before the third semester begins:
06E:001 (ECON:1100) Principles of Microeconomics or 06E:002 (ECON:1200) Principles of Macroeconomics, 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business, and 22S:008 (STAT:1030) Statistics for Business, or equivalents; and at least one-quarter of the semester hours required for graduation

Before the fifth semester begins:
06A:001 (ACCT:2100) Introduction to Financial Accounting, 06A:002 (ACCT:2200) Managerial Accounting, and 06E:001 (ECON:1100) Principles of Microeconomics or 06E:002 (ECON:1200) Principles of Macroeconomics (whichever has not already been taken), or equivalents; all General Education requirements; and at least half of the semester hours required for graduation

Before the seventh semester begins: business core requirements, approximately half of the course work in the major (varies by major), and three-quarters of the semester hours required for graduation

Before the eighth semester begins: approximately three-quarters of course work in the major

During the eighth semester: all remaining course work in the major, and a sufficient number of semester hours to graduate

Honors

Bachelor of Arts, Bachelor of Science

College of Liberal Arts and Sciences students majoring in economics are encouraged to take part in the economics honors program, which provides opportunities for high-achieving students to pursue special research interests. To enter the economics honors program, students must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 (contact the University of Iowa Honors Program for more information). They also must complete 06E:104 (ECON:3100) Microeconomic Theory and 06E:105 (ECON:3120) Macroeconomics before the senior year. Interested students should consult the department’s honors advisor by the second semester of their junior year.

Honors students typically register for 06E:194 (ECON:3999) Honors Seminar in the fall of the senior year. To graduate with honors in the major, they define and complete a research project under the guidance of a supervising faculty member, earning up to 6 s.h. in 06E:195 (ECON:4999) Honors Thesis in Economics. They present the thesis orally to a committee of three faculty members, typically the undergraduate honors advisor, the student’s research supervisor, and a third faculty member agreed upon by the student and the honors advisor.

Bachelor of Business Administration

The Tippie College of Business offers qualified B.B.A. students the opportunity to pursue honors study. For more information, contact the Undergraduate Program Office or see “B.B.A. with Honors” in the Bachelor of Business Administration (p. 632) section of the Catalog.

Minor

The minor in economics requires a minimum of 15 s.h. in economics courses, including 12 s.h. taken at The University of Iowa in courses numbered above 06E:100. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

Courses for Nonmajors

Students in the College of Liberal Arts and Sciences may wish to use economics courses as part of other majors or the General Education Program (p. 306). The introductory courses 06E:001 (ECON:1100) Principles of Microeconomics and 06E:002 (ECON:1200) Principles of Macroeconomics are approved for the Social Sciences area of General Education; they introduce the field of economics and the specialized topics of upper-division courses. The intermediate theory courses 06E:104 (ECON:3100) Microeconomic Theory and 06E:105 (ECON:3120) Macroeconomics provide a deeper foundation in the core theories and methods of the discipline. They serve as preparation for upper-division field courses or as terminal courses in an economics study plan.

Undergraduate Economics Forum

Students are invited to join the undergraduate Economics Forum. The group sponsors programs to help students plan for careers or graduate study and holds social events, special lectures, and round-table discussions. It provides opportunities for students to meet other economics majors and department faculty members.

Graduate Programs

- Master of Arts in economics
- Doctor of Philosophy in economics

The department partners with the College of Law to offer a joint degree program; see "Joint Ph.D./J.D." later in this section. It also participates in the M.B.A. program, which is offered by the Tippie School of Management; see Master of Business Administration Program (p. 677) in the Catalog.

Master of Arts

The Master of Arts is offered only to students working toward a Ph.D. in economics.

Doctor of Philosophy

The Doctor of Philosophy program in economics requires a minimum of 72 s.h. of graduate credit. The program provides rigorous training in economic theory, econometrics, and applied economics. It has six components: a coordinated sequence of core courses, a qualifying examination, a research paper, a set of major field courses, a dissertation proposal and comprehensive examination, and a dissertation. Requirements are as follows.

CORE SEQUENCE

First semester:
- 06E:200 (ECON:5000) Economic Analysis I 3 s.h.
- 06E:203 (ECON:5100) Microeconomics I 3 s.h.
- 06E:204 (ECON:5200) Macroeconomics I 3 s.h.

Second semester:
- 06E:201 (ECON:5010) Economic Analysis II 3 s.h.
- 06E:205 (ECON:5110) Microeconomics II 3 s.h.
- 06E:206 (ECON:5210) Macroeconomics II 3 s.h.

Third semester:
- 06E:221 (ECON:5800) Econometrics 3 s.h.

Fourth semester:
- 06E:222 (ECON:5810) Applied Econometrics 3 s.h.

QUALIFYING EXAMINATION

The qualifying examination is normally taken the summer after the first year.

RESEARCH PAPER

The research paper is normally completed the summer after the second year.

MAJOR FIELD COURSES

Each student chooses a major study area in addition to the core courses. The requirement for the major area is a minimum of 24 s.h. of intensive study in a field and in courses that enable students to understand the relationship between their specialty and related fields.

DISSERTATION PROPOSAL AND COMPREHENSIVE EXAMINATION

Students must defend a dissertation proposal in a comprehensive examination within one year of completing the research paper requirement.

DISSERTATION

Submission of the completed dissertation and an oral defense of the dissertation research completes the Ph.D. program.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. Application deadline for admission and financial support is January 15 for fall semester entry.

Applicants must take the Graduate Record Examination (GRE) General Test and have their scores sent to the University. Those whose first language is not English and who do not hold a baccalaureate or advanced degree from an accredited college or university in the United States must take the Test of English as a Foreign Language (TOEFL) and have their scores sent to the University.

Separate application to each degree program is required. Applicants must submit a completed Application for Graduate Admission, official transcripts from all institutions they have attended, and all official test scores to the University of Iowa Office of Admissions. They may upload unofficial transcripts, statements of purpose, résumés, and reference information to the Tippie College of Business Ph.D. applicant portal.

Joint Ph.D./J.D.

The Department of Economics and the College of Law offer a joint Doctor of Philosophy/Juris Doctor program; for information about the J.D. degree, see "Juris Doctor" in the College of Law (p. 962) section of the Catalog. Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the joint degree program.

Special Seminar

Each year the department offers a seminar program that brings eminent economists from other universities and from government agencies to The University of Iowa campus. Presentations by Department of Economics faculty members and students also are featured.

Courses

Primarily for Undergraduates

Students may take 06E:001 (ECON:1100) Principles of Microeconomics and 06E:002 (ECON:1200) Principles of Macroeconomics in either order or simultaneously. They are approved for the Social Sciences area of the College of Liberal Arts and Sciences General Education Program.
06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
Organization, workings of modern economic systems; role of markets, prices, competition in efficient allocation of resources and promotion of economic welfare; alternative systems; international trade. Requirements: B.B.A. students cannot use this course for General Education social sciences. GE: Social Sciences.

06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.
National income and output, employment and inflation; money, credit; government finance; monetary, fiscal policy; economic growth, development; international finance. Requirements: B.B.A. students cannot use this course for General Education social sciences. GE: Social Sciences.

06E:029 (ECON:1300) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

06E:071 (ECON:2800) Statistics for Strategy Problems 3 s.h.
Continuation of 22S:008 (STAT:1030); working knowledge of statistical techniques, scientific data-based approach to problem formulation and solution, statistical techniques in the context of real data analysis, assessment of defects in statistical analyses, using data for making business decisions, choosing appropriate statistical procedures, developing skill in communicating statistical results to audiences without knowledge of statistics. Prerequisites: 22M:017 (MATH:1380) and 22S:008 (STAT:1030).

06E:104 (ECON:3100) Microeconomic Theory 3 s.h.
Economic theory of the behavior of consumers, producers, and other economic agents; role of markets in coordinating economic activity, conditions that markets require for efficient allocation of resources; market imperfections; strategic behavior of economic actors. Prerequisites: 06E:001 (ECON:1100) and 22M:017 (MATH:1380).

06E:105 (ECON:3120) Macroeconomics 3 s.h.
Measurement of macroeconomic indicators; economic growth and business cycles; use of macroeconomic models to study the role of government fiscal and monetary policies. Prerequisites: 06E:002 (ECON:1200) and 22M:017 (MATH:1380).

06E:106 (ECON:3140) Advanced Microeconomics 3 s.h.
Mathematical treatment of the economic theory of the behavior of consumers, producers, and other economic agents; the role of markets in coordinating economic activity and the conditions required by those markets for an efficient allocation of resources; market imperfections; and the strategic behavior of economic actors. Prerequisites: 06E:001 (ECON:1100), and 22M:017 (MATH:1380) or 22M:025 (MATH:1850). Recommendations: 22M:025 (MATH:1850).

06E:111 (ECON:3160) Personnel Economics 3 s.h.
Microeconomic analysis of labor markets, related institutions; labor supply decisions made by workers, labor demand decisions made by firms, market equilibrium; economic analysis of unions; returns to education; family decisions. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:113 (ECON:3180) Health Economics 3 s.h.
Structure of America's health care industry, economic analysis applied to its problems of production, pricing, distribution; cost-effectiveness, financing of medical costs, role of government. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:117 (ECON:3200) Money, Banking, and Financial Markets 3 s.h.
Role of money, institutions in determination of income, employment, prices in domestic and world economy. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:119 (ECON:3220) Policy Analysis 3 s.h.
Economic functions of government in modern economies; economic decision making; budgetary processes; effects of government expenditures, taxation on allocation of resources, distribution of income, economic growth, stability. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:125 (ECON:3240) Global Economics and Business 3 s.h.
Modern theories of international trade and investment; role of tariffs and other restrictions of international trade; foreign exchange markets, international monetary arrangements, international economic policy. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
Determinants of rising living standards; accumulation of physical and human capital; predictions of economic growth models compared to observed changes in living standards. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:133 (ECON:3330) Environmental and Natural Resource Economics 3 s.h.
Environmental and resource use problems; efficient mechanisms and other policies for environmental protection, management of common property resources. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200). Same as 102:135 (URP:3135).

06E:135 (ECON:3340) Regional and Urban Economics 3 s.h.
Theory of location and regional development; central place theory; why cities exist and trade with one another; models of land use patterns, rents; empirical tests of models; policy applications. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200). Same as 102:134 (URP:3134).

06E:141 (ECON:3350) Industry Analysis 3 s.h.
Structural evolution; imperfect competition, resource allocation; development of public policy on monopoly; selected industries. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:145 (ECON:3750) Transportation Economics 3 s.h.
Overview of transportation markets—intercity, rural, urban; transportation modes—rail, highway, air, water, pipeline, transit; issues in finance, policy, planning, management, physical distribution, and environmental, economic, and safety regulation. Recommendations: 06E:001 (ECON:1100) and 06E:002 (ECON:1200). Same as 044:133 (GEOG:3940), 102:133 (URP:3350).
06E:158 (ECON:3360) American Economic History 3 s.h.
Requirements: 06E:001 (ECON:1100) and 06E:002 (ECON:1200) for economics majors; 06E:001 (ECON:1100) and 16A:061 (HIST:2261) for nonmajors. Same as 16A:144 (HIST:3360).

06E:160 (ECON:3370) Household Finance 3 s.h.
Micro- and macroeconomic theory applied to economic decisions of families, households; practical and theoretical issues in income generation, spending and saving decisions, risk management and asset allocation, investments, and intergenerational wealth transfers. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:165 (ECON:3390) Sports Economics 3 s.h.
Theory and literature of economic issues in professional sports; issues such as relative advantages of large-and small-market teams, city subsidies for baseball and football stadiums, star players' true value to their teams; ideas from introductory economics (such as demand and cost curves) combined with additional economic theory, statistical evidence, and information about particular sports. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:169 (ECON:3410) Topics in Policy Economics arr.
Topics vary. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:171 (ECON:4100) Antitrust Economics 3 s.h.
Topics in federal antitrust policy; merger policy, monopolization, predatory pricing, collusion, vertical restrictions, resale price maintenance, enforcement; case law, economics literature. Prerequisites: 06E:104 (ECON:3100) or 091:208 (LAW:8146).

06E:172 (ECON:3440) Law and Economics 3 s.h.
Law examined through analytic tools of microeconomics; impact of legal rules on resource allocation, risk bearing, distribution of economic well-being. Prerequisites: 06E:001 (ECON:1100).

06E:173 (ECON:3500) International Economics 3 s.h.
Neoclassical model of international trade, imperfect competition and international trade and investment, role of trade barriers; regional trade agreements and the World Trade Organization. Requirements: 06E:104 (ECON:3100) and 06E:105 (ECON:3120), or graduate standing.

06E:174 (ECON:3400) Monetary Economics 3 s.h.
Demand for and supply of money; money's role in economy; empirical studies of money's impact; problems with monetary control. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:175 (ECON:3300) Labor Economics 3 s.h.
Labor supply and demand; investments in human capital, compensating wage differentials, discrimination, long-term contracts, occupational choice, family decisions, unions, immigration. Prerequisites: 06E:104 (ECON:3100).

06E:176 (ECON:3420) Public Sector Economics 3 s.h.
Economic functions of government; budgetary processes; effects of government expenditures, taxation on resource allocation, income distribution, economic growth and stability. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:177 (ECON:3310) Industrial Organization 3 s.h.
Market structure; effects of business practices, informational problems on market structure; appraisal of antitrust policies, government regulation of business. Prerequisites: 06E:104 (ECON:3100).

06E:183 (ECON:3320) Natural Resource Economics 3 s.h.
Economics of natural resources; interaction between economic theory, empirical evidence, and public policy; land, water, fish, trees, minerals; externalities. Prerequisites: 06E:104 (ECON:3100).

06E:184 (ECON:4800) Introduction to Econometrics 3 s.h.
Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity, generalized least squares estimation; specification analysis; errors in variables; emphasis on interpretation, application of econometric models, methods, use of computers. Prerequisites: 225:120 (STAT:3120).

06E:185 (ECON:3330) Dynamic Macroeconomics 3 s.h.
Topics vary. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:186 (ECON:3850) Mathematical Economics 3 s.h.
Mathematical structure of economic principles, problems, systems; may include constrained optimization, choice under uncertainty, general equilibrium and welfare economics, dynamical systems and control theory, game theory. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:187 (ECON:3850) Mathematical Economics 3 s.h.
Topics in federal antitrust policy; merger policy, monopolization, predatory pricing, collusion, vertical restrictions, resale price maintenance, enforcement; case law, economics literature. Prerequisites: 06E:104 (ECON:3100) or 091:208 (LAW:8146).

06E:189 (ECON:3900) Topics in Analytical Economics arr.
Topics vary. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:190 (ECON:3870) Federal Reserve Challenge 3 s.h.
Experience doing what Federal Reserve economists do every day: study the real U.S. economy, make forecasts and policy recommendations, defend their views to academic and professional economists; development of analytical skills, teamwork, how to build presentations. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

For Advanced Undergraduates

06E:194 (ECON:3999) Honors Seminar 1-3 s.h.

06E:195 (ECON:4999) Honors Thesis in Economics 3 s.h.
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University Honors Program guidelines; may include empirical research, library research, applied projects. Prerequisites: 06E:194 (BUS:3999) or 06E:195 (ECON:3999). Requirements: admission to the Tippie College of Business honors program.

06E:196 (ECON:4050) Readings and Independent Study in Economics arr.
06E:199 (ECON:4900) Academic Internship
Participation in approved internship program (e.g., Washington Center Internships).

Primarily for Graduate Students
Qualified undergraduates may enroll in graduate-level courses with consent of the department chair.

06E:200 (ECON:5000) Economic Analysis I
Basic metric topology, convex analysis, function spaces, measure theory and integration.

06E:201 (ECON:5010) Economic Analysis II
Behavior under uncertainty, macroeconomic models; dynamic programming, asset pricing, saving, consumption.

06E:203 (ECON:5100) Microeconomics I
Consumer choice theory, producer theory, choice under uncertainty, basic game theory. Offered fall semesters.

06E:204 (ECON:5200) Macroeconomics I
Economic growth, business cycles, money and inflation. Offered fall semesters.

06E:205 (ECON:5110) Microeconomics II
General equilibrium and welfare analysis, adverse selection, the principal-agent problem, social choice, mechanism design. Offered spring semesters. Prerequisites: 06E:203 (ECON:5100).

06E:206 (ECON:5210) Macroeconomics II
Dynamic macroeconomic models; stochastic macroeconomics; time consistency equilibrium business cycle theory. Offered spring semesters. Prerequisites: 06E:204 (ECON:5200).

06E:211 (ECON:6850) Mathematical Economics I
Convex analysis in economic theory: ordinal and cardinal preference relations; quasiconcave, concave numerical representations; separation principle for convex sets—linear programming, concave programming; Brouwer fixed point theorem; existence of competitive equilibrium. Prerequisites: 06E:205 (ECON:5110).

06E:221 (ECON:5800) Econometrics
Statistical inference in single and multiple equation stochastic models, models with nonindependent or nonidentically distributed error structure, dynamic models; OLS, GLS, IV, ML estimation; asymptotic distribution theory; exact, asymptotic hypothesis tests. Prerequisites: 22S:154 (STAT:4101).

06E:222 (ECON:5810) Applied Econometrics
Empirical problems; multiple linear regression, nonlinear regression, maximum likelihood, hazard functions, univariate and multivariate time series, flexible functional forms. Prerequisites: 06E:221 (ECON:5800).

06E:223 (ECON:6800) Econometric Theory I
Inference from data and theory in economic models; emphasis on decision making and simulation methods. Prerequisites: 06E:222 (ECON:5810).

06E:235 (ECON:6500) International Trade Theory
The theory of international trade, including basic models of international trade; capital and labor mobility and trade; protection of international trade; the political economy of international trade; empirical applications of international trade.

06E:241 (ECON:6420) Macroeconomics III
Current research in macroeconomics; development of research topics with emphasis on theoretical and empirical analysis. Prerequisites: 06E:205 (ECON:5110) and 06E:221 (ECON:5800).

06E:245 (ECON:6400) Monetary Theory
Research at the frontier of monetary theory and policy; overlapping generations models, search models of money, representative agent monetary models, intermediation and banking theory, and financial contracts.

06E:250 (ECON:6300) Labor Economics
Problems and models, including intertemporal models of labor markets; uncertainty and labor market activity; retirement decisions, economic theories of fertility; economics of discrimination; job search models; economic models of unions; bargaining and strikes, public sector labor markets; determinants of income distribution; emphasis on empirical verification of theory. Prerequisites: 06E:205 (ECON:5110), and 06E:184 (ECON:4800) or 06E:221 (ECON:5800).

06E:271 (ECON:6310) Industrial Organization
The firm, monopolistic competition, oligopoly and workable competition; industrial organization, nature of equilibrium under uncertainty. Prerequisites: 06E:205 (ECON:5110) and 06E:211 (ECON:6850).

06E:299 (ECON:6900) Contemporary Topics in Economics
Topics not offered in other courses.

06E:300 (ECON:7950) Readings in Economics
arr.

06E:301 (ECON:7975) Thesis in Economics
arr.

Advanced Graduate Seminars

06E:310 (ECON:7000) Seminar in Economic Theory
arr.

06E:311 (ECON:7010) Seminar in Economic Theory II
arr.

06E:321 (ECON:7870) Workshop in Microeconomics
1 s.h.

06E:322 (ECON:7880) Workshop in Macro and Monetary Economics
1 s.h.
Elementary Education

Undergraduate major: elementary education (B.A., B.S.)
Web site: http://www.education.uiowa.edu/teach

Undergraduate Program of Study

• Major in elementary education (Bachelor of Arts, Bachelor of Science)

The College of Education offers the major in elementary education. The major is available with a Bachelor of Arts or a Bachelor of Science; both degrees are awarded by the College of Liberal Arts and Sciences. The College of Education also offers endorsement for instruction of middle school students (secondary education).

Students interested in pursuing a degree in elementary education must first be admitted to the College of Liberal Arts and Sciences and then must apply to the College of Education. Admission to the College of Education’s elementary education program is not guaranteed. In order to be considered for admission to the elementary education program, undergraduates must complete a minimum of 30 s.h. of course work and must have a University of Iowa and a cumulative g.p.a. of at least 3.00. All students must submit PRAXIS I test scores with their application to the Teacher Education Program (TEP). Students should visit with an advisor or speak with Teacher Education Program staff about complete admission requirements.

The elementary education major prepares students to teach kindergarten through sixth grade. Students complete course work in the foundations and methods of teaching. They also complete requirements for an endorsement, choosing from reading, English/language arts, science, social science, and other areas. Program guides are available from the College of Education’s Office of Education Services.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306) and must satisfy all other requirements for graduation with a bachelor’s degree from the College of Liberal Arts and Sciences.

For information about elementary and secondary education curriculum requirements, student teaching, and teacher licensure, see “TEP: Elementary Education (Undergraduate)” and “TEP: Secondary Education (Undergraduate and Graduate)” in the Teaching and Learning (p. 774) (College of Education) section of the Catalog and contact the Office of Education Services.
English

Chair
• Jonathan Wilcox

Professors
• Florence Boos, Ethan Canin, Lan Samantha Chang, Barbara Eckstein, Mary Lou Emery, Ed Folsom, Patricia Foster, James Galvin, Cheryl T. Herr, Kevin Kopelson, Brooks Landon, James Alan McPherson, Christopher Merrill (International Writing Program/English), Peter Nazareth, Judith Pascoe, Horace Porter (English/American Studies), Marilyne Robinson, Phillip Round, Claire Sponsler, Garrett Stewart, Bonnie Sunstein (Teaching and Learning/English), Jonathan Wilcox

Associate professors
• Bluford Adams (English/American Studies), Linda Bolton, Lori Branch, Matthew Brown (English/Center for the Book), Corey Creekmur (English/Cinema and Comparative Literature), John D’Agata, Kathleen Diffley, Claire Fox (English/Spanish and Portuguese), Eric Gidal, Loren Glass, Lina Hill (English/African American Studies), Michael Hill (English/African American Studies), Marie Kruger, Priya Kumar, Kathryn Lavezzo, Mark Levine, Jeff Porter, Laura Rigel (English/American Studies), Robyn Schiff, Thomas Simmons, Alvin Snider, Harilaos Stocopoulos, Miriam Thaggert (English/African American Studies), Doris S. Witt, David Wittenberg

Assistant professors
• Blaine Greteman, Naomi Greyser (Rhetoric/English), Adam Hooks, Stephen Joyce

Lecturers
• Mary Ann Rasmussen (Gender, Women’s, and Sexuality Studies/English), Anne Stapleton

Professors emeriti

Associate professors emeriti
• Paul Diehl, Robert F. Woerner, Fredrick Woodard

Assistant professor emeritus
• John B. Harper

Undergraduate major: English (B.A.)
Undergraduate minor: English
Graduate degrees: M.A. in English; M.F.A. in English (creative writing, nonfiction writing); Ph.D. in English
Web site: http://english.uiowa.edu/

The Department of English offers courses in literature, cultural studies, language, and writing. In these courses, students read poetry, fiction, essays, criticism, and theory to acquire methods for understanding literature and culture. In addition to providing these essential elements of a liberal arts and sciences education, the department’s courses can augment students’ specialized interests in other fields.

Many undergraduate and graduate students enroll in the department’s degree programs. Most Ph.D. students in English are preparing for careers as teachers and scholars, and many M.F.A. students in the creative writing program and the nonfiction writing program are preparing for lives as storytellers, essayists, and poets. The B.A. and M.A. programs provide valuable training for careers in a variety of fields. Students who have earned English degrees from The University of Iowa write for advertising firms, newspapers, the entertainment industry and book publishers; teach in primary and secondary schools; practice law and medicine; work in business, industry, and nonprofits; and participate in state and federal government. As far as possible, a student’s course of study is arranged to meet his or her individual needs and objectives.

The Department of English participates in several of the University’s interdisciplinary units: the Departments of American Studies, Cinema and Comparative Literature, and Gender, Women’s, and Sexuality Studies; the African American Studies Program; the American Indian and Native Studies Program; the Center for the Book; and the Project on Rhetorics of Inquiry (POROI).

WRITING PROGRAMS

For the past 70 years, The University of Iowa has been a national leader in virtually all areas of teaching writing. It offers graduate degrees in both creative and nonfiction writing, gives undergraduate English majors the opportunity to pursue a track in creative writing or a concentration in nonfiction writing, and makes writing courses available to qualified undergraduates in other majors.

The M.F.A. program in nonfiction writing is one of the few graduate writing programs in the nation that offers a full range of graduate course work in the area. It is presented by Department of English writing faculty and distinguished visitors.

The M.F.A. program in creative writing is conducted at the Iowa Writers’ Workshop. Founded in 1936, the workshop counts scores of distinguished poets and novelists among its alumni. Writers compete for admission to the program, where they work with the outstanding teacher-authors that make up the workshop’s faculty. The workshop also brings numerous prominent authors to campus each year for lectures and readings.

Although it is a graduate program, the workshop offers several courses for undergraduates, including students in majors other than English; see Creative Writing (Iowa Writers’ Workshop) (p. 207) in the Catalog.

Graduate and undergraduate courses in creative writing [prefix 08C (CW)] and nonfiction writing [prefix 08N (CNW)] are listed under “Courses” at the end of this Catalog section. There also are a few undergraduate writing courses intended only for non-English majors [prefix 08A (ENNM)].

To learn more about the department’s undergraduate and graduate writing programs, see “Bachelor of Arts,” “Master of Fine Arts: Creative Writing,” and “Master of Fine Arts: Nonfiction Writing” below.
Undergraduate Programs of Study

- Major in English (Bachelor of Arts)
- Minor in English

The Department of English offers undergraduate courses in literature, film, critical theory, cultural studies, language, and writing. In these courses, students study poetry, fiction, essays, criticism, film, and theory to acquire methods for understanding the history and significance of texts in the cultures from which they emerge.

The department challenges students to strive for excellence as writers. It provides instruction in and opportunities for writing in all of its classes and offers students the option of building individual concentrations in creative or nonfiction writing. It also offers a creative writing track, which has selective admission.

Students who plan to teach English in secondary schools should consult with an advisor in the College of Education as early as possible; contact the Office of Education Services. The education endorsement requires that students choose particular courses in the English major in order to meet state requirements. See "B.A. with Teacher Licensure" below.

Students interested in an English major should consult the academic advisor in the English undergraduate advising office. Visit the Department of English web site to learn about the faculty, courses, and upcoming events.

Bachelor of Arts

The Bachelor of Arts with a major in English requires a minimum of 120 s.h., including at least 36 s.h. (12 courses) of work for the major. Students must earn at least 21 s.h. of credit for the major at The University of Iowa. Transfer students may count a maximum of 15 s.h. of approved transfer credit toward the major.

Students may apply to enter the major's creative writing track; admission is selective (see "Creative Writing Track" below). Or they may work with an advisor to plan a concentration in writing, taking courses with the prefix 08C (CW) and 08N (CNW). Students may count up to 6 s.h. of courses with the prefix 08C (CW) toward the English major; additional 08C (CW) courses may be taken as elective credit toward graduation. Students who enroll in 08C:163 (CW:4870) Undergraduate Writers’ Workshop: Fiction or 08C:166 (CW:4875) Undergraduate Writers’ Workshop: Poetry must have the instructor’s consent and must submit samples of their writing before they may register.

Students interested in nonfiction writing may work with an advisor to build a concentration, taking courses with the prefix 08N (CNW); selections include courses in forms of nonfiction writing and literary nonfiction. Enrollment in some nonfiction writing courses, such as 08N:150 (CNW:4631) Undergraduate Essay Workshop, requires the instructor’s consent.

The following courses do not count toward the English major.

- 08C:001 (CW:1800) Creative Writing Studio Workshop 3 s.h.
- 08N:020 (CNW:1620) Introduction to Creative Nonfiction 3 s.h.
- Courses with the prefix 08A (ENNM)
- Courses with the prefix 08G (ENGL:1200-1370)

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). English majors should not use 08G:001 (ENGL:1200) The Interpretation of Literature to fulfill General Education’s Interpretation of Literature requirement; they may substitute a course from the Literary, Visual, and Performing Arts area of General Education, excluding these:

- 025:059 (MUS:1020) Performance Instruction for Nonmajors 1 s.h.
- 137:106 (DANC:4880) Dance Performance 0-3 s.h.
- 137:001 (DANC:1010) through 137:024 (DANC:2040)

All English majors must complete 008:005 (ENGL:2010) Introduction to the English Major: Theory and Practice.

Other course work for the major is divided into six areas and three historical periods. Students must complete a total of eight area courses (see "Areas" below) and six historical period courses (see "Historical Periods" below). Most courses (except those in the creative writing and nonfiction writing list) satisfy both an area and a historical period requirement, so many students complete the historical period requirements as they complete the area requirements. This allows them to choose additional elective course work to complete the major.

Each course’s area and period designations are included in its course description, which is provided in the comprehensive list of Department of English courses; see "Courses" at the end of this Catalog section. A course’s area and/or period designation may vary by semester; consult ISIS for semester-specific course information. Additional information about courses is available on the Department of English web site and from the academic advisor.

The major in English requires the following course work.

**INTRODUCTORY COURSE**

All English majors must complete this course and are encouraged to enroll in it as soon as they declare the major.

- 008:005 (ENGL:2010) Introduction to the English Major: Theory and Practice 3 s.h.

**AREAS**

Students must complete at least one course (3 s.h.) from each of the following six areas. Each student also must choose one of the six areas as a concentration area and take an additional two courses in that area, for a total of three courses (9 s.h.) in one area, and eight area courses in all.

**Literary Theory and Interdisciplinary Studies**

- 008:001 (ENGL:2191) Modern Fiction 3 s.h.
- 008:002 (ENGL:2192) Postmodern Fiction 3 s.h.
- 008:030 (ENGL:2120) Introduction to Cultural Studies 3 s.h.
- 008:033 (ENGL:2100) Introduction to Criticism and Theory 3 s.h.
- 008:034 (ENGL:2130) Introduction to the Novel 3 s.h.
- 008:035 (ENGL:2140) Introduction to Poetry 3 s.h.
- 008:036 (ENGL:2150) Introduction to the Short Story 3 s.h.

- 008:003 (ENGL:1410) Sex and Popular Culture in the Postwar U.S. 3 s.h.
- 008:006 (ENGL:1420) Technologies and Literatures of the Future 3 s.h.
008:037 (ENGL:2160) Introduction to Drama
008:038 (ENGL:2170) Introduction to the Essay
008:052 (ENGL:2193) Literature, Culture, and Women
008:053 (ENGL:2194) Lyric Structures
008:070 (ENGL:2105) Disability in Literature and Cultural Theory
008:128 (ENGL:4172) London Performance Study
008:129 (ENGL:3100) Topics in Criticism and Theory
008:130 (ENGL:3140) Literature and the Book
008:134 (ENGL:4150) Introduction to Book Studies
008:136 (ENGL:3105) Topics in Popular Culture
008:168 (ENGL:3102) Topics in Poetry and Poetics
008:170 (ENGL:3160) Literary Genres and Modes
008:171 (ENGL:3181) Digital Media and Poetics
008:172 (ENGL:3135) Narrative and the Cinema
008:173 (ENGL:3180) Topics in Digital Media
008:175 (ENGL:3130) Topics in Film and Literature
008:176 (ENGL:3150) Literature and Philosophic Thought
008:177 (ENGL:3155) Literature and Art
008:179 (ENGL:3152) Literature and Society
008:182 (ENGL:3186) Science Fiction
008:188 (ENGL:3120) Prose by Women Writers
008:189 (ENGL:3182) Digital Cultures and Literacies
008:190 (ENGL:3142) Topics in Book History
008:192 (ENGL:4195) Interdisciplinary Studies
008:194 (ENGL:3175) Introduction to Feminist Criticism
008:182 (ENGL:3190) Language and Learning
008:198 (ENGL:3191) Reading and Teaching Adolescent Literature

**Medieval and Early Modern Literature and Culture**

008:008 (ENGL:2206) Classical and Biblical Literature
008:060 (ENGL:2216) Selected Works of the Middle Ages
008:076 (ENGL:2236) Selected Early Authors
008:100 (ENGL:3237) Literature and Culture of Seventeenth-Century England
008:101 (ENGL:3226) Literature and Culture of the Middle Ages
008:102 (ENGL:3236) Literature and the Culture of the Renaissance
008:111 (ENGL:3228) Literature and Culture of the Restoration
008:122 (ENGL:3246) 16th- and 17th-Century Poetry
008:140 (ENGL:3256) Elementary Old English
008:141 (ENGL:3257) Old English Beowulf
008:142 (ENGL:3266) Medieval Celtic Literature
008:143 (ENGL:3267) Medieval Norse Literature
008:144 (ENGL:3276) Medieval Drama
008:145 (ENGL:3277) English Renaissance Drama
008:146 (ENGL:3286) Chaucer
008:147 (ENGL:3287) Shakespeare
008:148 (ENGL:3296) Milton
008:150 (ENGL:3216) Topics in Medieval and Renaissance Literature

**Modern British Literature and Culture**

008:062 (ENGL:2338) Eighteenth-Century British Literature
008:063 (ENGL:2348) British Romanticism
008:064 (ENGL:2359) Victorian Literature
008:065 (ENGL:2360) Twentieth-Century British Literature
008:066 (ENGL:2361) Twenty-first-Century British Literature
008:078 (ENGL:2309) Selected British Authors Before 1900
008:079 (ENGL:2310) Selected British Authors After 1900
008:085 (ENGL:2369) Topics in British Culture and Identity
008:090 (ENGL:2329) Topics in Modern British Literature Before 1900
008:091 (ENGL:2330) Topics in Modern British Literature After 1900
008:103 (ENGL:3329) Literature and Culture of Eighteenth-Century Britain
008:104 (ENGL:3339) Literature and Culture of Nineteenth-Century Britain
008:107 (ENGL:3348) Literature and Culture of Nineteenth-Century Scotland
008:110 (ENGL:3350) Literature and Culture of 20th- and 21st-Century Britain
008:112 (ENGL:3338) Literature and Culture of the Romantic Period
008:121 (ENGL:3355) British Poetry
008:131 (ENGL:3349) European Literature of the Nineteenth Century
008:158 (ENGL:3360) British Fiction
008:178 (ENGL:3320) Modern British Drama

**American Literature and Culture**

008:055 (ENGL:2425) American Poetry
008:056 (ENGL:2420) American Literary Classics
008:057 (ENGL:2438) American Novel Before 1900
008:058 (ENGL:2440) American Novel After 1900
008:059 (ENGL:2450) American Short Story
008:069 (ENGL:2465) Selected African American Authors
008:080 (ENGL:2460) Black Literature and Politics: Controversies of National Allegiance
008:083 (ENGL:2463) Topics in African American Literature
008:086 (ENGL:2475) Topics in Asian American Literature
008:087 (ENGL:2409) Selected American Authors Before 1900
008:088 (ENGL:2410) Selected American Authors After 1900
008:105 (ENGL:3419) Literature and Culture of Nineteenth-Century America
008:106 (ENGL:3420) Literature and the Culture of Twentieth-Century America
008:108 (ENGL:3418) Literature and Culture of America Before 1800
008:115 (ENGL:3444) Literatures of the American Peoples
008:116 (ENGL:3459) African American Literature Before 1900
008:117 (ENGL:3460) African American Literature After 1900
008:118 (ENGL:3455) Jewish American Literature
008:123 (ENGL:3480) American Literature and History
008:135 (ENGL:3429) Topics in American Literature Before 1900
008:137 (ENGL:3465) African American Autobiography
008:139 (ENGL:3430) Topics in American Literature After 1900
008:153 (ENGL:3441) Native American Literature
008:154 (ENGL:3450) American Regional Literatures
008:162 (ENGL:4410) Midwest African American Literature and Culture
08N:180 (ENGL:3439) American Drama Before 1900 3 s.h.
08N:184 (ENGL:3489) Contemporary American Women Writers 3 s.h.
08N:186 (ENGL:3462) African American Drama 3 s.h.
08N:196 (ENGL:3431) American Novel Since 1945 3 s.h.
08N:197 (ENGL:3440) American Drama Since 1900 3 s.h.

**Transnational Literature and Postcolonial Studies**

08N:031 (ENGL:2505) Introduction to Postcolonial Studies 3 s.h.
08N:075 (ENGL:2510) Selected Transnational Authors 3 s.h.
08N:084 (ENGL:2560) Topics in Culture and Identity 3 s.h.
08N:109 (ENGL:3520) Literature and Culture of the 20th and 21st Century 3 s.h.
08N:113 (ENGL:3525) Literature and Culture of the Americas 3 s.h.
08N:114 (ENGL:3530) Caribbean Literature and Culture 3 s.h.
08N:119 (ENGL:3550) African Literature 3 s.h.
08N:132 (ENGL:3540) Literature of the Indian Subcontinent 3 s.h.
08N:133 (ENGL:3535) Inter-American Studies 3 s.h.
08N:138 (ENGL:3515) Topics in Postcolonial Studies 3 s.h.
08N:157 (ENGL:3555) Topics in African Cinema 3 s.h.
08N:161 (ENGL:3570) Transnational and Postcolonial Writing by Women 3 s.h.
08N:163 (ENGL:3580) Identity and Social Issues 3 s.h.
08N:164 (ENGL:3510) Topics in Transnational Literature 3 s.h.
08N:165 (ENGL:3590) People on the Move 3 s.h.
08N:167 (ENGL:3519) Literature and Culture of Empire 3 s.h.
08N:191 (ENGL:3595) International Literature Today 1, 3 s.h.
08N:195 (ENGL:3532) Modernist Women Writers 3 s.h.

**Nonfiction and Creative Writing**

08C:023 (CW:1810) Creative Writing 3 s.h.
08C:097 (CW:2870) Fiction Writing 3 s.h.
08C:098 (CW:2875) Poetry Writing 3 s.h.
08C:101 (CW:3001) Creative Writing for Business 3 s.h.
08C:107 (CW:3107) Creative Writing for the Health Professions 3 s.h.
08C:108 (CW:3218) Creative Writing for New Media 3 s.h.
08C:110 (CW:3210) Creative Writing and the Natural World 3 s.h.
08C:115 (CW:3215) Creative Writing and Popular Culture 3 s.h.
08C:117 (CW:3217) Writing and Reading Young Adult Fiction 3 s.h.
08C:163 (CW:4870) Undergraduate Writers' Workshop. 3 s.h.
08C:166 (CW:4875) Undergraduate Writers' Workshop. Poetry 3 s.h.
08C:167 (CW:4880) Undergraduate Writers’ Seminar 3 s.h.
08C:194 (CW:3870) Advanced Fiction Writing 3 s.h.
08C:195 (CW:4894) Undergraduate Project in Creative Writing 3 s.h.
08C:198 (CW:3875) Advanced Poetry Writing 3 s.h.
08N:080 (CNW:2680) Nonfiction Writing 3 s.h.
08N:090 (CNW:2690) Intermediate Nonfiction Writing 3 s.h.
08N:102 (CNW:3632) Prose Style 3 s.h.
08N:104 (CNW:3633) Personal Writing 3 s.h.
08N:113 (CNW:3640) Writing for Business and Industry 3 s.h.
08N:120 (CNW:3630) Advanced Nonfiction Writing 3 s.h.
08N:125 (CNW:4405) Freelance Reporting and Writing 4 s.h.
08N:133 (CNW:4642) Team Writing for Business 3 s.h.
08N:141 (CNW:4355) Approaches to Teaching Writing 3 s.h.
08N:145 (CNW:3660) Multimedia Writing 3 s.h.
08N:146 (CNW:3661) Film and Writing 3 s.h.
08N:147 (CNW:3662) Graphic Writing 3 s.h.
08N:148 (CNW:3663) Radio and Writing 3 s.h.
08N:150 (CNW:4631) Undergraduate Essay Workshop 3 s.h.
08N:192 (CNW:3644) Dublin Writing Workshop 3 s.h.
08N:199 (CNW:4690) Undergraduate Project in Nonfiction Writing 1-2 s.h.

**Area Determined by Course Content**

The following course's area is designated either as literary theory and interdisciplinary studies or as modern British literature and culture, depending on course context, which varies by semester. Consult ISIS for the semester-specific area designation.

08N:126 (ENGL:3010) Children’s Literature 3 s.h.

**HISTORICAL PERIODS**

Students must take at least two courses from each of the following three historical periods.

**Early Literatures Through the 17th Century**

08C:008 (ENGL:2206) Classical and Biblical Literature 3 s.h.
08C:060 (ENGL:2216) Selected Works of the Middle Ages 3 s.h.
08C:076 (ENGL:2236) Selected Early Authors 3 s.h.
08C:100 (ENGL:3237) Literature and Culture of Seventeenth-Century England 3 s.h.
08C:101 (ENGL:3226) Literature and Culture of the Middle Ages 3 s.h.
08C:102 (ENGL:3236) Literature and the Culture of the Renaissance 3 s.h.
08C:111 (ENGL:3228) Literature and Culture of the Restoration 3 s.h.
08C:122 (ENGL:3246) 16th- and 17th-Century Poetry 3 s.h.
08C:140 (ENGL:3256) Elementary Old English 3 s.h.
08C:141 (ENGL:3257) Old English Beowulf 3 s.h.
08C:142 (ENGL:3266) Medieval Celtic Literature 3 s.h.
08C:143 (ENGL:3267) Medieval Norse Literature 3 s.h.
08C:144 (ENGL:3276) Medieval Drama 3 s.h.
08C:145 (ENGL:3277) English Renaissance Drama 3 s.h.
08C:146 (ENGL:3286) Chaucer 3 s.h.
08C:147 (ENGL:3287) Shakespeare 3 s.h.
08C:148 (ENGL:3296) Milton 3 s.h.
08C:150 (ENGL:3216) Topics in Medieval and Renaissance Literature 3 s.h.

**Literature of the 18th/19th Century**

08C:057 (ENGL:2438) American Novel Before 1900 3 s.h.
08C:062 (ENGL:2338) Eighteenth-Century British Literature 3 s.h.
08C:063 (ENGL:2348) British Romanticism 3 s.h.
08C:064 (ENGL:2359) Victorian Literature 3 s.h.
08C:078 (ENGL:2309) Selected British Authors Before 1900 3 s.h.
08C:087 (ENGL:2409) Selected American Authors Before 1900 3 s.h.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>008:090</td>
<td>Topics in Modern British Literature Before 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:103</td>
<td>Literature and Culture of Eighteenth-Century Britain</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:104</td>
<td>Literature and Culture of Nineteenth-Century Britain</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:105</td>
<td>Literature and Culture of Nineteenth-Century America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:107</td>
<td>Literature and Culture of Nineteenth-Century Scotland</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:108</td>
<td>Literature and Culture of America Before 1800</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:112</td>
<td>Literature and Culture of the Romantic Period</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:116</td>
<td>African American Literature Before 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:131</td>
<td>European Literature of the Nineteenth Century</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:135</td>
<td>Topics in American Literature Before 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:180</td>
<td>American Drama Before 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:088</td>
<td>Modern Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:082</td>
<td>Postmodern Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:030</td>
<td>Introduction to Cultural Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:031</td>
<td>Introduction to Postcolonial Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:033</td>
<td>Introduction to Criticism and Theory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:036</td>
<td>Introduction to the Short Story</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:037</td>
<td>Introduction to Drama</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:038</td>
<td>Introduction to the Essay</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:053</td>
<td>Lyric Structures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:058</td>
<td>American Novel After 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:065</td>
<td>Twentieth-Century British Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:066</td>
<td>Twenty-first-Century British Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:084</td>
<td>Selected African American Authors</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:070</td>
<td>Disability in Literature and Cultural Theory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:075</td>
<td>Selected Transnational Authors</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:079</td>
<td>Selected British Authors After 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:083</td>
<td>Topics in African American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:086</td>
<td>Topics in Asian American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:088</td>
<td>Selected American Authors After 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:091</td>
<td>Topics in Modern British Literature After 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:106</td>
<td>Literature and the Culture of Twentieth-Century America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:109</td>
<td>Literature and Culture of the 20th and 21st Century</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:110</td>
<td>Literature and Culture of 20th- and 21st-Century Britain</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:113</td>
<td>Literature and Culture of the Americas</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:114</td>
<td>Caribbean Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:117</td>
<td>African American Literature After 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:118</td>
<td>Jewish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:119</td>
<td>African Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:128</td>
<td>London Performance Study</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:129</td>
<td>Topics in Criticism and Theory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:132</td>
<td>Literature of the Indian Subcontinent</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:133</td>
<td>Inter-American Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:136</td>
<td>Topics in Popular Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:137</td>
<td>African American Autobiography</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:138</td>
<td>Topics in Postcolonial Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:139</td>
<td>Topics in American Literature After 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:153</td>
<td>Native American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:157</td>
<td>Topics in African Cinema</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:161</td>
<td>Transnational and Postcolonial Writing by Women</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:162</td>
<td>Midwest African American Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:163</td>
<td>Identity and Social Issues</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:164</td>
<td>Topics in Transnational Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:165</td>
<td>People on the Move</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:171</td>
<td>Digital Media and Poetics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:172</td>
<td>Narrative and the Cinema</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:173</td>
<td>Topics in Digital Media</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:175</td>
<td>Topics in Film and Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:176</td>
<td>Literature and Philosophic Thought</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:179</td>
<td>Literature and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:182</td>
<td>Science Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:184</td>
<td>Contemporary American Women Writers</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:189</td>
<td>Digital Cultures and Literacies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:191</td>
<td>International Literature Today</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:192</td>
<td>Interdisciplinary Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:194</td>
<td>Introduction to Feminist Criticism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:195</td>
<td>Modernist Women Writers</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:196</td>
<td>American Novel Since 1945</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:197</td>
<td>American Drama Since 1900</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Historical Period Determined by Course Content**

The historical period of each of the following courses is designated as 18th/19th-century literature or 20th/21st-century literature, depending on course content, which varies by semester. Consult ISIS for semester-specific period designations.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>008:034</td>
<td>Introduction to the Novel</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:035</td>
<td>Introduction to Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:052</td>
<td>Literature, Culture, and Women</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:055</td>
<td>American Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:056</td>
<td>American Literary Classics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:059</td>
<td>American Short Story</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:080</td>
<td>Black Literature and Politics: Controversies of National Allegiance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:084</td>
<td>Topics in Culture and Identity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:085</td>
<td>British Culture and Identity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:115</td>
<td>Literatures of the American Peoples</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:121</td>
<td>British Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:123</td>
<td>American Literature and History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:126</td>
<td>Children’s Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:154</td>
<td>American Regional Literatures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:158</td>
<td>British Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:167</td>
<td>Literature and Culture of Empire</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:168</td>
<td>Topics in Poetry and Poetics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:170</td>
<td>Literary Genres and Modes</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:177</td>
<td>Literature and Art</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Creative Writing Track

Students majoring in English may be eligible to enter the creative writing track. The track maintains the English major's emphasis on training creative and intelligent readers while providing a focus on creative writing.

The creative writing track requires a minimum of 13 s.h. In addition to fulfilling requirements for the track, students must complete the two prerequisite courses required for admission to the track and satisfy all other admission requirements (see "Admission to the Track" below). They must fulfill all requirements for the English major as stated under "Bachelor of Arts" above, including at least 3 s.h. in 08C:108 (CW:3218) Creative Writing for New Media or introductory-level writing courses. They may include:

- At least 3 s.h. chosen from the following list of University of Iowa literature, depending on course content, which varies by semester. Consult ISIS for semester-specific period designations.
- 008:098 (ENGL:2050) Seminar 3 s.h.
- 008:130 (ENGL:3140) Literature and the Book 3 s.h.
- 008:134 (ENGL:4150) Introduction to Book Studies 3 s.h.
- 008:190 (ENGL:3142) Topics in Book History 3 s.h.

ADMISSION TO THE TRACK

Admission to the creative writing track is selective; students must apply and be admitted to the track. They should apply during the semester before they intend to enter the track. To apply, students must:

- have junior or senior standing effective for the semester in which they intend to begin the track;
- have a cumulative g.p.a. of at least 3.33 in English (based on all English courses taken, including creative writing courses); and
- have completed at least 9 s.h. in University of Iowa English Literature courses, excluding those with prefixes 08N (CNW) and 08C (CW).

Applicants also must have completed two prerequisites for admission to the creative writing track (6 s.h.), chosen from the following list of University of Iowa introductory-level writing courses. They may include:

- 08C:108 (CW:3218) Creative Writing for New Media or
- 08C:110 (CW:3210) Creative Writing and the Natural World as one of their prerequisites, but not both.

- 08C:023 (CW:1810) Creative Writing 3 s.h.
- 08C:097 (CW:2870) Fiction Writing 3 s.h.
- 08C:098 (CW:2875) Poetry Writing 3 s.h.
- 08C:108 (CW:3218) Creative Writing for New Media 3 s.h.
- 08C:110 (CW:3210) Creative Writing and the Natural World 3 s.h.
- 08C:167 (CW:4880) Undergraduate Writers' Seminar 3 s.h.
- 08N:080 (CNW:2680) Nonfiction Writing 3 s.h.
- 08N:090 (CNW:2690) Intermediate Nonfiction Writing 3 s.h.
- 049:062 (THTR:2301) Playwriting I 3 s.h.
- 049:155 (THTR:3301) Playwriting II 3 s.h.

218:078 (TRNS:2499) Undergraduate Translation Seminar 3 s.h.
218:079 (TRNS:2179) Undergraduate Translation Workshop 3 s.h.

Exceptions may be made for students who have not taken an introductory course but who have taken:

- 08C:166 (CW:4875) Undergraduate Writers' Workshop: Poetry or
- 08C:163 (CW:4870) Undergraduate Writers' Workshop: Fiction.

Students may apply to the creative writing track each semester during the application period. For information and application forms, visit the creative writing track web page.

Registration in creative writing track courses requires admission to the track.

CREATIVE WRITING TRACK REQUIREMENTS

The creative writing track requires 13 s.h. Students must earn 4 s.h. in genre-based writing seminars. They also must earn 9 s.h. in approved advanced creative writing courses, including at least 3 s.h. in 8WS:170 (ENGL:4720) Creative Writing Track: Advanced Topics.

The creative writing track requires the following course work.

Genre-Based Seminars

Two of these (4 s.h.):

- 8WS:121 (ENGL:3721) Writers' Seminar: Fiction 2 s.h.
- 8WS:122 (ENGL:3722) Writers' Seminar: Poetry 2 s.h.
- 8WS:123 (ENGL:3723) Writers' Seminar: Nonfiction 2 s.h.
- 8WS:124 (ENGL:3724) Writers' Seminar: Literary Translation 2 s.h.
- 8WS:125 (ENGL:3725) Writers' Seminar: Playwriting 2 s.h.

Advanced Courses

At least 3 s.h. in this course:

- 8WS:170 (ENGL:4720) Creative Writing Track: Advanced Topics 3 s.h.

At least 6 s.h. chosen from these:

- 008:198 (ENGL:4040) Undergraduate Honors Project 1-3 s.h.
- 08C:163 (CW:4870) Undergraduate Writers' Workshop: Fiction 3 s.h.
- 08C:166 (CW:4875) Undergraduate Writers' Workshop: Poetry 3 s.h.
- 08N:104 (CNW:3633) Personal Writing 3 s.h.
- 08N:120 (CNW:3630) Advanced Nonfiction Writing 3 s.h.
- 08N:145 (CNW:3660) Multimedia Writing 3 s.h.
- 08N:150 (CNW:4631) Undergraduate Essay Workshop 3 s.h.
- 049:165 (THTR:3300) Advanced Playwriting 3 s.h.
- 049:169 (THTR:3310) Undergraduate Playwriting Workshop 1-3 s.h.

In order to take 008:198 (ENGL:4040) Undergraduate Honors Project (an honors thesis in creative writing), students must be in the creative writing track and must be members of the English Honors Program. They must fulfill all requirements for registration in the course; see "Honors in the Major" below. They also must be on schedule for completing all requirements for the English major and must have departmental approval.
B.A. with Teacher Licensure

English majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the College of Education’s Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Students interested in earning elementary school licensure should contact the Office of Education Services for information about requirements.

The following courses are required for students earning secondary school licensure.

**ENGLISH COURSES**

Students complete these courses as part of the English major.

A Shakespeare course
A British literature course
08N:141 (CNW:4355)/07S:155 (EDTL:4355) Approaches to Teaching Writing (area: nonfiction and creative writing) 3 s.h.
08P:182 (ENG:3190)/07S:182 (EDTL:3382) Language and Learning (area: literary theory and interdisciplinary studies) 2-3 s.h.
08P:198 (ENG:3191)/07S:193 (EDTL:3393) Reading and Teaching Adolescent Literature (area: literary theory and interdisciplinary studies) 3 s.h.
One nonfiction or creative writing course in addition to 08N:141 (CNW:4355)

**EDUCATION COURSES**

These College of Education courses are required for teacher education.

07B:103 (EPLS:3000) Foundations of Education 3 s.h.
07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
07E:102 (EDTL:3002) Technology in the Classroom 2 s.h.
07P:075 (PSQF:1075) Educational Psychology and Measurement 3 s.h.
07S:114 (EDTL:4314) Introduction and Practicum: Secondary English 3 s.h.
07S:115 (EDTL:4315) Methods: Secondary English 3 s.h.
07S:187 (EDTL:4087) Seminar: Curriculum and Student Teaching 1-3 s.h.
07S:190 (EDTL:3090) Orientation to Secondary Education 1 s.h.
07S:191 (EDTL:4091) Observation and Laboratory Practice in the Secondary School 6 s.h.
07S:192 (EDTL:4092) Observation and Laboratory Practice in the Secondary School 6 s.h.
07S:194 (EDTL:4394) Methods: Secondary Reading 2-3 s.h.
07U:100 (EDTL:4900) Foundations of Special Education 3 s.h.

One college-level mathematics or statistics course

**ADMISSION**

Applicants to the Teacher Education Program in English must complete a minimum of 30 s.h., including 008:005 (ENGL:2010) Introduction to the English Major: Theory and Practice and an additional 12 s.h. in English courses, before they are admitted to the program.

The following courses do not count toward the additional 12 s.h.: all 08G (ENGL:1200-ENGL:1370) courses, 08N:141 (CNW:4355) Approaches to Teaching Writing, 08P:182 (ENG:3190) Language and Learning, and 08P:198 (ENG:3191) Reading and Teaching Adolescent Literature.

Admission to the Teacher Education Program is selective; contact the College of Education’s Office of Education Services for information.

**Minor Licensure in English**

Students who seek licensure for secondary teaching in fields other than English may seek minor licensure in English. First-year courses in rhetoric, speech, or writing do not count toward this requirement.

The English minor licensure program includes the following course work.

An American literature course
A British literature course
A course in creative or nonfiction writing
An additional English course
07S:115 (EDTL:4315) Methods: Secondary English 3 s.h.
07S:194 (EDTL:4394) Methods: Secondary Reading 2-3 s.h.
08N:141 (CNW:4355)/07S:155 (EDTL:4355) Approaches to Teaching Writing 3 s.h.
08P:182 (ENG:3190)/07S:182 (EDTL:3382) Language and Learning 2-3 s.h.
08P:198 (ENG:3191)/07S:193 (EDTL:3393) Reading and Teaching Adolescent Literature 3 s.h.

While this program meets minimum requirements for licensure, the department recommends that students who want to teach English have considerably more training in the field.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

**Before the fifth semester begins:** at least two courses in the major

**Before the seventh semester begins:** at least six courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** at least eight courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**

The department offers talented students the opportunity to graduate with honors in the English major and to enhance their course of study through honors seminars and thesis writing. All students interested in taking honors course work are encouraged to join the English Honors Program as soon as they qualify. Students may join online; visit English Honors Program.
Each year the department offers four honors seminars covering a wide range of subject areas and historical periods. Honors seminars are limited to 18 students, carry 3 s.h. credit, and meet three hours each week. These courses require substantial reading and research and culminate in a 15-20 page essay. Students register for 008:098 (ENGL:2050) Seminar.

To register for a seminar, students must have a University of Iowa g.p.a. of at least 3.33 and must have completed three English courses (not including introductory courses in nonfiction or creative writing) with a g.p.a. of at least 3.33 in English. The department also recommends that students complete 008:005 (ENGL:2010) Introduction to the English Major: Theory and Practice before taking an honors seminar.

Students who wish to graduate with honors in the English major must take two honors seminars, complete a two-semester thesis project, and maintain a University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in English.

The two-semester thesis project includes 
008:120 (ENGL:4020) Honors Thesis Workshop (fall) and 
008:198 (ENGL:4040) Undergraduate Honors Project (independent study) for a total of 6 s.h. To enroll in 
008:120 (ENGL:4020) Honors Thesis Workshop, students must have completed one honors seminar with a grade of A-minus or higher and must have a University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in English.

The English Honors Program has established careful guidelines for each of the six types of honors theses accepted by the department: literary and cultural studies; nonfiction writing; electronic writing and multimedia production; English education; creative writing; and the interdisciplinary thesis for double honors, which allows a student to earn honors in two departments with one longer project. Information on thesis guidelines is available on the English Honors Program web site and in the handbook A Guide to the English Honors Program, available in the Department of English advising office.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

Minor

The minor in English requires a minimum of 15 s.h. in English courses, including 12 s.h. in courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students may count a maximum of 3 s.h. of approved transfer credit toward the minor. Before taking courses for the minor, students must complete the General Education Program requirement 08G:001 (ENGL:1200) The Interpretation of Literature.

The minor must include at least 6 s.h. in literature courses [prefix 008 (ENGL:2100-4840)]; the remaining 9 s.h. may be selected from additional courses in literature and from most courses in writing [prefixes 08C (CW) and 08N (CNW)]. The following courses do not count toward the minor.

008:003 (ENGL:1410) Sex and Popular Culture in the Postwar U.S.  3 s.h.
008:006 (ENGL:1420) Technologies and Literatures of the Future  3 s.h.
08C:001 (CW:1800) Creative Writing Studio Workshop  3 s.h.
08N:020 (CNW:1620) Introduction to Creative Nonfiction  3 s.h.
Courses with the prefix 08A (ENNM)  3 s.h.
Courses with the prefix 08G (ENGL:1200-1370)  3 s.h.

Students may declare the English minor on ISIS. In order for the minor to be recorded, students must indicate completion of the minor on their Application for Degree.

Students who would like help declaring the minor or in planning how to meet its requirements may stop by the advising office or schedule an appointment with an advisor by contacting the undergraduate English secretary.

Graduate Programs of Study

• Master of Arts in English
• Master of Fine Arts in English (creative writing or nonfiction writing)
• Doctor of Philosophy in English

The Master of Arts program in English introduces students to the professional study of literature: the Doctor of Philosophy program prepares them to serve as faculty members at colleges and universities. The Master of Fine Arts program in creative writing features advanced courses in writing fiction and poetry. Students in creative writing study at the Iowa Writers’ Workshop, renowned as a pioneer in teaching writers since its founding in 1936. The Master of Fine Arts program in nonfiction writing is one of the few programs in the nation that offers a full range of graduate courses in literary nonfiction.

The M.A. is appropriate for students who would like graduate training in English and who may have an undergraduate major in a different field or who may intend to earn a Ph.D. at another institution. Students interested in careers in any area of book studies (professional writing, editing, web design, or publishing) may wish to earn the M.A. as a terminal degree, as may teachers seeking to enhance their credentials or students pursuing intellectual growth unrelated to a specific career.

M.A. and Ph.D. students in English mix freely in graduate courses, share the same access to faculty, and meet the same standards of quality in their work.

EXAM FOR THE MASTER OF ARTS IN TEACHING

The department administers the English component of the exam for the Master of Arts in Teaching (M.A.T.) in coordination with the College of Education. M.A.T. students should contact the Department of Teaching and Learning for information.

Master of Arts

The Master of Arts program in English requires a minimum of 30 s.h. of graduate credit. The program’s focus is literary studies. The required 30 s.h. includes 24 s.h. earned in residence at The University of Iowa with a g.p.a. of at least 3.25. Students who wish to transfer to Iowa’s Ph.D. program must complete two semesters or 15 s.h. of course work in literature (whichever they complete first) before applying for admission to the doctoral program.
COURSE WORK

Each student must take the following five courses at the 200 level or above. Applicable transfer courses must be approved by the director of graduate study in English.

One course in criticism and theory

Four courses chosen from the following five areas:
British or American literature and culture before 1500
British or American literature and culture 1500-1600
British or American literature and culture 1660-1800
British or American literature and culture 1800-1900
British or American literature and culture of the 20th and 21st Centuries

Elective courses constitute half of the total credit for the degree and may be chosen from graduate courses both in and outside the English department. Students may wish to explore opportunities for interdisciplinary study, language study, experience in theory and practice of writing, or specialization in a field of literary scholarship.

Department of English graduate courses are repeatable with the written approval of the department’s director of graduate studies.

Completion of the M.A. requires either a thesis or a portfolio. Students submit a written description of their choice to the director of the program before the semester in which they plan to graduate.

M.A. THESIS

Students who choose to write an M.A. thesis must submit a brief prospectus approved by a thesis director before they register for thesis credit and at least one semester before they submit the thesis. The thesis committee consists of the thesis director, the director of the M.A. program, and one other faculty member. The thesis is evaluated by the committee as either satisfactory or unsatisfactory.

A copy of the thesis must be presented to the Graduate College for approval. For detailed information about Graduate College deadlines and policies, see the Manual of Rules and Regulations of the Graduate College.

PORTFOLIO

Near the end of their course work, students who do not choose the thesis option must submit a portfolio of work to the M.A. examination committee, which consists of the director of the M.A. program and two other English faculty members. All three read the full portfolio. To pass, the candidate must win a majority vote of the committee members.

Students take the first step toward preparing to submit a portfolio by meeting with the director of the M.A. program to discuss the portfolio, early during the semester in which they plan to graduate. After fulfilling all distribution and eligibility requirements and clearing all incomplete grades, students present the director with a draft of the portfolio’s introductory statement. Students planning to graduate at the end of fall semester should present the statement by the first week of October; those who plan to graduate at the end of spring semester should present the statement by the first week of March. Once the director approves the statement, the student must submit three copies of the full portfolio; the submission deadline is November 1 for students planning to graduate at the end of fall semester and April 1 for those who will graduate at the end of spring semester.

The work in the portfolio should demonstrate the student’s knowledge of literature as a broad historical and theoretical inquiry. Students submit approximately 50 pages (12,500 words) of their best work, along with a self-reflective introductory statement of five to seven pages. The body of the portfolio should contain papers originally produced for classes, revised for a broader audience unfamiliar with the original classes. The introduction should detail the student’s trajectory in the program and the literary-critical or methodological skills he or she has gained. It also should explain the contents of the portfolio; contextualize each paper; and give a brief overview of the writing. Students are expected to describe the research methods used in assembling their portfolios and the critical practices that ground their work.

Master of Fine Arts: Creative Writing

The Master of Fine Arts program in creative writing requires a minimum of 48 s.h. of graduate credit. The degree is offered through the Creative Writing Program (Iowa Writers’ Workshop), a two-year residency program that culminates in a creative thesis, such as a novel, a collection of stories, or a book of poetry.

Throughout the program, workshop students craft their manuscripts and engage in an exchange of ideas about writing and reading with each other and with the renowned teacher-authors who make up the workshop’s faculty.

Admission to the program is competitive.

For details about the M.F.A. in creative writing and about the Iowa Writers’ Workshop, see Creative Writing (Iowa Writers’ Workshop) (p. 207) in the Catalog.

Master of Fine Arts: Nonfiction Writing

The Master of Fine Arts program in nonfiction writing requires 48 s.h. of graduate credit. It is designed for accomplished students and writers of literary nonfiction; most complete it in three years. The program culminates in a thesis of at least 75 pages.

M.F.A. students must complete 32 s.h. in residence at The University of Iowa, in courses specified by the program. They may choose electives widely, from courses offered by the English department and by all other University of Iowa departments.

Department of English graduate courses are repeatable with the written approval of the department’s director of graduate studies.

In addition to completing course work, students are required to enroll for at least 2 s.h. and no more than 8 s.h. of thesis credit. The thesis may be a single extended piece of nonfiction, a collection of shorter nonfiction pieces, or a collection of essays. Whatever the project, the thesis is expected to be of publishable quality.

For more information, consult the director of the Nonfiction Writing Program.

Doctor of Philosophy

The Doctor of Philosophy program in English requires a minimum of 72 s.h. of graduate credit. The program is designed as preparation for the teaching, publishing, and
administrative service required of college and university faculty members.

Concentrations are offered in areas such as literary history and critical theory, as well as interdisciplinary areas such as cultural studies and transnational studies.

Of the required 72 s.h., at least 30 s.h. must be earned in residence at The University of Iowa with a g.p.a. of at least 3.50.

Ph.D. requirements include the following.

Formal admission to candidacy by a vote of the Graduate Steering Committee, usually during the third semester of doctoral study

Course work in any of the following historical periods, as expressed in texts of the English-speaking and -writing world (usually but not always British or American):

- Literature and culture before 1500
- Literature and culture 1500-1660
- Literature and culture 1660-1800
- Literature and culture 1800-1900
- Literature and culture of the 20th and 21st Centuries

Three English department seminars taken at The University of Iowa

Fulfillment of the language requirement, usually by completion of an advanced undergraduate course (100-level or above) in a language other than English

A comprehensive examination that consists of the following: a portfolio of five scholarly questions based on a period of literary history (usually British or American); a review essay and annotated bibliography in a special area of interest; two course syllabi; an article to be submitted for publication; and an introduction to the portfolio that synthesizes its parts in preparation for a two-hour oral exam

A dissertation, beginning with a formal presentation of the prospectus to a faculty committee

A final examination in defense of the dissertation

All doctoral candidates are required to gain some teaching experience, preferably in the College of Liberal Arts and Sciences Department of Rhetoric and in General Education Program (p. 306) literature courses.

For application forms and a complete description of the Ph.D. program, contact the department’s graduate program academic coordinator.

Admission

Applications for admission must be postmarked by the following deadlines.

- M.A. and Ph.D.: postmark by January 3
- M.F.A. (creative writing): postmark by January 3
- M.F.A. (nonfiction writing): postmark by December 15

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Financial Support

Graduate scholarships, fellowships, and teaching and research assistantships are awarded on a competitive basis. The department strives to provide five years of support for students who enter with an M.A. and six years of support for students who enter with a B.A. Students must be in good standing, which requires a University of Iowa g.p.a. of at least 3.50 and full-time enrollment.

Financial aid applications are considered only from students who have applied or been admitted to a degree program in the Graduate College. Applications and all necessary supporting material must be submitted by the end of January for the following academic year. Forms are available from the Department of English and the University’s Office of Admissions.

Facilities and Resources

The University of Iowa Libraries collection is strong in all areas of English and American literature. Partly because of the influence of the Iowa Writers’ Workshop, University Libraries has particular strengths in 20th-century fiction and poetry, including manuscript collections of 20th-century authors.

Several periodicals are published under the department’s aegis. The Iowa Review, Walt Whitman Quarterly Review, and Philological Quarterly offer opportunities for especially qualified graduate students to work as research assistants or editorial associates. The Iowa Journal of Cultural Studies, edited by English department graduate students, features creative and scholarly work by students in English and related areas.

The Department of English and the Iowa Writers’ Workshop sponsor a rich and extensive series of readings and lectures by poets, fiction writers, and scholars, all open to students in the department.

The Association of Graduate Students in English sponsors social and intellectual events during the year and provides a forum for student opinion. All graduate students in the department are members.

Courses

Individual descriptions for most English courses are not included because content and emphasis may vary considerably from one semester to the next. For detailed descriptions of each semester’s courses, visit the University’s ISIS web site.

Courses for Non-English Majors

08A:059 (ENNM:2455) American Short Story for Non-English Majors 3 s.h.

08A:080 (ENNM:2100) Nonfiction Writing for Non-English Majors 3 s.h.

08A:104 (ENNM:3633) Personal Writing for Non-English Majors 3 s.h.

08A:106 (ENNM:3420) Literature and Culture of 20th-Century America for Non-English Majors 3 s.h.

08A:113 (ENNM:3640) Writing for Business and Industry for Non-English Majors 3 s.h.
08A:133 (ENNM:3320) British Novel: Scott to Conrad for Non-English Majors 3 s.h.

08A:135 (ENNM:3170) Forms of the Essay for Non-English Majors 3 s.h.

08A:142 (ENNM:3105) Popular Literature for Non-English Majors 3 s.h.

08A:188 (ENNM:3120) Prose by Women Writers for Non-English Majors 3 s.h.

General Education

Note: 08C:001 (CW:1800) Creative Writing Studio Workshop and 08N:020 (CNW:1620) Introduction to Creative Nonfiction do not count toward the English major or minor.

08C:001 (CW:1800) Creative Writing Studio Workshop 3 s.h.
Experience reading and writing fiction, poetry, and personal narrative in a workshop setting; study of published work and critical discussion from a writer’s standpoint; critique of class members’ work. GE: Literary, Visual, and Performing Arts.

08N:020 (CNW:1620) Introduction to Creative Nonfiction 3 s.h.
Exploration of creative nonfiction genres through readings, discussion, and writing exercises; introduction to workshop environment. Requirements: English nonmajor. GE: Literary, Visual, and Performing Arts.

Literature, General Education


Course 08G:001 (ENGL:1200) The Interpretation of Literature (or its equivalent by examination or transfer) is a prerequisite for courses 08G:004 (ENGL:1320) Heroes and Villains through 08G:015 (ENGL:1370) Women and Literature. The pass/nonpass option is available only for students in the Colleges of Nursing and Engineering with consent of the student’s advisor and the instructor.

08G:001 (ENGL:1200) The Interpretation of Literature 3 s.h.
Ways of reading; focus on reader, text, contexts; poetry, short fiction, drama, novels. Prerequisites: 010:003 (RHET:1030). Requirements: successful completion of the rhetoric requirement. GE: Interpretation of Literature.

08G:004 (ENGL:1320) Heroes and Villains 3 s.h.
Heroes, heroines, and villains as products of the imagination; literary representations of heroes, heroines, and villains in varied social and historical situations; how their representation shapes our understanding of heroism and of villainy. Prerequisites:

08G:003 (RHET:1030) and 08G:001 (ENGL:1200). Requirements: successful completion of the rhetoric requirement and then 08G:001 (ENGL:1200). Recommendations: closed to students who have taken 08G:012 (ENGL:1325). GE: Literary, Visual, and Performing Arts.

08G:005 (ENGL:1355) Literatures of Native American Peoples 3 s.h.
Genres of Native American literature, including oral literature; focus on written literature (fiction, essays, poetry, drama). Prerequisites: 010:003 (RHET:1030) and 08G:001 (ENGL:1200). Requirements: successful completion of the rhetoric requirement and then 08G:001 (ENGL:1200). GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity. Same as 149:005 (AINS:1355).

08G:006 (ENGL:1330) Fictions 3 s.h.
Selected masterpieces and recent developments in the art of storytelling in poetry and prose. Prerequisites: 010:003 (RHET:1030) and 08G:001 (ENGL:1200). Requirements: successful completion of the rhetoric requirement and then 08G:001 (ENGL:1200). GE: Literary, Visual, and Performing Arts.

08G:009 (ENGL:1345) American Lives 3 s.h.
Major works of American literature. Prerequisites: 010:003 (RHET:1030) and 08G:001 (ENGL:1200). Requirements: successful completion of the rhetoric requirement and then 08G:001 (ENGL:1200). GE: Literary, Visual, and Performing Arts.

08G:011 (ENGL:1350) Literature and Sexualities 3 s.h.
Works from various genres, time periods, cultures that reflect and construct a wide range of sexual identities. Prerequisites: 010:003 (RHET:1030) and 08G:001 (ENGL:1200). Requirements: successful completion of the rhetoric requirement and then 08G:001 (ENGL:1200). GE: Literary, Visual, and Performing Arts.

08G:012 (ENGL:1325) Comic and Tragic Literature 3 s.h.
Interrelations of comic and tragic literature, including film and other popular media, and their connection with human experience; comic and tragic forms and their uses in different social and historical situations. Prerequisites: 010:003 (RHET:1030) and 08G:001 (ENGL:1200). Requirements: successful completion of the rhetoric requirement and then 08G:001 (ENGL:1200). Recommendations: closed to students who have taken 08G:004 (ENGL:1320). GE: Literary, Visual, and Performing Arts.

08G:014 (ENGL:1365) Literatures of the African Peoples 3 s.h.
Works in English by authors of African descent from America, continental Africa, the Caribbean. Prerequisites: 010:003 (RHET:1030) and 08G:001 (ENGL:1200). Requirements: successful completion of the rhetoric requirement and then 08G:001 (ENGL:1200). GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity. Same as 129:008 (AFAM:1365).

08G:015 (ENGL:1370) Women and Literature 3 s.h.
Works from various genres and time periods focusing on a wide range of women’s experiences. Prerequisites: 010:003 (RHET:1030) and 08G:001 (ENGL:1200). Requirements: successful completion of the rhetoric requirement and then 08G:001 (ENGL:1200). GE: Literary, Visual, and Performing Arts.
Literature, Primarily for Undergraduates

English department courses are open to all undergraduates who have satisfied the rhetoric requirement. Undergraduates are encouraged to complete the required course 008:005 (ENGL:2010) Introduction to the English Major: Theory and Practice as soon as they declare the English major. Students also are encouraged to take one or more introductory departmental courses, 008:030 (ENGL:2120) Introduction to Cultural Studies through 008:038 (ENGL:2170) Introduction to the Essay, before attempting courses numbered 100 (3000) or above.

Courses 008:098 (ENGL:2050) Seminar, 008:198 (ENGL:4040) Undergraduate Honors Project, and 008:199 (ENGL:4010) Special Project for Undergraduates may be repeated. Most courses with the 008 prefix may not be repeated. Occasionally, with written consent from the department’s Undergraduate Advising Office, a student may repeat a course if the course’s subject matter is different from that of a course the student already has taken.

008:001 (ENGL:2191) Modern Fiction 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:002 (ENGL:2192) Postmodern Fiction 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:003 (ENGL:1410) Sex and Popular Culture in the Postwar U.S. 3 s.h.

008:004 (ENGL:2030) Literary Readings Attendance 1 s.h.
Attendance at diverse literary readings and scholarly presentations on The University of Iowa campus and in Iowa City, featuring visiting, local, and University of Iowa writers and scholars.

008:005 (ENGL:2010) Introduction to the English Major: Theory and Practice 3 s.h.
History and practice of English as a discipline; four central aspects of literary study.

008:006 (ENGL:1420) Technologies and Literatures of the Future 3 s.h.
Introduction to discourses of futurology; dramatic advances in machine intelligence, promise of nanotechnology, and future of biological research that have blurred long-held distinctions between science and science fiction; issues and controversies prominent in this futurological discourse. GE: Values, Society, and Diversity.

008:008 (ENGL:2206) Classical and Biblical Literature 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.

008:030 (ENGL:2120) Introduction to Cultural Studies 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:031 (ENGL:2505) Introduction to Postcolonial Studies 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

008:033 (ENGL:2100) Introduction to Criticism and Theory 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:034 (ENGL:2130) Introduction to the Novel 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:035 (ENGL:2140) Introduction to Poetry 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:036 (ENGL:2150) Introduction to the Short Story 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:037 (ENGL:2160) Introduction to Drama 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:038 (ENGL:2170) Introduction to the Essay 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:052 (ENGL:2193) Literature, Culture, and Women 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 131:052 (GWSS:2193).

008:053 (ENGL:2194) Lyric Structures 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.
008:054 (ENGL:2080) English Winter Practicum 2 s.h.

008:055 (ENGL:2425) American Poetry 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:056 (ENGL:2420) American Literary Classics 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:057 (ENGL:2438) American Novel Before 1900 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:058 (ENGL:2440) American Novel After 1900 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:059 (ENGL:2450) American Short Story 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:060 (ENGL:2216) Selected Works of the Middle Ages 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.

008:062 (ENGL:2338) Eighteenth-Century British Literature 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British literature and Culture. PERIOD: 18th/19th-Century Literature.

008:063 (ENGL:2348) British Romanticism 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:064 (ENGL:2359) Victorian Literature 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:065 (ENGL:2360) Twentieth-Century British Literature 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:066 (ENGL:2361) Twenty-first-Century British Literature 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:075 (ENGL:2510) Selected Transnational Authors 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:076 (ENGL:2236) Selected Early Authors 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.

008:078 (ENGL:2309) Selected British Authors Before 1900 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:079 (ENGL:2310) Selected British Authors After 1900 3 s.h.
English majors may apply the following course to the area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:080 (ENGL:2450) Selected African American Authors 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 129:069 (AFAM:2465).

008:070 (ENGL:2105) Disability in Literature and Cultural Theory 3 s.h.
Introduction to disability studies; examination of disability in cultural and literary contexts; core course for the Certificate in Disability Studies. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:083 (ENGL:2463) Topics in African American Literature 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:084 (ENGL:2560) Topics in Culture and Identity 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:085 (ENGL:2369) Topics in British Culture and Identity 3 s.h.
How culture and identity of British society are created and reflected through literature and other discursive systems; focus on a specific topic and area. English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:086 (ENGL:2475) Topics in Asian American Literature 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:087 (ENGL:2409) Selected American Authors Before 1900 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:088 (ENGL:2410) Selected American Authors After 1900 2-3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:090 (ENGL:2329) Topics in Modern British Literature Before 1900 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:091 (ENGL:2330) Topics in Modern British Literature After 1900 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:100 (ENGL:3237) Literature and Culture of Seventeenth-Century England 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.

008:101 (ENGL:3226) Literature and Culture of the Middle Ages 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as 162:101 (MDVL:3226).

008:102 (ENGL:3236) Literature and the Culture of the Renaissance 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.

008:103 (ENGL:3329) Literature and Culture of Eighteenth-Century Britain 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:104 (ENGL:3339) Literature and Culture of Nineteenth-Century Britain 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:105 (ENGL:3419) Literature and Culture of Nineteenth-Century America 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:106 (ENGL:3420) Literature and the Culture of Twentieth-Century America 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:107 (ENGL:3348) Literature and Culture of Nineteenth-Century Scotland 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:108 (ENGL:3418) Literature and Culture of America Before 1800 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:109 (ENGL:3520) Literature and Culture of the 20th and 21st Century 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

008:110 (ENGL:3350) Literature and Culture of 20th- and 21st-Century Britain 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:111 (ENGL:3228) Literature and Culture of the Restoration 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.

008:112 (ENGL:3338) Literature and Culture of the Romantic Period 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:113 (ENGL:3525) Literature and Culture of the Americas 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:114 (ENGL:3530) Caribbean Literature and Culture
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:115 (ENGL:3444) Literatures of the American Peoples
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:116 (ENGL:3459) African American Literature Before 1900
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature. Same as 129:116 (AFAM:3459).

008:117 (ENGL:3460) African American Literature After 1900
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 129:117 (AFAM:3460).

008:118 (ENGL:3455) Jewish American Literature
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.

008:119 (ENGL:3550) African Literature
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as 129:119 (AFAM:3550).

008:121 (ENGL:3355) British Poetry
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:122 (ENGL:3246) 16th- and 17th-Century Poetry
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.

008:123 (ENGL:3480) American Literature and History
Examination of fictional histories (novels about history), their relationship to historical interpretation. English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 045:123 (AMST:3480).

008:126 (ENGL:3010) Children's Literature
Classic children's literature and contemporary critical approaches to the genre. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies, or Modern British Literature. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:128 (ENGL:4172) London Performance Study
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as 049:177 (THTR:4630).

008:129 (ENGL:3100) Topics in Criticism and Theory
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:130 (ENGL:3140) Literature and the Book
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Early Literatures Through 17th Century. 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 108:181 (UICB:3140).

008:131 (ENGL:3349) European Literature of the Nineteenth Century
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature. Same as 048:109 (CCL:3309).

008:132 (ENGL:3540) Literature of the Indian Subcontinent
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

008:133 (ENGL:3535) Inter-American Studies
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

008:134 (ENGL:4150) Introduction to Book Studies
Theory and practice of book studies; meanings of word and image in the book format; comparative study of other media, applied study of the codex as physical artifact. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Early Literatures Through 17th Century, or 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 108:185 (UICB:4150).

008:135 (ENGL:3429) Topics in American Literature Before 1900
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>008:136</td>
<td>ENGL:3105 Topics in Popular Culture</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.</td>
</tr>
<tr>
<td>008:137</td>
<td>ENGL:3465 African American Autobiography</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 129:181 (AFAM:3465).</td>
</tr>
<tr>
<td>008:138</td>
<td>ENGL:3515 Topics in Postcolonial Studies</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.</td>
</tr>
<tr>
<td>008:139</td>
<td>ENGL:3430 Topics in American Literature After 1900</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature.</td>
</tr>
<tr>
<td>008:140</td>
<td>ENGL:3256 Elementary Old English</td>
<td>3 s.h.</td>
<td>Reading knowledge of Old English; introduction to Anglo-Saxon literature and culture. English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.</td>
</tr>
<tr>
<td>008:141</td>
<td>ENGL:3257 Old English Beowulf</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.</td>
</tr>
<tr>
<td>008:142</td>
<td>ENGL:3266 Medieval Celtic Literature</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.</td>
</tr>
<tr>
<td>008:143</td>
<td>ENGL:3267 Medieval Norse Literature</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.</td>
</tr>
<tr>
<td>008:144</td>
<td>ENGL:3276 Medieval Drama</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as 049:181 (THTR:3276).</td>
</tr>
<tr>
<td>008:145</td>
<td>ENGL:3277 English Renaissance Drama</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as 049:184 (THTR:3277).</td>
</tr>
<tr>
<td>008:146</td>
<td>ENGL:3286 Chaucer</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.</td>
</tr>
<tr>
<td>008:147</td>
<td>ENGL:3287 Shakespeare</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as 049:072 (THTR:3287).</td>
</tr>
<tr>
<td>008:148</td>
<td>ENGL:3296 Milton</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.</td>
</tr>
<tr>
<td>008:150</td>
<td>ENGL:3216 Topics in Medieval and Renaissance Literature</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century.</td>
</tr>
<tr>
<td>008:151</td>
<td>ENGL:3107 Literature and Anthropology</td>
<td>3 s.h.</td>
<td>Topics vary. Same as 048:151 (CCL:3107), 113:109 (ANTH:3107).</td>
</tr>
<tr>
<td>008:153</td>
<td>ENGL:3441 Native American Literature</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 149:113 (AINS:3441).</td>
</tr>
<tr>
<td>008:154</td>
<td>ENGL:3450 American Regional Literatures</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.</td>
</tr>
<tr>
<td>008:155</td>
<td>ENGL:3555 Topics in African Cinema</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as 129:158 (AFAM:3555).</td>
</tr>
<tr>
<td>008:158</td>
<td>ENGL:3360 British Fiction</td>
<td>3 s.h.</td>
<td>British fiction written since 1700. English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.</td>
</tr>
<tr>
<td>008:161</td>
<td>ENGL:3570 Transnational and Postcolonial Writing by Women</td>
<td>3 s.h.</td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature. Same as 048:161 (CCL:3570).</td>
</tr>
<tr>
<td>008:162</td>
<td>ENGL:4410 Midwest African American Literature and Culture</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 129:162 (AFAM:4710).

008:163 (ENGL:3580) Identity and Social Issues 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

008:164 (ENGL:3510) Topics in Transnational Literature 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

008:165 (ENGL:3590) People on the Move 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

008:167 (ENGL:3519) Literature and Culture of Empire 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

008:168 (ENGL:3102) Topics in Poetry and Poetics 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:170 (ENGL:3160) Literary Genres and Modes 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:171 (ENGL:3181) Digital Media and Poetics 3 s.h.
Theory and practice of one or more varieties of digital composition; digital art analyzed and created in specific forms —radio drama, interactive fiction, procedural and constructivist poetics. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:172 (ENGL:3135) Narrative and the Cinema 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as 048:172 (CCL:3135).

008:173 (ENGL:3180) Topics in Digital Media 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as 049:174 (THTR:3180).

008:175 (ENGL:3130) Topics in Film and Literature 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:176 (ENGL:3150) Literature and Philosophic Thought 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:177 (ENGL:3155) Literature and Art 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 048:177 (CCL:3277).

008:178 (ENGL:3320) Modern British Drama 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:179 (ENGL:3152) Literature and Society 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Modern British Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature.

008:180 (ENGL:3439) American Drama Before 1900 3 s.h.
American playwrights and plays before 1900. English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature.

008:182 (ENGL:3186) Science Fiction 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

008:184 (ENGL:3489) Contemporary American Women Writers 3 s.h.
Interdisciplinary study of contemporary American women writers whose works depict the shaping force of race, class, gender, and sexuality on individuals, families, and communities. Same as 131:189 (GWSS:4089).

008:186 (ENGL:3462) African American Drama 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 049:186 (THTR:3462), 129:186 (AFAM:3462).

008:188 (ENGL:3120) Prose by Women Writers 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 131:188 (GWSS:3120).

008:189 (ENGL:3182) Digital Cultures and Literacies 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

08C:190 (ENGL:3142) Topics in Book History 3 s.h.
Authorship, publishing, and so forth within specific historical and cultural contexts. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Early Literature Through 17th Century, 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 108:186 (UICB:3142).

08C:191 (ENGL:3595) International Literature Today 1.3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 181:191 (IWP:3191), 218:191 (WLLC:3191).

08C:192 (ENGL:4195) Interdisciplinary Studies 3 s.h.
Exploration of how readings of theory can be evaluated through discussions and readings in literature. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature.

08C:194 (ENGL:3175) Introduction to Feminist Criticism 3 s.h.
Introduction to feminist interpretation of literature, feminist literature, feminist theories, and uses of literature in forming feminist politics. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as 131:194 (GWSS:3175).

08C:195 (ENGL:3532) Modernist Women Writers 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Transnational Literature and Postcolonial Studies. PERIOD: 20th/21st-Century Literature.

08C:196 (ENGL:3431) American Novel Since 1945 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 049:117 (THTR:3440).

08C:197 (ENGL:3440) American Drama Since 1900 3 s.h.
American playwrights and plays after 1900. English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 049:117 (THTR:3440).

Nonfiction and Creative Writing

The following courses may be repeated.

08C:023 (CW:1810) Creative Writing
08C:097 (CW:2870) Fiction Writing
08C:098 (CW:2875) Poetry Writing
08C:101 (CW:3001) Creative Writing for Business
08C:108 (CW:3218) Creative Writing for New Media
08C:117 (CW:3217) Writing and Reading Young Adult Fiction
08C:163 (CW:4870) Undergraduate Writers’ Workshop: Fiction
08C:166 (CW:4875) Undergraduate Writers’ Workshop: Poetry
08C:167 (CW:4880) Undergraduate Writers’ Seminar
08C:195 (CW:4894) Undergraduate Project in Creative Writing
08C:197 (CW:4897) Novel Writing
08C:198 (CW:3875) Advanced Poetry Writing
08N:120 (CNW:3630) Advanced Nonfiction Writing
08N:145 (CNW:3660) Multimedia Writing
08N:150 (CNW:4631) Undergraduate Essay Workshop
08N:199 (CNW:4690) Undergraduate Project in Nonfiction Writing

Other courses listed below may be repeated with consent of the instructor.

Courses 08N:090 (CNW:2690) Intermediate Nonfiction Writing and 08N:120 (CNW:3630) Advanced Nonfiction Writing have prerequisites.

Course 08N:150 (CNW:4631) Undergraduate Essay Workshop requires consent of instructor (see course description on ISIS).

Courses 08C:001 (CW:1800) Creative Writing Studio Workshop and 08N:090 (CNW:2690) Intermediate Nonfiction Writing and 08N:120 (CNW:3630) Advanced Nonfiction Writing have prerequisites.

Course 08N:150 (CNW:4631) Undergraduate Essay Workshop requires consent of instructor (see course description on ISIS).

Courses 08C:001 (CW:1800) Creative Writing Studio Workshop and 08N:090 (CNW:2690) Intermediate Nonfiction Writing and 08N:120 (CNW:3630) Advanced Nonfiction Writing have prerequisites.

Course 08N:150 (CNW:4631) Undergraduate Essay Workshop requires consent of instructor (see course description on ISIS).

Courses 08C:001 (CW:1800) Creative Writing Studio Workshop and 08N:090 (CNW:2690) Intermediate Nonfiction Writing and 08N:120 (CNW:3630) Advanced Nonfiction Writing have prerequisites.

Course 08N:150 (CNW:4631) Undergraduate Essay Workshop requires consent of instructor (see course description on ISIS).

Courses 08C:001 (CW:1800) Creative Writing Studio Workshop and 08N:090 (CNW:2690) Intermediate Nonfiction Writing and 08N:120 (CNW:3630) Advanced Nonfiction Writing have prerequisites.

Course 08N:150 (CNW:4631) Undergraduate Essay Workshop requires consent of instructor (see course description on ISIS).

Courses 08C:001 (CW:1800) Creative Writing Studio Workshop and 08N:090 (CNW:2690) Intermediate Nonfiction Writing and 08N:120 (CNW:3630) Advanced Nonfiction Writing have prerequisites.
Science fiction literature as an ongoing conversation about the possible; exploration of world boundaries we have by imagining worlds that we don't (yet); alien encounters that consider ways we react to beings we see as unlike ourselves; alternate histories to illuminate what might have been; transhumanist fiction to explore what we may become; issues of composition and craft that underlie all effective fiction; students write and revise works of science fiction and engage in constructive discussion of each other's work.

08C:105 (CW:3005) Professional and Creative Business Communication
Solid foundation for creative and professional communication in today's modern work world; exploration of techniques, strategies, and craft of writing résumés, letters of interest, email and its related etiquette, and organization of ideas into presentable form; semester-long creative project that builds a bridge between office and the world using modern technology and social media; readings and discussions of literature to better understand issues of ethics, leadership, conflict, moral judgment, decision making, and human nature; how to navigate and succeed in business or any professional field. Prerequisites: 010:003 (RHET:1030). Same as 145:105 (INTD:3005). 3 s.h.

08C:107 (CW:3107) Creative Writing for the Health Professions
Same as 145:107 (INTD:3107). 3 s.h.

08C:108 (CW:3218) Creative Writing for New Media
Prepares creative writers for evolving marketplace of electronic text, media; experience writing in varied media such as the Internet, e-books, video games, mobile devices, emergent social narratives. Same as 145:108 (INTD:3200). 3 s.h.

08C:110 (CW:3210) Creative Writing and the Natural World
How humans tether to their environment through stories; students write stories and through writing explore if there is a new tie to sustainable history. Same as 145:110 (INTD:3210). 3 s.h.

08C:115 (CW:3215) Creative Writing and Popular Culture
Creative writing through the lens of popular culture; topics include television, film writing, adaptations, commercials, advertising, magazines, newspapers, comic books, song lyrics, billboards, and backs of cereal boxes. Same as 145:115 (INTD:3300). 3 s.h.

08C:117 (CW:3217) Writing and Reading Young Adult Fiction
Early to contemporary young adult fiction; how the genre addresses issues that are relevant to young people through its wide-ranging subject matter; issues facing the genre, including the debate over what constitutes it; readings and experience writing young adult fiction. 3 s.h.

08C:145 (CW:4745) The Sentence: Strategies for Writing
Writing dynamic, cogent, and grammatically correct sentences; effectively communicating ideas; writing with clarity and confidence; review of grammar and various types of sentences; building complexity by adding adverbial, subordinate, and connective clauses to simple sentences; how rhythm, syntax, and word order expand the meaning of a sentence; application and appreciation. 3 s.h.

08C:147 (CW:4747) Creative Writing for the Socially Aware
Reading short stories, essays, poems, and plays to examine seven subject areas (education; gender and sex roles; relationship and family dynamics; criminal behavior; race, ethnicity, and identity; terrorism and war; death and dying); varied writing assignments, including message boards posts, reading responses, critiques, arguments, research papers, creative writing, and public relations material; analyzing the effectiveness of an argument; supporting claims made in persuasive writing. 3 s.h.

08C:150 (CW:4750) Writing and Activism
Exploration of writing as a political act; examination of texts that focus on activism (e.g., environment, social inequality, racism, war); best practices for literary advocacy and social/political persuasion/instruction; improving dexterity with written persuasion; argumentation, and personal statements; application of study of writing to broader world. 3 s.h.

08C:151 (CW:4751) Creative Writing for the Musician
Better writing by focused appreciation of classical and popular music; musical forms and storytelling; music as a source of inspiration, performance of free-form writing exercises set to different soundtracks; what music can teach about language; scansion; methods for applying musical techniques in word form; how punctuation and grammar create rhythm; tone and diction used to create and modify dynamics of prose; multimedia project incorporating written, visual, and audio storytelling techniques. 3 s.h.

08C:160 (CW:4760) The Art of Revision: Rewriting prose for Clarity and Impact
Writing and rewriting of short stories and essays; specific choices to help writing reach its full potential; examination of first drafts and making strategic or radical decisions on what needs to happen in subsequent drafts in order for writing to better match original intentions; students gain insight from peers on where first drafts are succeeding or falling short, and write second and third drafts of short stories and personal narratives; structural and aesthetic choices. 3 s.h.

08C:163 (CW:4870) Undergraduate Writers’ Workshop: Fiction
English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. 3 s.h.

08C:166 (CW:4875) Undergraduate Writers’ Workshop: Poetry
English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. 3 s.h.

08C:167 (CW:4880) Undergraduate Writers’ Seminar
3 s.h.
Exploration of literature to develop substance and craft; class sessions designed around topic chosen by instructor; modeled after Writers' Workshop graduate reading seminars. English majors may apply this course (except for EX sections) to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Requirements: completion of rhetoric requirement.

**08C:194 (CW:3870) Advanced Fiction Writing** 3 s.h.  
Analysis of accomplished fiction writers’ work; critique of class members’ short stories, in writing and in class; discussion of how class members use language, characterization, point of view, other elements of fiction in their work. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Prerequisites: 08C:097 (CW:2870).

**08C:195 (CW:4894) Undergraduate Project in Creative Writing** arr.  
English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

**08C:197 (CW:4897) Novel Writing** 3 s.h.  
Introduction to the process of writing a novel through focused lessons on character, perspective, plot, scene, and dialogue; organizing a longer work; creating notes and sections of a novel with progression towards completing a draft. Requirements: creative writing or fiction writing course.

**08C:198 (CW:3875) Advanced Poetry Writing** 3 s.h.  
Writing poems, reading poetry by class members and established poets; workshop context. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Prerequisites: 08C:098 (CW:2875).

**08N:080 (CNW:2680) Nonfiction Writing** 3 s.h.  
Forms of nonfiction explored in workshop environment; experience in all stages of writing process; portfolio. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

**08N:080 (CNW:2680) Intermediate Nonfiction Writing** 3 s.h.  
Nonfiction writing and reading; exploration of subjects, styles, and forms of the essay. Prerequisites: 08N:080 (CNW:2680). Requirements: undergraduate standing.

**08N:102 (CNW:3632) Prose Style** 3 s.h.  
Sentences: how they work, what they do; how sentences can help writing, expand understanding of prose style, stretch options.

**08N:104 (CNW:3633) Personal Writing** 3 s.h.

**08N:113 (CNW:3640) Writing for Business and Industry** 3 s.h.

**08N:120 (CNW:3630) Advanced Nonfiction Writing** 3 s.h.  
Essay writing; focus on workshop environment. Prerequisites: 08N:080 (CNW:2680). Requirements: undergraduate standing.

**08N:125 (CNW:4405) Freelance Reporting and Writing** 4 s.h.

Approaches to writing and marketing articles to magazines, newspapers, other publications; developing ideas, researching periodical markets, writing queries, writing and rewriting articles for publication. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major. Same as 019:125 (JMC:4405).

**08N:133 (CNW:4642) Team Writing for Business** 3 s.h.

**08N:141 (CNW:4355) Approaches to Teaching Writing** 3 s.h.  
Theories, practices, strategies, and history of writing and teaching writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Same as 075:155 (EDTL:4355).

**08N:145 (CNW:3660) Multimedia Writing** 3 s.h.  
Multidisciplinary sessions mixing media production, creative nonfiction, and literary theory; topics ranging from hypertext authoring and electronic magazine publishing to sound art and digital video; principles and practices of writing for alternative media, theoretical understanding of how various media frame the situation; radio essay, video essay, interactive animation, web authoring, electronic magazine publishing.

**08N:146 (CNW:3661) Film and Writing** 3 s.h.  
Writers’ introduction to digital video; compelling forms of nonfiction filmmaking from the film essay to the environmental documentary; how to convert texts into film, conduct interviews, and shoot and edit digital video; emphasis on careful analysis and making of widely films.

**08N:147 (CNW:3662) Graphic Writing** 3 s.h.  
The photo essay and the graphic memoir, two modes of nonfiction that have steadily increased in prominence and popularity; key texts in both genres (i.e., Dorothea Lange’s American Exodus, Marjane Satrapi’s Persepolis, or Art Spiegelman’s Maus); writing and producing photo essays and short graphic memoirs.

**08N:148 (CNW:3663) Radio and Writing** 3 s.h.  
Writing with sound; introduction to radio essays and documentaries with focus on digital audio; analyze key radio works and essayists; produce voiceovers, record interviews, mix music, edit sound and spoken texts in making radio art.

**08N:149 (CNW:3664) Writing About Science** 3 s.h.  
Writing about science and technology from neurobiology to astrophysics; exploration of classic literary nonfiction on the sciences; focus on various stylistic practices for making complex topics compelling for a general audience and developing a clear and readable prose style.

**08N:150 (CNW:4631) Undergraduate Essay Workshop** 3 s.h.  
Experience working on new nonfiction projects, drafting and preparing one piece throughout a semester; individualized work to promote understanding of and creation in genres of nonfiction writing. Requirements: undergraduate standing, successful completion of two 08N (CNW) courses, and submission of manuscript.
08N:192 (CNW:3644) Dublin Writing Workshop 3 s.h.
Intensive writing workshops for aspiring creative writers; study abroad in Dublin, Ireland. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing.

08N:199 (CNW:4690) Undergraduate Project in Nonfiction Writing arr.

Writers’ Seminars

8WS:120 (ENGL:3720) Creative Writing Track Colloquium
In-depth focus on works by and about visiting writers and literature that contextualizes their work; multiple genres; seminar. Requirements: English major and admission to Undergraduate Creative Writing track.

8WS:121 (ENGL:3721) Writers’ Seminar: Fiction 2 s.h.
In-depth exploration and analysis of creative works in fiction. Requirements: English major and admission to Undergraduate Creative Writing track.

8WS:122 (ENGL:3722) Writers’ Seminar: Poetry 2 s.h.
In-depth exploration and analysis of creative works in poetry. Requirements: English major and admission to Undergraduate Creative Writing track.

8WS:123 (ENGL:3723) Writers’ Seminar: Nonfiction 2 s.h.
Rigorous exploration and analysis of a range of nonfiction creative works. Requirements: English major and admission to Undergraduate Creative Writing track.

8WS:124 (ENGL:3724) Writers’ Seminar: Literary Translation 2 s.h.
Rigorous exploration and analysis of a range of creative works in literary translation. Requirements: English major and admission to Undergraduate Creative Writing track.

8WS:125 (ENGL:3725) Writers’ Seminar: Playwriting 2 s.h.

8WS:170 (ENGL:4720) Creative Writing Track: Advanced Topics 3 s.h.
Advanced writing and reading for undergraduate creative writing track; topics vary. Requirements: admission to Undergraduate Creative Writing track.

Special Topics
These courses do not fulfill area or period requirements for the English major. They may be used to earn elective credit in the major.

008:029 (ENGL:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

008:199 (ENGL:4010) Special Project for Undergraduates

Honors

008:098 (ENGL:2050) Seminar 3 s.h.
English majors may apply this course to varied area and/or period requirements. Requirements: English major g.p.a. of 3.33.

008:120 (ENGL:4020) Honors Thesis Workshop 3 s.h.
Prerequisites: 008:098 (ENGL:2050). Requirements: English major g.p.a. of 3.33.

008:198 (ENGL:4040) Undergraduate Honors Project 1-3 s.h.
Requirements: admission to English honors program.

Literature for Graduate Students
Department of English graduate courses are repeatable with the written approval of the department’s director of graduate studies.

Introductory Courses

008:201 (ENGL:5000) Introduction to Graduate Study 1 s.h.

008:202 (ENGL:5050) Placement Practicum 1 s.h.
Navigation of academic job market and exploration of career opportunities; writing cover letters, curriculum vitae, dissertation abstracts, and teaching statements; application strategies for various jobs in research, liberal arts, community colleges, and outside academia; opportunity to practice interviews and other hands-on coaching; for advanced English department Ph.D., M.A., and M.F.A. students.

008:205 (ENGL:6950) Colloquium: Teaching Introduction to the Major 1 s.h.

008:206 (ENGL:6960) Colloquium: Teaching Literature 2 s.h.
Professional development program for new 08G:001 (ENGL:1200) teachers, including three-day pre-semester workshop.

Graduate Reading Courses

008:210 (ENGL:6900) Doctoral Workshop in English 2 s.h.

008:216 (ENGL:6110) Medieval Authors 3 s.h.

008:218 (ENGL:6100) Readings in Medieval Literature and Culture 3 s.h.

008:219 (ENGL:6200) Sixteenth- and Seventeenth-Century Authors 3 s.h.

008:222 (ENGL:6300) Restoration and Eighteenth-Century Literature 3 s.h.

008:223 (ENGL:6400) Romantic Literature 3 s.h.
Same as 048:223 (CCL:6323).

008:224 (ENGL:6500) Victorian Literature 3 s.h.

008:225 (ENGL:6510) Late Victorian and Edwardian Literature 3 s.h.

008:228 (ENGL:6610) Studies in African American Literature 3 s.h.

008:229 (ENGL:6000) Introduction to Contemporary Theory 3 s.h.

008:238 (ENGL:6620) Readings in American Indian Literature 3 s.h.

008:240 (ENGL:6640) Readings in American Literary Genres 3 s.h.

008:241 (ENGL:6760) Topics in Contemporary Literature 3 s.h.

008:243 (ENGL:6015) Feminist Cultural Studies 3 s.h.

008:246 (ENGL:6670) American Literary Magazines 3 s.h.
Aspects of American literary magazines, from city journals to monthly periodicals, historical moment to marketplace demand.

008:249 (ENGL:6730) Modernist Studies 3 s.h.

008:250 (ENGL:6601) Readings in American Literature 3 s.h.
American literature of the 18th century.

008:252 (ENGL:6630) Readings in Latina/o Literary and Cultural Studies 3 s.h.
Survey of Latina/o literature and criticism to prepare for comprehensive exam; organized by thematic units that stress canonical and emerging research areas in Latina/o literary and cultural studies.

008:253 (ENGL:6220) Shakespeare 3 s.h.
Same as 049:213 (THTR:6403).

008:254 (ENGL:6602) Readings in American Literature II 3 s.h.

008:258 (ENGL:6603) Readings in American Literature III 3 s.h.
Tenth- and twenty-first-century American literature.

008:260 (ENGL:6060) Modes of Critical Analysis 3 s.h.
Critical practice applicable to English language and literature.

008:261 (ENGL:6750) Studies in Postmodernism 3 s.h.
Aspects of postmodernism as aesthetic practice and critical theory in literary and cultural studies.

008:271 (ENGL:6075) Studies in Sentimentalism 3 s.h.
Readings in sentimentalism as literary genre, rhetorical practice, cultural mode, and psycho-social phenomenon; focus on attendant theories of affect; integration of literature and culture with work on the politics of affect in postcolonial and transnational studies, critical race and ethnic studies, American studies, and gender and sexuality studies. Same as 010:271 (RHET:6071), 160:271 (PORO:6071).

008:272 (ENGL:6090) Topics in Interdisciplinary Studies 3 s.h.
Interdisciplinary approaches to literature and culture.

008:273 (ENGL:6800) Readings in Postcolonial Literature and Theory 3 s.h.
Introduction to central concerns and questions of postcolonial theory; impact of imperial ideologies on formation of racial and ethnic identities; nationalist and pan-nationalist challenges to colonialism; postcolonial revisions of Western history; representations of gender and sexuality; diasporic and transnational cultural production; alternative versions of modernity; relationship between past and contemporary forms of globalization.

008:275 (ENGL:6020) Literature as Letters 3 s.h.

008:276 (ENGL:6770) Writing and Revolution 3 s.h.

008:283 (ENGL:6080) New Media Poetics 3 s.h.

008:285 (ENGL:6720) Twentieth-Century Literatures 3 s.h.
Literatures of 20th century; varied topics (e.g., transnational approach, focus on particular theme, genre, or critical perspective).

Seminars
Advanced work in literary history, criticism, and theory; concentration varies by semester.
Same as 016:247 (HIST:6635), 030:242 (POLI:6635),
044:286 (GEOG:6635), 048:247 (CCL:6635),
113:247 (ANTH:6635), 129:231 (AFAM:6635),
013:262 (GRMN:6635), 035:273 (SPAN:6904),

008:402 (ENGL:7100) Seminar: Medieval Literature and Culture  arr.
Same as 048:402 (CCL:7302).

Same as 048:407 (CCL:7307).


008:432 (ENGL:7500) Seminar: Victorian Literature  arr.


Same as 048:450 (CCL:7054).

Walt Whitman’s writings and career.


008:461 (ENGL:7701) Seminar: Literary Criticism and Theory 3 s.h. 008:565 (ENGL:7990) Special Project for Graduate Students  arr.
Analysis of issues in current literary criticism and theory and of texts from related fields, such as aesthetics, cultural studies, political science, psychology, and philosophy.

008:462 (ENGL:7000) Seminar: Cultural Studies  arr.

Professional Training
The following courses offer theoretical and practical training for those who plan to teach.

08P:182 (ENGL:3190) Language and Learning 2-3 s.h. 08P:190 (ENGL:4810) Methods: Secondary English 3 s.h. How language reflects and constructs learners’ identities and cultures; readings related to oral and written language, native and second language development, linguistic diversity; discussion of the relationship of language theory to schools of language instruction. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as 07S:182 (EDTL:3382).

08P:190 (ENGL:4810) Methods: Secondary English 3 s.h.
Organizational techniques, methods, materials for teaching high school English; experience in simulated teaching situations during laboratory sessions, integrated with lectures and discussions. Prerequisites: 07S:114 (EDTL:4314). Same as 07S:115 (EDTL:4315).

08P:198 (ENGL:3191) Reading and Teaching Adolescent Literature 3 s.h. 08P:204 (ENGL:6104) Literature for Children II 3 s.h. Reading and evaluation of literature suitable for junior and senior high school students. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as 07S:193 (EDTL:3393).

08P:204 (ENGL:6104) Literature for Children II 3 s.h.
Current theory, research, and practice in reading and responding to children’s literature; genre and topic vary. Same as 07E:204 (EDTL:6104).
08P:300 (ENGL:7070) Introduction to Qualitative Methods in Literacy Research  
Conceptual and practical exploration of qualitative research design methods, including data collection, analysis, and reporting; understanding proposal writing. Same as 07S:370 (EDTL:7070).

08P:405 (ENGL:6315) M.A. Seminar: English Education  
Significant developments in English education; primary and collateral readings. Same as 07S:315 (EDTL:6315).

08P:425 (ENGL:7015) Ph.D. Seminar in Language, Literacy, and Culture  
Historical, recent research and theory in literacy education; topics vary. Same as 07S:415 (EDTL:7015).

Nonfiction Writing  

Practice in Writing  
These courses give intensive attention to composition and exposition and to formal and thematic problems, both in the meditative essay and in extended works of nonfiction.

08N:255 (CNW:6654) Forms of the Essay  

08N:350 (CNW:6610) Essay Writing Workshop  
4 s.h.

08N:355 (CNW:6620) Nonfiction Writing Workshop  
arr.

Theory and Practice of Writing  
These courses combine theory and analysis of nonfiction writing with practical experimentation in writing. They are intended for people who want to practice, criticize, and/or teach nonfiction writing.

08N:202 (CNW:6600) Teaching Nonfiction  
Theories and practices of teaching nonfiction writing; writing workshop approaches, strategies to encourage response and revision, connections between reading and writing, diversity of form, language, and assessment.

08N:262 (CNW:6650) Readings in Nonfiction  
Same as 160:262 (PORO:6650).

08N:270 (CNW:6660) Twenty-first-Century Nonfiction

08N:365 (CNW:6670) Overseas Writing Workshop  
arr.

08N:375 (CNW:5375) Teaching in a Writing Center  
3 s.h.  
Seminar/practicum to prepare graduate students to teach in the University of Iowa Writing Center or similar settings; seminar component on writing and reading processes, tutoring strategies, English-as-a-second-language issues; practicum experience tutoring in the Writing Center. Same as 010:375 (RHET:5375).

Independent Study  
08N:550 (CNW:7900) Special Project in Nonfiction Writing  
arr.

08N:580 (CNW:7950) Thesis in Nonfiction Writing  
arr.

Creative Writing  
All may be repeated.

Workshops and Seminars  
Open only to Iowa Writers’ Workshop students or to others with consent of instructor.

08C:251 (CW:7870) Fiction Workshop  
arr.

08C:252 (CW:7875) Poetry Workshop  
arr.

08C:270 (CW:7810) Form of Fiction  
3 s.h.

08C:275 (CW:7820) Form of Poetry  
3 s.h.

08C:297 (CW:5870) Graduate Fiction Writing  
3 s.h.  
Reading and discussion of published stories and those written by class members, with the aim of improving writing through careful reading and reflection, spirited discussion, and written comments.

08C:298 (CW:5875) Graduate Poetry Writing  
3 s.h.  
Careful writing and reading of poems by students as well as by established poets; thorough discussion in a supportive context.

08C:490 (CW:7830) Seminar: Problems in Modern Fiction  
arr.

08C:495 (CW:7840) Seminar: Problems in Modern Poetry  
arr.

Independent Study  
08C:555 (CW:7890) Graduate Project in Creative Writing  
arr.

08C:590 (CW:7895) M.F.A. Thesis  
arr.

Translation Studies  
This course does not fulfill area or period requirements for the English major but may be used to earn elective credit for the major.
08W:079 (ENGL:2810) Undergraduate Translation Workshop
Translation exercises, discussion of translation works in progress; alternative strategies for translation projects. Requirements: working knowledge of a language other than English. Same as 218:079 (TRNS:2179).
English as a Second Language

**Director**
- Maureen Burke

**Lecturers**
- Eric Bodin, Craig Dresser, Jennifer Gerbyshak, Susan Isham, Katherine Kasten, Melissa Meisterheim

**Web site:** http://clas.uiowa.edu/esl/

The University of Iowa offers English as a Second Language (ESL) instruction in three distinct, but related, programs: ESL credit classes, the Iowa Intensive English Program (IIEP), and the Teaching Assistant Preparation in English program (TAPE).

These programs meet the needs of students whose first language is not English. ESL credit classes help students raise their English proficiency so they can complete a degree successfully. IIEP provides intensive instruction for students who must raise their English proficiency to gain admission to a university or college. TAPE helps students improve their oral competence in English so they may assume classroom teaching responsibilities.

**Programs**

**ESL Credit Classes**

English as a Second Language credit classes bridge the gap between full-time language instruction and full-time academic work, serving students who score a minimum of 530-599 (paper-based) or 80-100 with no subscore below 17 (Internet-based) on the Test of English as a Foreign Language (TOEFL). ESL courses are offered to help students increase their proficiency in four skill areas: reading, writing, speaking, and listening. A course also is offered in grammar. Each course offers 3 s.h. of credit, which undergraduates may count as elective credit toward graduation. Courses are taught by ESL lecturers and by teaching assistants pursuing advanced degrees in linguistics.

Acceptable TOEFL scores may change. Check with the Office of Admissions for more information.

Courses taken to meet the College of Liberal Arts and Sciences English proficiency requirement must be completed with a grade of C or higher. If a student earns a grade of C-minus or lower in an ESL course, the course must be retaken in order for the student to fulfill the ESL course requirement. An ESL course must be taken for a letter grade and may not be taken pass/nonpass or satisfactory/unsatisfactory. Students are not allowed to drop ESL courses once the semester begins. A student held for ESL courses may not enroll in a rhetoric course until the ESL requirement is completed.

Visit the ESL Credit Classes web site for more information.

**Iowa Intensive English Program (IIEP)**

The Iowa Intensive English Program (IIEP) primarily serves students on conditional admission and persons who have not yet been admitted to the University and who score below 530 (paper-based) or 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL). The program welcomes international students preparing to enter universities and colleges as well as other adults who want to improve their English skills.

IIEP offers intensive English instruction and a cultural, social, and academic orientation to the United States. Instruction emphasizes proficiency in spoken and written English, which is crucial to college and university work. Grammar and the basic language skills of writing, reading, listening comprehension, and speaking are taught each day at all levels, from beginning through advanced. Instruction is by full-time professional ESL instructors.

Each IIEP student receives 20 hours of classroom instruction each week plus individual work in the language laboratory. IIEP students have full access to all University facilities. Field trips and cultural and social experiences are integral parts of the program.

International students admitted to the IIEP receive a certificate of eligibility (Form I-20), which enables them to apply for a student visa at the nearest U.S. consulate or embassy. Application materials are available from the ESL Programs Office and on the Iowa Intensive English Program web site.

**Teaching Assistant Preparation in English (TAPE)**

The Teaching Assistant Preparation in English program (TAPE) is designed for graduate students whose first language is not English, who need additional work on English communication, and who will hold teaching assistantships while enrolled at The University of Iowa. Only students who need the program and who have sufficient competence in English to profit from it are eligible. TAPE courses are open to graduate students who have been evaluated for TA certification and to others if space is available. Students are taught by full-time professional ESL instructors.

**Courses**

**ESL Credit Classes**

The following courses are for students whose first language is not English. Courses taken to meet the English as a Second Language (ESL) courses may not be taken S/U. In order to enroll in ESL courses, undergraduates must score 530 (paper-based) or 80 (Internet-based) or higher on the Test of English as a Foreign Language (TOEFL), or the equivalent; graduate students must score 550 (paper-based) or 81 (Internet-based) or higher on TOEFL, or the equivalent. Consent of ESL director is required for all courses.

212:029 (ESL:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

212:183 (ESL:4130) English as a Second Language: Academic Listening Skills

Development of listening skills for students whose first language is not English; focus on listening skills necessary for success in a U.S. academic setting; academic lectures, note-taking skills, fast-paced classroom discussions. Requirements: placement test.

212:184 (ESL:4100) English as a Second Language: Academic Oral Skills
3 s.h.
Speaking skills for the U.S. academic setting and society; pronunciation, grammar, vocabulary; structured opportunity to develop fluency.

212:186 (ESL:4160) ESL Grammar
3 s.h.
English structure; troublesome grammar patterns.

212:187 (ESL:4190) English as a Second Language: Academic Writing
3 s.h.
Complex grammatical constructions, discourse considerations, formal vocabulary use expected of university students; organization styles, types of argumentation, analytic methods used in academic writing. Requirements: undergraduate standing.

212:189 (ESL:4200) English as a Second Language: Academic Reading Skills
3 s.h.
Increasing reading speed and comprehension of university-level writing and vocabulary; exercises, discussion, and note-taking assignments to develop critical analysis skills.

212:190 (ESL:6000) English as a Second Language: Writing Skills for Graduate Students
3 s.h.
Discourse considerations; styles of organization, types of argumentation, methods of analysis expected of graduate students. Requirements: TOEFL score of at least 550 (paper-based) or 80 (Internet-based), and graduate standing.

Iowa Intensive English Program (IIEP)

These courses are for students whose first language is not English. The Iowa Intensive English Program primarily serves students on conditional admission, those who have not yet been admitted to the University, and those who score below 530 (paper-based) or 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL).

212:001 (IIEP:0001) Iowa Intensive English Program Orientation
0 s.h.
Acquaint new intensive English students with Iowa City, the University, and the intensive English program; policies and procedures, classroom expectations, and cultural differences. Requirements: enrollment in intensive English program.

212:002 (IIEP:0170) Iowa Intensive English: Communication Skills for Professionals
0 s.h.
Listening and speaking skills for international professionals; conversational fluency, language for professional interactions (e.g., discussions and presentations).

212:010 (IIEP:0010) TOEFL Prep
0 s.h.
Development of students' test-taking skills for the TOEFL examination; emphasis on listening comprehension, grammar, and reading comprehension; test taking skills developed through exercises and practice TOEFL tests. Requirements: IIEP high-intermediate or advanced-level standing.

212:011 (IIEP:0115) Iowa Intensive English Communication Skills: Beginning
0 s.h.
Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

212:012 (IIEP:0215) Iowa Intensive English Communication Skills: Low Intermediate
0 s.h.
Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

0 s.h.
Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

212:014 (IIEP:0415) Iowa Intensive English Communication Skills: High Intermediate
0 s.h.
Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

212:015 (IIEP:0515) Iowa Intensive English Communication Skills: Advanced
0 s.h.
Focus on aural comprehension, spoken English, and American attitudes, values, and customs; practice giving and receiving information; learn language more quickly in a comfortable, familiar environment; understand and accept cultural differences; gain positive feelings toward American culture; provides link between classroom and community; interview Americans, class discussions.

212:031 (IIEP:0135) Iowa Intensive English Reading: Beginning
0 s.h.
Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.

212:032 (IIEP:0235) Iowa Intensive English Reading: Low Intermediate
0 s.h.
Comprehensive reading curriculum designed to help students become effective readers; variety of skills and opportunities to practice many strategies while reading different kinds of written material (i.e., newspapers, magazines, schedules, documents, textbooks, correspondence, literature); emphasis on learning by doing; eclectic teaching approach.

212:033 (IIEP:0335) Iowa Intensive English Reading: Intermediate
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

212:034 (IIEP:0435) Iowa Intensive English Reading: High Intermediate
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

212:035 (IIEP:0535) Iowa Intensive English Reading: Advanced
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

212:041 (IIEP:0145) Iowa Intensive English Grammar: Beginning
Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other’s writing, and in the process become more aware of their own strengths and weaknesses as writers.

212:042 (IIEP:0245) Iowa Intensive English Grammar: Low Intermediate
Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other’s writing, and in the process become more aware of their own strengths and weaknesses as writers.

212:043 (IIEP:0345) Iowa Intensive English Grammar: Intermediate
Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other’s writing, and in the process become more aware of their own strengths and weaknesses as writers.

Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other’s writing, and in the process become more aware of their own strengths and weaknesses as writers.

212:045 (IIEP:0545) Iowa Intensive English Grammar: Advanced
Personal and formal writing; experiment with varied forms of writing, from journal entries and letters to critiques, essay examinations, and short papers that involve use of the library; students read and respond to each other’s writing, and in the process become more aware of their own strengths and weaknesses as writers.

212:051 (IIEP:0155) Iowa Intensive English Writing: Beginning
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

212:052 (IIEP:0255) Iowa Intensive English Writing: Low Intermediate
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

212:053 (IIEP:0355) Iowa Intensive English Writing: Intermediate
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

212:054 (IIEP:0455) Iowa Intensive English Writing: High Intermediate
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

212:055 (IIEP:0555) Iowa Intensive English Writing: Advanced
Correct use of the grammatical structures of English; learning grammar in a systematic and logical way; extensive practice to meet the goal of communicative competence in English.

212:064 (IIEP:0465) IIE Listening Skills: High Intermediate
Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.

212:065 (IIEP:0565) IIE Listening Skills: Advanced
Listening skills needed for academic success; note taking and listening skills associated with small group discussions and everyday conversations.

Teaching Assistant Preparation in English (TAPE)
The TAPE program is designed for prospective teaching assistants whose first language is not English and who need additional work on English communication skills. Entry to the program is determined by a test.

212:006 (TAPE:5200) TA Preparation in English: Fluency Building
Pronunciation, fluency building, knowledge of the University of Iowa classroom.

212:007 (TAPE:5220) TA Preparation in English: Pronunciation
0 s.h.
Intensive work toward maximum intelligibility; emphasis on stress, timing, intonation.

212:008 (TAPE:5300) TA Preparation in English: Presentation Skills
0 s.h.
Intelligibility of speech and clarity of expression in presenting and responding; practice in videotaped lectures.

212:009 (TAPE:5330) TA Preparation in English: Orientation
0 s.h.
Student expectations, typical teacher/student relationships, basic classroom management at the University.

212:250 (TAPE:5100) Pronunciation, Fluency Building, and Culture
0 s.h.
Attain greater fluency for teaching by making short presentations and participating in natural interactions about U.S. culture; intensive work on pronunciation to help future teaching assistants attain maximum intelligibility.
Environmental Sciences

Coordinator
• E. Arthur Bettis III

Executive committee
• Marc P. Armstrong, Mark A. Arnold, Bernd Fritzsch, Mark K. Reagan

Advisory committee

Affiliated faculty
• Jonathan M. Adrain (Earth and Environmental Sciences), Marc P. Armstrong (Geographical and Sustainability Sciences), David A. Bennett (Geographical and Sustainability Sciences), E. Arthur Bettis III (Earth and Environmental Sciences), Christopher A. Brochu (Earth and Environmental Sciences), Ann F. Budd (Earth and Environmental Sciences), Gregory R. Carmichael (Civil and Environmental Engineering/Chemical and Biochemical Engineering), Josep Comeron (Biology), Jeffrey Dorale (Earth and Environmental Sciences), Andrew A. Forbes (Biology), Tori M. Forbes (Chemistry), C. Thomas Foster Jr. (Earth and Environmental Sciences), Jane A. Gilotti (Earth and Environmental Sciences), Vicki H. Grassian (Chemistry)/Chemical and Biochemical Engineering/Occupational and Environmental Health Education), Stephen D. Hendrix (Biology), Erin E. Irish (Biology), Craig L. Just (Civil and Environmental Engineering), Sarah C. Larsen (Chemistry), John Leddy (Chemistry), Marc A. Linderman (Geographical and Sustainability Sciences), John Logsdon (Biology), Leonard R. MacGillivray (Chemistry), George P. Malanson (Geographical and Sustainability Sciences), Sara E. Mason (Chemistry), Bryant F. McAllister (Biology), William C. McClelland (Earth and Environmental Sciences), Maurine Neiman (Biology), David W. Peate (Earth and Environmental Sciences), R. Rajagopal (International Programs/Civil and Environmental Engineering/Geographical and Sustainability Sciences), Mark K. Reagan (Earth and Environmental Sciences), Heather A. Sander (Geographical and Sustainability Sciences), Michelle M. Scherer (Civil and Environmental Engineering), Jerald L. Schnoor (Civil and Environmental Engineering/Occupational and Environmental Health), Holmes A. Semken (Earth and Environmental Sciences), Hallie J. Sims (Earth and Environmental Sciences), Betsy Stone (Chemistry), Eric Tate (Geographical and Sustainability Sciences), Ingrid Uktins Peate (Earth and Environmental Sciences), Adam S. Ward (Earth and Environmental Sciences), Larry J. Weber (Civil and Environmental Engineering), Frank Weirich (Earth and Environmental Sciences/Civil and Environmental Engineering), You-Kuan Zhang (Earth and Environmental Sciences/Civil and Environmental Engineering)

Undergraduate major: environmental sciences (B.A., B.S.)

Undergraduate minor: environmental sciences

Web site: http://clas.uiowa.edu/envsci/

The Environmental Sciences Program provides rigorous interdisciplinary training in the scientific study of the environment. It promotes an understanding of the earth as a complex network of interacting organic and inorganic systems. The program’s undergraduate curricula reflect the diversity in the broad field of environmental sciences and draw upon the College of Liberal Arts and Sciences’ disciplinary strengths, giving students the opportunity to develop particular areas of expertise.

Hands-on field experience is a crucial component of the program. Students are strongly encouraged to engage in research and study abroad.

The Department of Earth and Environmental Sciences (p. 224) is the administrative home for the Environmental Sciences Program.

Undergraduate Programs of Study
• Major in environmental sciences (Bachelor of Arts, Bachelor of Science)
• Minor in environmental sciences

Bachelor of Science

The Bachelor of Science with a major in environmental sciences requires a minimum of 120 s.h., including 80-85 s.h. of work for the major. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306); some courses required for the major in environmental sciences may be used to satisfy General Education Program requirements.

Bachelor of Science students majoring in environmental sciences must complete requirements in three areas: the science and mathematics foundation, the environmental sciences foundation, and one of four environmental sciences tracks. Each student is assigned an advisor who specializes in his or her track.

The science and mathematics foundation develops fundamental skills and comprehension in biology, chemistry, geology, mathematics, and statistics. The environmental sciences foundation includes an introductory course in environmental science and additional courses that focus on remote sensing techniques, design and use of geographic information technologies, the geomorphic and environmental processes that shape the earth’s surface, and ecological factors that influence the distribution and abundance of organisms.

Each of the program’s four tracks focuses on areas of specialization within environmental sciences:
- biosciences (green) track—biological systems and ecological approaches;
- chemical sciences (yellow) track—environmental systems and chemistry;
- geosciences (brown) track—earth materials and surficial geologic processes; and
- hydrosciencies (blue) track—hydrogeology and hydrogeologic systems, and water chemistry.

The tracks aim to prepare scientists who can tackle problems that require particular areas of expertise, and to help students develop the skills needed for future employment or graduate study.
The environmental sciences major for the Bachelor of Science requires the following course work.

**SCIENCE AND MATHEMATICS FOUNDATION**

Students must complete at least 33 s.h. of course work for the science and mathematics foundation, as follows.

All of these:
- 012:005 (GEOS:1050) Introduction to Geology 4 s.h.

One of these:
- 004:021 (CHEM:2021) Basic Measurements 3 s.h.
- 22S:105 (STAT:4200) Statistical Methods and Computing 3 s.h.

**ENVIRONMENTAL SCIENCES FOUNDATION**

Students must complete at least 18 s.h. of course work for the environmental sciences foundation, as follows.

All of these:
- 159:008 (ENVS:1080) Introduction to Environmental Science 4 s.h.
- 159:100 (ENVS:3000) Environmental Sciences Seminar (taken twice; section 1 for 0 s.h. and section 2 for 1 s.h.) 1 s.h.
- 159:102 (ENVS:3020) Earth Surface Processes 3 s.h.
- 159:110 (ENVS:3100) Introduction to Applied Remote Sensing 4 s.h.
- 159:134 (ENVS:2673) Ecology 3 s.h.
- 044:005 (GEOG:2950) Environmental Conservation 3 s.h.

**Tracks for the Bachelor of Science**

Bachelor of Science students majoring in environmental sciences must choose one of the following four tracks. Each track includes required general sciences courses, track foundation courses, field study courses, and elective courses.

**BIOSCIENCES (GREEN) TRACK**

The environmental biosciences track provides the essential skills for entry-level positions that require a good knowledge of biotic systems and the ability to inventory biologic resources. The track’s aim is to produce scientists who are capable of tackling environmental problems in which links and interactions with life sciences are crucial and in which a substantial knowledge of biological/ecological sciences is required. The track also provides a strong foundation for graduate or professional training in disciplines such as ecology, wildlife management, and natural resource management.

Students must complete at least 32 s.h. of environmental biosciences track course work, including one field study course.

**Biosciences Track: General Sciences**

004:121 (CHEM:2210) Organic Chemistry I 3 s.h.

Students are encouraged to take at least one semester of physics.

---

**Biosciences Track: Foundation**

Both of these:
- 002:128 (BIOL:2512) Fundamental Genetics 4 s.h.
- 002:131 (BIOL:3172) Evolution 4 s.h.

At least 7 s.h. from these:
- 002:108 (BIOL:2346) Vertebrate Zoology 4 s.h.
- 012:107 (GEOS:3070) Marine Ecosystems and Conservation 3 s.h.
- 012:122 (GEOS:3220) Evolution of the Vertebrates 3 s.h.
- 012:170 (GEOS:4700) Evolution of Ecosystems 3 s.h.
- 012:171 (GEOS:4710) Evolution of Plants 3 s.h.
- 044:103 (GEOG:2374) Biogeography 3 s.h.
- 00L:105 (IALL:3105) Plant Taxonomy 4 s.h.
- 00L:115 (IALL:3115) Field Mycology 4 s.h.
- 00L:117 (IALL:3117) Ecology and Systematics of Diatoms 4 s.h.
- 00L:128 (IALL:3128) Fish Ecology 4 s.h.

**Biosciences Track: Field Study**

One of these:
- 00L:103 (IALL:3103) Aquatic Ecology 4 s.h.
- 00L:105 (IALL:3105) Plant Taxonomy 4 s.h.
- 00L:109 (IALL:3109) Freshwater Algae 3 s.h.
- 00L:115 (IALL:3115) Field Mycology 4 s.h.
- 00L:117 (IALL:3117) Ecology and Systematics of Diatoms 4 s.h.
- 00L:121 (IALL:3121) Plant Ecology 4 s.h.
- 00L:122 (IALL:3122) Prairie Ecology 4 s.h.
- 00L:126 (IALL:3126) Ornithology 4 s.h.
- 00L:128 (IALL:3128) Fish Ecology 4 s.h.
- 00L:160 (IALL:3160) Restoration Ecology 4 s.h.
- 00L:163 (IALL:3163) Conservation Biology 4 s.h.
- 159:195 (ENVS:3095) Field Ecology 4 s.h.

**Biosciences Track: Electives**

Biosciences track students must complete at least 10 s.h. of elective course work, with at least 6 s.h. from the following lists. They may include an additional field study course to satisfy 4 s.h. of the elective requirement (see “Biosciences Track: Field Study” above).

- 002:124 (BIOL:3343) Animal Physiology 3 s.h.
- 002:143 (BIOL:3244) Animal Behavior 4 s.h.
- 002:162 (BIOL:4273) Population Genetics and Molecular Evolution 3 s.h.
- 002:199 (BIOL:4899) Introduction to Research 3 s.h.
- 004:111 (CHEM:3110) Analytical Chemistry I 3 s.h.
- 004:112 (CHEM:3120) Analytical Chemistry II 3 s.h.
- 012:108 (GEOS:3080) Introduction to Oceanography 2 s.h.
- 012:121 (GEOS:3210) Principles of Paleontology 3 s.h.
- 22S:148 (STAT:6513) Intermediate Statistical Methods 4 s.h.
- 044:101 (GEOG:2370) Climatology 3 s.h.
- 044:123 (GEOG:3310) Landscape Ecology 3 s.h.
- 044:126 (GEOG:3320) Wetlands: Function, Geography, and Management 3 s.h.

May include one of these policy courses:
- 06E:133 (ECON:3330) Environmental and Natural Resource Economics 3 s.h.
- 044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
- 044:088 (GEOG:2950) Environmental Conservation 3 s.h.
- 044:125 (GEOG:4750) Environmental Impact Analysis 4 s.h.
044:179 (GEOG:3340) Ecosystem Services: Human Dependence on Natural Systems 3 s.h.

**CHEMICAL SCIENCES (YELLOW) TRACK**

The environmental chemical sciences track provides the essential skills for entry-level positions that require a basic understanding of chemical principles and a working knowledge of basic chemical concepts as applied in the environment. The track’s aim is to produce scientists who are capable of tackling environmental problems in which chemical and molecular processes play an important role. The track also provides a strong foundation for graduate or professional training in environmental chemistry.

Students must complete at least 35 s.h. of environmental chemical sciences track course work.

**Chemical Sciences Track: General Sciences**

One of these sequences:

029:011 (PHYS:1511)-029:012 (PHYS:1512) College Physics I-II 8 s.h.
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.

**Chemical Sciences Track: Foundation**

This course:


One of these sequences:


One of these:

004:131 (CHEM:4431) Physical Chemistry I 3 s.h.
004:132 (CHEM:4432) Physical Chemistry II 3 s.h.

**Chemical Sciences Track: Lab and Field Study**

Both of these:

004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.
004:143 (CHEM:3430) Analytical Measurements 3 s.h.

**Chemical Sciences Track: Electives**

Chemical sciences track students must complete at least 6 s.h. of elective courses, chosen from the following lists. Students may petition the chemistry department’s environmental sciences advisor to use appropriate Department of Chemistry courses numbered 100 (3000) and 200 (5000) or above as electives.

004:125 (CHEM:3250) Inorganic Chemistry 2 s.h.
004:162 (CHEM:3999) Undergraduate Research 1-3 s.h.
004:173 (CHEM:4873) Atmospheric and Environmental Chemistry 3 s.h.
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
012:152 (GEOS:4520) Isotope Geochemistry 3 s.h.
044:101 (GEOG:2310) Climatology 3 s.h.
053:152 (CEE:5152) Environmental Chemistry I 3 s.h.
053:153 (CEE:4153) Environmental Chemistry Laboratory 3 s.h.
099:110 (BIOL:3110) Biochemistry 3 s.h.

May include one of these:

004:131 (CHEM:4431) Physical Chemistry I (if not taken as a foundation course) 3 s.h.

004:132 (CHEM:4432) Physical Chemistry II (if not taken as a foundation course) 3 s.h.

**Geosciences (Brown) Track**

The environmental geosciences track provides the essential skills for entry-level positions that require a basic understanding of geologic principles and a working knowledge of basic geologic concepts applied in the environmental industry. The track’s aim is to produce scientists who are capable of tackling environmental problems in which earth materials and surficial geologic processes are of primary importance. The track also lays a strong foundation for graduate study in environmental geology, engineering geology, and natural hazards assessment.

Students must complete at least 30 s.h. of environmental geosciences track course work.

**Geosciences Track: General Sciences**

029:008 (PHYS:1400) Basic Physics 4 s.h.

Students are strongly encouraged to take additional course work in physics.

**Geosciences Track: Foundation**

All of these:

012:041 (GEOS:2410) Mineralogy 4 s.h.
012:130 (GEOS:3300) Sedimentary Geology 4 s.h.
012:132 (GEOS:3840) Structural Geology 4 s.h.
012:136 (GEOS:3360) Soil Genesis and Geomorphology 3 s.h.
012:179 (GEOS:4790) Engineering Geology 3 s.h.

**Geosciences Track: Field Study**

One of these:

00L:142 (IALL:3142) Watershed Hydrology and Surficial Processes 4 s.h.
012:112 (GEOS:4831) Geologic Field Methods 3 s.h.
012:168 (GEOS:4680) Field Methods in Hydrologic Science 3 s.h.
044:180 (GEOS:4010) Field Methods in Physical Geography 3 s.h.
053:103 (CEE:4103) Water Quality 3 s.h.

**Geosciences Track: Electives**

Geosciences track students must complete at least 6 s.h. of elective courses, chosen from the following lists.

012:108 (GEOS:3080) Introduction to Oceanography 2 s.h.
012:114 (GEOS:3140) Energy and the Environment 3 s.h.
012:119 (GEOS:3190) Directed Study 4 s.h.
012:130 (GEOS:3300) Sedimentary Geology 4 s.h.
012:138 (GEOS:3380) Fluvial Geomorphology 3 s.h.
012:139 (GEOS:3390) Integrated Watershed Analysis 3 s.h.
012:140 (GEOS:1400) Natural Disasters 3 s.h.
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
012:150 (GEOS:3500) Igneous and Metamorphic Petrology 4 s.h.
HYDROSCIENCES (BLUE) TRACK
The environmental hydrosciences track provides the essential skills for entry-level positions that require a basic understanding of geologic principles and a working knowledge of hydrogeology and hydrogeochemistry. The track’s aim is to produce scientists who are capable of tackling environmental problems that emphasize hydrogeologic systems and for which substantial knowledge of hydrogeology and water chemistry are essential. The track also lays a strong foundation for graduate education in hydrogeology, hydrology, geochemistry, and aqueous chemistry.

Students must complete at least 34 s.h. of environmental sciences track course work.

Hydrosciences Track: General Sciences
029:011 (PHYS:1511)-029:012 (PHYS:1512) College Physics I-II 8 s.h.

Hydrosciences Track: Foundation
Both of these:
012:166 (GEOS:4630) Hydrogeology 3 s.h.
012:179 (GEOS:4790) Engineering Geology 3 s.h.

One of these:
012:138 (GEOS:3380) Fluvial Geomorphology 3 s.h.
012:139 (GEOS:3390) Integrated Watershed Analysis 3 s.h.

One of these:
012:149 (GEOS:4490) Elements of Geochemistry 3 s.h.
053:152 (CEE:5152) Environmental Chemistry I 3 s.h.

Hydrosciences Track: Field Study
One of these:
012:168 (GEOS:4680) Field Methods in Hydrologic Science 3 s.h.
00L:142 (IALL:3142) Watershed Hydrology and Surficial Processes 4 s.h.

Hydrosciences Track: Electives
Hydrosciences track students must complete at least 11 s.h. of elective course, chosen from the following lists.

012:108 (GEOS:3080) Introduction to Oceanography 2 s.h.
012:130 (GEOS:3300) Sedimentary Geology 4 s.h.

012:178 (GEOS:4870) Applied Geostatistics 3 s.h.
012:180 (GEOS:4800) Survey of Geophysical Methods 3 s.h.
012:184 (GEOS:4660) Groundwater Modeling 3 s.h.
044:101 (GEOG:2310) Climatology 3 s.h.
044:126 (GEOG:3320) Wetlands: Function, Geography, and Management 3 s.h.
053:050 (CEE:2150) Natural Environmental Systems 3 s.h.
053:071 (CEE:3371) Principles of Hydraulics and Hydrology 3 s.h.
053:103 (CEE:4103) Water Quality 3 s.h.
053:152 (CEE:5152) Environmental Chemistry I 3 s.h.
053:153 (CEE:4153) Environmental Chemistry Laboratory 3 s.h.
053:154 (CEE:5154) Environmental Microbiology 3 s.h.
053:178 (CEE:4378) Hydrometeorology 3 s.h.

May include one of these policy courses:
06E:133 (ECON:3330) Environmental and Natural Resource Economics 3 s.h.
044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
044:088 (GEOG:2950) Environmental Conservation 3 s.h.
044:125 (GEOG:4750) Environmental Impact Analysis 4 s.h.
044:175 (GEOG:3760) Hazards and Society 3 s.h.

Bachelor of Arts
The Bachelor of Arts with a major in environmental sciences requires a minimum of 120 s.h., including a minimum of 62 s.h. of work for the major. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306); some courses required for the major in environmental sciences may be used to satisfy General Education Program requirements.

Bachelor of Arts students majoring in environmental sciences complete requirements in four areas: the science and mathematics foundation, the environmental sciences foundation, environmental sciences field study, and environmental sciences track courses.

The science and mathematics foundation develops fundamental skills and comprehension in biology, chemistry, geology, mathematics, and statistics. The environmental sciences foundation includes an introductory course in environmental science and additional courses that focus on the geomorphic and environmental processes that shape the Earth’s surface, the ecological factors that influence the distribution and abundance of organisms, and a choice of one course that deals with remote sensing techniques or with the use of geographic information technologies. The environmental sciences field study gives students hands-on experience with methods of analysis and interpretation of natural systems/organisms.

Each of the program’s four tracks focuses on areas of specialization within environmental sciences:

- biosciences (green) track—biological systems and ecological approaches;
- chemical sciences (yellow) track—environmental systems and chemistry;
- geosciences (brown) track—earth materials and surficial geologic processes; and
Students select one course from each of three of the four tracks in order to develop breadth of understanding and skill in these areas.

The environmental sciences major for the Bachelor of Arts requires the following course work.

**SCIENCE AND MATHEMATICS FOUNDATION**

Students must complete at least 33 s.h. of course work for the sciences and mathematics foundation, as follows.

All of these:

- 002:031 (BIOL:1411)-002:032 (BIOL:1412) Foundations of Biology - Diversity of Form and Function (8 s.h.)
- 004:011 (CHEM:1110) Principles of Chemistry I (4 s.h.)
- 004:012 (CHEM:1120) Principles of Chemistry II (4 s.h.)
- 012:005 (GEOS:1050) Introduction to Geology (4 s.h.)

First semester math and calculus—one of these:

- 22M:015 (MATH:1440) Mathematics for the Biological Sciences (5 s.h.)
- 22M:025 (MATH:1850) Calculus I (5 s.h.)

Second semester math and calculus—one of these:

- 22M:016 (MATH:1460) Calculus for the Biological Sciences (5 s.h.)
- 22M:026 (MATH:1860) Calculus II (5 s.h.)

One semester of statistics—one of these:

- 004:021 (CHEM:2021) Basic Measurements (3 s.h.)
- 22S:101 (STAT:3510) Biostatistics (3 s.h.)
- 22S:039 (STAT:2020) Probability and Statistics for the Engineering and Physical Sciences (3 s.h.)
- 22S:102 (STAT:3510) Biostatistics (3 s.h.)

**ENVIRONMENTAL SCIENCES FOUNDATION**

Students must complete at least 17-19 s.h. of course work for the environmental sciences foundation, as follows.

All of these:

- 159:008 (ENVS:1080) Introduction to Environmental Science (4 s.h.)
- 159:100 (ENVS:3000) Environmental Sciences Seminar (1 s.h.)
- 159:102 (ENVS:3020) Earth Surface Processes (3 s.h.)
- 159:134 (ENVS:2673) Ecology (3 s.h.)

One of these:

- 044:005 (GEOG:1050) Foundations of GIS (3 s.h.)
- 044:105 (GEOG:3500) Introduction to Environmental Remote Sensing (3 s.h.)
- 159:110 (ENVS:3100) Introduction to Applied Remote Sensing (4 s.h.)

One of these:

- 06E:133 (ECON:3330) Environmental and Natural Resource Economics (3 s.h.)
- 044:019 (GEOG:1070) Contemporary Environmental Issues (3 s.h.)
- 044:030 (GEOG:2910) The Global Economy (3 s.h.)
- 044:088 (GEOG:2950) Environmental Conservation (3 s.h.)
- 044:125 (GEOG:4750) Environmental Impact Analysis (4 s.h.)
- 044:127 (GEOG:3750) Environmental Quality: Science, Technology, and Policy (3 s.h.)

044:177 (GEOG:4770) Environmental Justice (3 s.h.)
044:194 (GEOG:3910) Geographic Perspectives on Development (3 s.h.)
113:139 (ANTH:4130) Religion and Environmental Ethics (3 s.h.)

**ENVIRONMENTAL SCIENCES FIELD STUDY**

Students must complete at least one field study course (at least 3 s.h.) from the following list.

- 012:112 (GEOS:4831) Geologic Field Methods (3 s.h.)
- 012:168 (GEOS:4680) Field Methods in Hydrologic Science (3 s.h.)
- 044:180 (GEOG:4010) Field Methods in Physical Geography (2-4 s.h.)
- 053:103 (CEE:4103) Water Quality (3 s.h.)
- 00L:103 (IALL:3103) Aquatic Ecology (4 s.h.)
- 00L:105 (IALL:3105) Plant Taxonomy (4 s.h.)
- 00L:117 (IALL:3117) Ecology and Systematics of Diatoms (4 s.h.)
- 00L:126 (IALL:3126) Ornithology (4 s.h.)
- 00L:142 (IALL:3142) Watershed Hydrology and Surficial Processes (4 s.h.)
- 00L:163 (IALL:3163) Conservation Biology (4 s.h.)

**ENVIRONMENTAL SCIENCES TRACK COURSES**

Students must complete 9-12 s.h. (three courses), choosing one course from each of three of the following four lists of environmental sciences track courses.

**Biosciences (Green) Track**

- 012:107 (GEOS:3070) Marine Ecosystems and Conservation (3 s.h.)
- 002:108 (BIOL:2346) Vertebrate Zoology (4 s.h.)
- 012:122 (GEOS:3220) Evolution of the Vertebrates (3 s.h.)
- 012:170 (GEOS:4700) Evolution of Ecosystems (3 s.h.)
- 012:171 (GEOS:4710) Evolution of Plants (3 s.h.)
- 044:103 (GEOG:2374) Biogeography (3 s.h.)
- 00L:105 (IALL:3105) Plant Taxonomy (4 s.h.)
- 00L:117 (IALL:3117) Ecology and Systematics of Diatoms (4 s.h.)

**Chemical Sciences (Yellow) Track**

- 004:111 (CHEM:3110) Analytical Chemistry I (3 s.h.)
- 004:121 (CHEM:2210) Organic Chemistry I (3 s.h.)
- 004:131 (CHEM:4431) Physical Chemistry I (3 s.h.)
- 053:152 (CEE:5152) Environmental Chemistry I (3 s.h.)
- 099:110 (BIOC:3110) Biochemistry (3 s.h.)

**Geosciences (Brown) Track**

- 012:041 (GEOS:2410) Mineralogy (4 s.h.)
- 012:114 (GEOS:3140) Energy and the Environment (3 s.h.)
- 012:130 (GEOS:3300) Sedimentary Geology (4 s.h.)
- 012:132 (GEOS:3840) Structural Geology (4 s.h.)
- 012:136 (GEOS:3360) Soil Genesis and Geomorphology (3 s.h.)
- 012:138 (GEOS:3380)/053:128 (CEE:3328) Fluvial Geomorphology (3 s.h.)
- 012:139 (GEOS:3390) Integrated Watershed Analysis (3 s.h.)
- 012:140 (GEOS:1400) Natural Disasters (3 s.h.)
- 012:149 (GEOS:4490) Elements of Geochemistry (3 s.h.)
- 012:152 (GEOS:4520) Isotope Geochemistry (3 s.h.)
- 012:172 (GEOS:4720) Glacial and Pleistocene Geology (3 s.h.)
- 012:179 (GEOS:4790) Engineering Geology (3 s.h.)
- 012:180 (GEOS:4800) Survey of Geophysical Methods (3 s.h.)

**Hydrosciences (Blue) Track**

- 012:130 (GEOS:3300) Sedimentary Geology (4 s.h.)
- 012:139 (GEOS:3390) Integrated Watershed Analysis (3 s.h.)
Environmental sciences majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

**Joint B.A./M.A.T. with Science Education Subtrack**

B.A. students majoring in environmental sciences who are interested in pursuing a graduate degree in teaching may apply to the joint Bachelor of Arts/Master of Arts in Teaching program offered by the College of Liberal Arts and Sciences and the College of Education. Designed for undergraduates majoring in biology, chemistry, environmental sciences, or physics, the joint program enables students to earn a B.A. and an M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see "Joint B.A./M.A.T. with Science Education Subtrack" in the Teaching and Learning (p. 774) (College of Education) section of the Catalog. Interested students should consult and advisor.

**Four-Year Graduation Plan**

The Four-Year Graduation Plan is not available for the environmental sciences major. Students work with their advisors on individual graduation plans.

**Honors in the Major**

The Environmental Sciences Program offers qualified students the opportunity to graduate with honors in the major. Honors study in environmental sciences offers students an opportunity to engage in independent research under the guidance of a faculty sponsor chosen from affiliated faculty of the Environmental Sciences Program; the program draws faculty members from the Departments of Anthropology, Biology, Chemistry, Civil and Environmental Engineering, Earth and Environmental Sciences, and Geography. Students also learn how to write the results of their research in the format of a scientific paper, and they have the experience of formally presenting their research as either a short seminar or a poster.

Environmental sciences honors students must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

To graduate with honors in environmental sciences, students must fulfill the following requirements:

- complete a B.S. or B.A. with a major in environmental sciences with a g.p.a. of at least 3.33 in all work for the major;
- submit a research proposal to the honors director within two months of the beginning of the semester in which the research is initiated;
- complete a minimum of 6 s.h. of honors research taken over two semesters in 002:196 (BIOL:4999) Honors Investigations, 004:162 (CHEM:3999) Undergraduate Research, 012:119 (GEOS:3190) Directed Study, or 044:195 (GEOG:3992) Undergraduate Research, depending on the departmental affiliation of the faculty sponsor;
- prepare a thesis presenting the research in the format of a scientific paper with abstract, introduction, methods, results, discussion, and conclusions; the thesis must include a title page and an abstract formatted according to the specifications of the Honors Program and must be submitted to the honors director at least one week before the Honors Program deadline for submission; and
- present either a short seminar or a poster about the research at a professional meeting and/or at The University of Iowa.

Beginning in their sophomore or junior year, students should identify potential faculty sponsors by conducting a web-based survey of the research interests of the program’s affiliated faculty. The student should contact potential sponsors to determine who would be willing to sponsor an honors student and what research projects the student might undertake. Students who choose a sponsor whose faculty appointment is not in the College of Liberal Arts and Sciences must choose a cosponsor who does have a faculty appointment in CLAS.

After the student has identified a sponsor and the two have agreed on a project, the sponsor guides the student in the preparation of a research proposal that identifies the background, goals, methods, and significance of the research project. The proposal serves as the foundation of the honors thesis, which the student prepares under the sponsor’s supervision upon completion of the research. Once the thesis is nearing completion or is completed, the student presents a short seminar or a poster detailing the purpose of the research.

For examples of honors projects in environmental sciences, see Honors Program/Current Projects on the Environmental Sciences Program web site.

**Minor**

The minor in Environmental Sciences requires a minimum of 16 s.h. in University of Iowa environmental sciences courses. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The following courses are required.
One environmental sciences foundation course, chosen from these:

- 159:008 (ENVS:1080)/012:008 (GEOS:1080) Introduction to Environmental Science (with lab) 4 s.h.

Students also choose 8 s.h. of coursework in one of the four environmental sciences tracks (environmental biosciences, environmental chemical sciences, environmental geosciences, and environmental hydrosciences; see "Tracks" under "Bachelor of Science" earlier in this Catalog section). The courses must include one track foundation course (3-4 s.h.) and one track field study course (2-4 s.h.).

### Facilities

Depending on their choice of track and/or courses, students majoring in environmental sciences may have the opportunity to take courses at Iowa Lakeside Laboratory, a field station located on West Lake Okoboji, in northwestern Iowa. Run cooperatively by The University of Iowa, Iowa State University, and the University of Northern Iowa, the laboratory offers courses at the undergraduate and graduate levels and provides excellent conditions for summer study in several disciplines. See Iowa Lakeside Laboratory (p. 1207) (University College) in the Catalog or visit the Lakeside Laboratory web site.

### Courses

#### 159:008 (ENVS:1080) Introduction to Environmental Science 3-4 s.h.

Biological and physical character of the Earth; interaction of humans with the environment, including impacts on ecosystems, climate, natural processes, resources; alternative options, including sustainability, waste management, energy, land reform. GE: Natural Sciences without Lab; Natural Sciences with Lab. Same as 012:008 (GEOS:1080).

#### 159:009 (ENVS:1090) Introduction to Environmental Sciences Laboratory 1 s.h.

Laboratory component of 012:008 (GEOS:1080). Requirements: completion of 3 s.h. in 012:008 (GEOS:1080) or 159:008 (ENVS:1080); or 3 s.h. of transfer equivalent. GE: Natural Sciences Lab only. Same as 012:009 (GEOS:1090).

#### 159:015 (ENVS:2115) History and Science of Oil 3 s.h.

History, politics, and science of oil and oil industry. Same as 012:015 (GEOS:2115).

#### 159:100 (ENVS:3000) Environmental Sciences Seminar 0-1 s.h.

Role of sciences in environmental issues and problems; progression from observation to evaluation to design of better questions and experiments. Requirements: environmental sciences major.

#### 159:102 (ENVS:3020) Earth Surface Processes 3 s.h.

Basic geomorphic and environmental processes that shape the earth’s surface; emphasis on erosion, transport, deposition by land mass movement (creep, landslides, earth flow), fluid agents (wind, water, ice); methods used to study these processes. Prerequisites: 012:005 (GEOS:1050) or 012:008 (GEOS:1080) or 044:003 (GEOG:1020) or 159:008 (ENVS:1080). Same as 012:102 (GEOS:3020), 044:102 (GEOS:3020).

#### 159:110 (ENVS:3100) Introduction to Applied Remote Sensing 4 s.h.

Remote sensing of the earth’s surface from aircraft, satellites; aerial photograph interpretation; remote sensing systems, methods, data analysis using electromagnetic spectrum and digital processing techniques, including visible, infrared, microwave radiation; remote sensing applied to geologic and environmental problems. Prerequisites: 012:003 (GEOS:1030) or 012:005 (GEOS:1050) or 012:008 (GEOS:1080). Same as 012:110 (GEOS:3100).

#### 159:111 (ENVS:3110) Chemical Evolution of the Oceans 3 s.h.

Investigation of various physico-chemical states of oceans have assumed over the past four billion years of Earth history; use of isotope geochemistry as a proxy for ancient ocean conditions; focus on integrated Earth system science, paleoceanographic and paleoclimate modeling, role of chemical stratigraphy in deciphering past climate states of ocean-atmosphere system; relationship between chemical changes in ocean/atmosphere and biological systems of the Earth. Same as 012:111 (EES:3110).

#### 159:134 (ENVS:2673) Ecology of the Oceans 3-4 s.h.

Adaptations of organisms to their physical and biological environments; organism-environment interactions; population biology; interactions between species; ecology of communities, ecosystems; human impact on ecosystems. Prerequisites: 002:031 (BIOL:1411), 002:032 (BIOL:1412), and 22M:016 (MATH:1460) or 22M:025 (MATH:1850) or 22M:031 (MATH:1550). Recommendations: a basic statistics course. Same as 002:134 (BIOL:2673).

#### 159:170 (ENVS:4700) Evolution of Ecosystems 3 s.h.

Evolutionary history of terrestrial and marine ecosystems; ecological processes from population to ecosystem levels; community assembly, trophic levels, networks, biodiversity dynamics; practical aspects of paleoecological data collection, statistical analysis, modeling. Requirements: two courses in geoscience, biology, environmental sciences, anthropology, or geography. Same as 012:170 (GEOS:4700).

#### 159:195 (ENVS:3095) Field Ecology 4 s.h.

Analysis and interpretation of patterns and underlying physical and biotic basis for regional and local distributions of plants and animals of eastern Iowa; field observation, sampling, and laboratory analysis; conduction of several field research projects requiring collection, statistical analysis, and interpretation of data in short reports; field-oriented course. Prerequisites: 002:031 (BIOL:1411). Recommendations: advanced undergraduate standing or graduate standing in ecology, environmental sciences, or geoscience.
Ethics and Public Policy

Codirectors
• Diane Jeske, Richard Fumerton

Affiliated faculty
• Celesta Albonetti (Sociology), Richard Fumerton (Philosophy), Diane Jeske (Philosophy), Tracy Osborn (Political Science), John Solow (Economics)

Undergraduate major: ethics and public policy (B.A.)
Web site: http://clas.uiowa.edu/ethics/

Ethics and public policy is an interdisciplinary major that presents perspectives on intersecting issues that connect the study of philosophy, economics, law, and sociology. All of these disciplines involve a focus on practical questions concerning how individuals ought to behave and how they ought to regulate the behavior of others.

For example, law exists in order to regulate human behavior, enforce human ideals, and resolve human conflict; most people agree that what society should do depends in part on the actual or potential consequences of its actions; and some of the most important consequences of actions and policies are economic. So it is folly to try to reason clearly about how to rectify injustice without thinking long and hard about the economic impact of one’s plans. But law and social policy affect more than economics; they have a role in constructing the very fabric of society and the nature of the political state in which we want to live.

The major in ethics and public policy provides an ideal background for law school. The study of reasoning, an important component of the major, is useful in preparing for the LSAT, GMAT, and MCAT. The major also prepares students to bring a sophisticated, cross-disciplinary perspective to diverse fields such as government, urban and regional planning, social work, and business.

Students choose one field of specialization for the major and may find it easy to pursue a second major in another of the major’s specialization fields, thus broadening their prospects for choosing graduate schools or beginning professional careers.

The Departments of Economics, Philosophy, and Sociology collaborate to present the major in ethics and public policy; the major is administered by the Department of Philosophy.

Undergraduate Program of Study
• Major in ethics and public policy (Bachelor of Arts)

Bachelor of Arts
The Bachelor of Arts in ethics and public policy requires a minimum of 120 s.h., including at least 37 s.h. of work for the major. Students complete foundation courses and the work for one field of specialization. Students also must complete the College of Liberal Arts and Sciences General Education Program.

The major in ethics and public policy requires the following course work.

FOUNDATION COURSES
Foundation courses introduce students to each of the disciplines that participate in the major: philosophy, economics, political science, and sociology. These courses provide students with the basic reasoning skills they will need for advanced study. The foundation courses also help students make an informed selection of specialization field.

All students are required to take 026:036 (PHIL:1636) Principles of Reasoning: Argument and Debate or 026:103 (PHIL:2603) Introduction to Symbolic Logic in order to gain facility with abstract, formal reasoning.

Some courses may be listed in both a foundation area and a specialization field; students may use a course to fulfill only one requirement for the major.

Philosophy Foundation
Reasoning—one of these:
026:036 (PHIL:1636) Principles of Reasoning: Argument and Debate 3 s.h.
026:103 (PHIL:2603) Introduction to Symbolic Logic 3 s.h.

Value theory—one of these:
026:001 (PHIL:2401) Matters of Life and Death 3 s.h.
026:034 (PHIL:1034) Philosophy and the Just Society 3 s.h.
026:102 (PHIL:2402) Introduction to Ethics 3 s.h.
026:132 (PHIL:3432) Introduction to Political Philosophy 3 s.h.
026:135 (PHIL:3435) Philosophy of Law 3 s.h.
026:136 (PHIL:3436) The Nature of Evil 3 s.h.

Economics Foundation
This course:
06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.

One of these:
06E:119 (ECON:3220) Policy Analysis 3 s.h.
06E:172 (ECON:3440) Law and Economics 3 s.h.

Political Science Foundation
Foundation—one of these:
030:001 (POLI:1100) Introduction to American Politics 3 s.h.
030:020 (POLI:1001) Introduction to Politics 3 s.h.
030:045 (POLI:1405) Introduction to Comparative Politics 3 s.h.
030:100 (POLI:3000) Understanding Political Research 3 s.h.

Policy course—one of these:
030:061 (POLI:1501) Introduction to American Foreign Policy 3 s.h.
030:126 (POLI:3111) American Public Policy 3 s.h.

Sociology Foundation
Theory—one of these:
034:001 (SOC:1010) Introduction to Sociology Principles 3-4 s.h.
034:002 (SOC:1020) Social Problems 3-4 s.h.

Law and sociology—one of these:
034:066 (SOC:2810) Social Inequality 3 s.h.
034:146 (SOC:3425) Deviance and Control 3 s.h.
034:149 (SOC:4420) Sociology of Criminal Punishment 3 s.h.
034:182 (SOC:4460) Sociology of Law 3 s.h.
034:186 (SOC:3450) Criminal Legal System 3 s.h.
FIELDS OF SPECIALIZATION

Students select one of the following fields of specialization: philosophy, economics, political science, or sociology. They must complete four courses in their field, selected from the appropriate list below. Three of the four courses must be numbered 100 (3000) or above.

Some courses may be listed in both a foundation area and a specialization field; students may use a course to fulfill only one requirement for the major.

Philosophy

026:102 (PHIL:2402) Introduction to Ethics 3 s.h.
026:104 (PHIL:3604) Introduction to Philosophy of Science 3 s.h.
026:130 (PHIL:3430) Philosophy of Human Rights 3 s.h.
026:132 (PHIL:3432) Introduction to Political Philosophy 3 s.h.
026:133 (PHIL:3633) Philosophy of History 3 s.h.
026:135 (PHIL:3435) Philosophy of Law 3 s.h.
026:136 (PHIL:3436) The Nature of Evil 3 s.h.
026:140 (PHIL:3342) Philosophical Controversies: Multiculturalism and Tolerance 3 s.h.
026:180 (PHIL:5480) Analytic Ethics 3 s.h.
026:181 (PHIL:4481) Issues in Philosophy of Law 3 s.h.
026:182 (PHIL:5482) History of Ethics 3 s.h.
026:185 (PHIL:5485) Political Philosophy 3 s.h.
026:196 (PHIL:5696) Philosophy of the Human Sciences 3 s.h.

Economics

06E:104 (ECON:3100) Microeconomic Theory 3 s.h.
06E:113 (ECON:3180) Health Economics 3 s.h.
06E:119 (ECON:3220) Policy Analysis 3 s.h.
06E:125 (ECON:3240) Global Economics and Business 3 s.h.
06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
06E:133 (ECON:3330) Environmental and Natural Resource Economics 3 s.h.
06E:135 (ECON:3340) Regional and Urban Economics 3 s.h.
06E:171 (ECON:4100) Antitrust Economics 3 s.h.
06E:172 (ECON:3440) Law and Economics 3 s.h.
06E:176 (ECON:3420) Public Sector Economics 3 s.h.

Political Science

030:107 (POLI:3114) Women and Politics in the United States 3 s.h.
030:108 (POLI:3104) Immigration Politics 3 s.h.
030:112 (POLI:3105) Minority Representation in American Politics 3 s.h.
030:115 (POLI:3116) The Presidency 3 s.h.
030:116 (POLI:3101) American Constitutional Law and Politics 3 s.h.
030:130 (POLI:3506) Consequences of War 3 s.h.
030:131 (POLI:3304) Global Justice 3 s.h.
030:137 (POLI:3400) Introduction to Political Economy 3 s.h.
030:142 (POLI:3401) European Union 3 s.h.
030:146 (POLI:3410) Russian Foreign Policy 3 s.h.
030:150 (POLI:3404) Public Policy Around the World 3 s.h.
030:152 (POLI:3102) The U.S. Congress 3 s.h.
030:153 (POLI:3121) The Judicial Process 3 s.h.
030:155 (POLI:3509) International Courts: The Intersection of Law and Politics 3 s.h.
030:156 (POLI:3406) Ethnic and Religious Conflict in the Muslim World 3 s.h.
030:158 (POLI:3120) The Criminal Justice System 3 s.h.
030:160 (POLI:3507) Women and Politics in Global Perspective 3 s.h.
030:161 (POLI:3501) International Organization and World Order 3 s.h.
030:164 (POLI:3508) Race in World Politics 3 s.h.
030:165 (POLI:3512) International Conflict 3 s.h.
030:168 (POLI:3503) Politics of Terrorism 3 s.h.
030:173 (POLI:3510) State Failure in the Developing World 3 s.h.
030:177 (POLI:3504) Globalization 3 s.h.
030:178 (POLI:3505) Causes, Consequences, and Management of Civil War 3 s.h.
030:195 (POLI:3511) International Law 3 s.h.
030:197 (POLI:3513) Politics of International Human Rights Law 3 s.h.

Sociology

034:025 (SOC:2325) Women, Crime, and Justice 3 s.h.
034:036 (SOC:1810) Poverty, Inequality, and Public Policy 3 s.h.
034:040 (SOC:1410) Criminology 3 s.h.
034:042 (SOC:1420) Law and Society 3 s.h.
034:045 (SOC:3415) Global Criminology 3 s.h.
034:066 (SOC:2810) Social Inequality 3 s.h.
034:126 (SOC:4540) Social Movements in the U.S. 3 s.h.
034:141 (SOC:3420) Juvenile Delinquency 3 s.h.
034:144 (SOC:4440) Sociology of White-Collar Crime 3 s.h.
034:146 (SOC:3425) Deviance and Control 3 s.h.
034:148 (SOC:4400) Internship in Criminal Justice and Corrections 3 s.h.
034:149 (SOC:4420) Sociology of Criminal Punishment 3 s.h.
034:150 (SOC:3502) Political Sociology 3 s.h.
034:156 (SOC:4310) Gender Inequality 3 s.h.
034:158 (SOC:3850) Economy and Society 3 s.h.
034:175 (SOC:3840) Community and Urban Sociology 3 s.h.
034:178 (SOC:3650) Education and Schooling: Sociological Approaches 3 s.h.
034:182 (SOC:4460) Sociology of Law 3 s.h.
034:186 (SOC:3450) Criminal Legal System 3 s.h.

Student-Designed Field

In rare circumstances, a student may be given permission to design his or her own specialization field. The student specifies four courses numbered 100 (3000) or above that are interconnected and that suggest a coherent interest. The student-designed field may not duplicate any of the established specialization fields for the major. It also may not include a course that satisfies another requirement for the major.

Students interested in designing their own specialization field should speak with an advisor as early as possible. They must obtain approval from their advisor and from the steering committee of the major in ethics and public policy as soon as possible after they declare the major and before they complete the designated course work.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's Four-Year Graduation Plan.
(Courses in the major are those required to complete the major.)

**Before the third semester begins:** at least one course in the major

**Before the fifth semester begins:** at least three courses in the major

**Before the seventh semester begins:** at least seven courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** at least nine courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

### Honors in the Major

The Ethics and Public Policy Program offers qualified students the opportunity to graduate with honors in the major. Honors students in ethics and public policy must maintain a g.p.a. of at least 3.50 in work for the major and a cumulative University of Iowa g.p.a. of at least 3.50. In order to graduate with honors in the major, they must complete all work for the major and write an acceptable honors thesis on a significant topic related to the major. Students who write their honors thesis in philosophy should consider preparing for the thesis by taking 026:148 (PHIL:4048) Readings in Philosophy; students who write in economics should consider taking 06E:194 (ECON:3999) Honors Seminar; students who write in political science should take 030:180 (POLI:4000) Honors Seminar on the Study of Politics; and students who write in sociology should consider taking 034:100 (SOC:4997) Honors Seminar. Contact the coordinator of the Ethics and Public Policy Program for more information.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University's honors program.
French and Italian

**Director, Division of World Languages, Literatures, and Cultures**
- Russell Ganim

**Chair, Department of French and Italian**
- Cinzia Blum

**General Education language coordinators**
- Deborah Contrada (Italian), Dénes Gazsi (Arabic), David Hagan (French)

**Professors**
- Cinzia Blum, Wendelin Guentner, Geoffrey R. Hope, Michel Laronde, Roland Racevskis

**Associate professors**
- Deborah L. Contrada, Anny Dominique Curtius, Rosemarie Scullion (French and Italian/Gender, Women’s, and Sexuality Studies)

**Assistant professors**
- Roxanna Curto, Emilie Destruel-Johnson, Dénes Gazsi

**Lecturers**
- Blandina Giblin, Jack Johnson, Katja Limmatta, Irene Lottini, Claudia Sartini-Rideout, Arne Seim

**Professors emeriti**
- Jacques A. Bourgeacq, Florindo Cerreta, Simone Delaty, John T. Nothnagle

**Undergraduate majors:** French (B.A.); Italian (B.A.)

**Undergraduate minors:** Arabic; French; Italian

**Graduate degrees:** M.A. in French and Francophone world studies; Ph.D. in French and Francophone world studies

**Web site:** http://clas.uiowa.edu/dwllc/french-italian

The Department of French and Italian introduces students to the cultures of France, the Francophone world, Italy, and parts of the Middle East, providing an understanding of those countries’ historical and contemporary importance. It also facilitates development of proficiency in the French, Italian, Arabic, and Swahili languages and fosters critical appreciation of French, Francophone, Italian, and Arabic literatures and cultures.

Undergraduate students in all majors may satisfy the World Languages requirement of the General Education Program (p. 306) with courses in Arabic, French, Italian, or Swahili; see “Language for General Education” below. The department offers other General Education courses, and entering students may take the department’s First-Year Seminars, one on France, the other on Italy.

The Department of French and Italian is one of the academic units in the Division of World Languages, Literatures, and Cultures (p. 222).

### Undergraduate Programs of Study

- **Major in French (Bachelor of Arts)**
- **Major in Italian (Bachelor of Arts)**
- **Minor in Arabic**
- **Minor in French**
- **Minor in Italian**

Students majoring in French or Italian may combine their studies with courses in education to prepare for jobs in high school teaching. They may go on to graduate study in areas such as French, Italian, comparative literature, and other interdisciplinary areas as preparation for college-level teaching. Or they may combine other skills and studies with their major in French or Italian to prepare for challenging career opportunities in international government, business, finance, travel, communications, and other fields where the knowledge of more than one language is essential.

### Bachelor of Arts: French

The Bachelor of Arts with a major in French requires a minimum of 120 s.h., including 31-35 s.h. of work for the major. Students complete a set of four foundation courses (10 s.h.) plus the requirements for one of four tracks (21-25 s.h.): the French and Arabic track; the language track; the literature and culture track; or the teaching track. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

**FOUNDATION COURSES**

- 009:111 (FREN:3060) Introduction to Reading and Writing in Literature 3 s.h.
- 009:112 (FREN:3300) French Grammar 3 s.h.
- 009:136 (FREN:4020) Oral Expression in French III 2 s.h.

Students must maintain a g.p.a. of at least 2.00 in all course work for the major, including all University of Iowa course work. Majors must maintain portfolios documenting their progress toward attaining the objectives of the French major.

A maximum of one course taught in English may be counted toward the major; courses taught in English with an additional semester hour in French are exempt from this rule. Students should consult with their advisors before registering.

Transfer credit may be accepted, and students are encouraged to participate in study abroad, but the last two courses in the major ordinarily must be completed at The University of Iowa. Transfer credit is evaluated on an individual basis by the faculty in charge of study abroad.

Students choose an emphasis in one of the following four tracks when they declare the major (or later, but before their fourth year).

#### French and Arabic Track

The French and Arabic track is designed for students interested in combining study of the French and Arabic languages with history, politics, and religions of Middle Eastern cultures and with a major in another area, such as comparative studies, political science, geography, or history.
Requirements for the French and Arabic track include the following seven or eight courses (25 s.h.) in addition to the 10 s.h. of foundation course work in French.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>009:115 (FREN:3410)</td>
<td>Business French</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>009:197 (FREN:4890)</td>
<td>Techniques of Translation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Five courses in French language, or literature and culture</td>
<td>15 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

All language track students take 009:115 (FREN:3410) Business French and 009:197 (FREN:4890) Techniques of Translation. Of the remaining five courses, only one may be taught in English under the French department prefix [009 (FREN)]. This restriction does not apply to courses taught in English with an additional semester hour in French. Students must complete at least two courses numbered above 009:150, including the required course 009:197 (FREN:4890) Techniques of Translation.

Courses in French stylistics and textual analysis, another language, economics, political science, and/or business are recommended as adjunct electives.

**Language Track**

The language track is designed for students with an interest in language and translation, as well as literature and culture. Students work in specific areas such as international business, comparative stylistics, and translation.

Requirements for the language track include the following seven courses (21 s.h.) in addition to the 10 s.h. of foundation course work in French.

- 009:115 (FREN:3410) Business French
- 009:197 (FREN:4890) Techniques of Translation
- Five courses in French language, or literature and culture

All language track students take 009:115 (FREN:3410) Business French and 009:197 (FREN:4890) Techniques of Translation. Of the remaining five courses, only one may be taught in English under the French department prefix [009 (FREN)]. This restriction does not apply to courses taught in English with an additional semester hour in French. Students must complete at least two courses numbered above 009:150, including the required course 009:197 (FREN:4890) Techniques of Translation.

Courses in French stylistics and textual analysis, another language, economics, political science, and/or business are recommended as adjunct electives.

**Literature and Culture Track**

The literature and culture track is designed for students who are interested in combining study of French and Francophone literatures and cultures with a major in another area, such as cinema, communication studies, comparative literature, history, international studies, political science, or journalism.

Requirements for the literature and culture track include the following seven courses (21 s.h.) in addition to the 10 s.h. of foundation course work in French.

- Five courses in literature and culture
  - Four courses in literature and culture
  - Three courses in French language, or literature and culture

Only one of these courses may be taught in English under the French department prefix [009 (FREN)]. This restriction does not apply to courses taught in English with an additional semester hour in French. At least two courses must be numbered above 009:150.

**Teaching Track**

The teaching track is designed for students who intend to earn licensure to teach in elementary and/or secondary schools. Students must successfully complete the requirements for the major in French with the teaching track and must complete the College of Education’s Teacher Education Program (TEP), which requires several education courses and student teaching (see "B.A. with Teacher Licensure" below).

Requirements for the French major’s teaching track include the following seven courses (21 s.h.) in addition to the 10 s.h. of foundation course work in French.

Four courses in literature and culture

Three courses from these areas: language, literature and culture, or pedagogy

Only one of these courses may be taught in English under the French department prefix [009 (FREN)]. This restriction does not apply to courses taught in English with an additional semester hour in French. At least two courses must be numbered above 009:150.

**Bachelor of Arts: Italian**

The Bachelor of Arts with a major in Italian requires a minimum of 120 s.h., including 31 s.h. of work for the major. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students may count a maximum of 9 s.h. (three courses) of approved upper-level transfer or study abroad credit toward the major in Italian, but they must take either 018:111 (ITAL:3305) Advanced Italian or 018:112 (ITAL:3306) Advanced Italian II at The University of Iowa.

The major in Italian requires the following course work.

- 018:011 (ITAL:2203) Intermediate Italian
- 018:012 (ITAL:2204) Intermediate Italian II
- 018:105 (ITAL:4667) Modern Italian Fiction
- 018:106 (ITAL:4668) Modern Italian Poetry and Drama
- 018:111 (ITAL:3305) Advanced Italian
- 018:112 (ITAL:3306) Advanced Italian II
- 018:119 (ITAL:4633) Medieval Italian Literature
- 018:120 (ITAL:4634) Medieval and Renaissance Italian Literature

An additional course taught in Italian, numbered above 018:103 (ITAL:3002)

**B.A. with Teacher Licensure**

French or Italian majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements of their major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

French majors who want to earn teacher licensure should choose the French teaching track. See “Teaching Track” under “Bachelor of Arts: French” above.

Italian majors who want to earn teacher licensure should include an additional 2 s.h. in their work for the major, in either 018:013 (ITAL:2013) Everyday Italian I or 018:014 (ITAL:2014) Everyday Italian II.

Students who plan to use their work toward a minor in either French or Italian as academic background for earning teacher licensure should contact the Office of Education Services about requirements.
Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

B.A.: French

Before the third semester begins: competence in first-year French

Before the fifth semester begins: second-year Intermediate French II [009:012 (FREN:2002)]

Before the seventh semester begins: 009:106 (FREN:3020) Oral Expression in French II, two semesters of third-year French, 009:111 (FREN:3060) Introduction to Reading and Writing in Literature and 009:112 (FREN:3300) French Grammar, one or two other courses in the major, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 009:136 (FREN:4020) Oral Expression in French III and three more courses in the major; for students in the French language track, 009:115 (FREN:3410) Business French and 009:197 (FREN:4890) Techniques of Translation

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.A.: Italian

Before the third semester begins: competence in first-year Italian

Before the fifth semester begins: competence in second-year Intermediate Italian II [018:012 (ITAL:2204)]

Before the seventh semester begins: four courses in the major numbered above 018:103 (ITAL:3002) Intensive Elementary Italian and at least 90 s.h. earned toward the degree

Before the eighth semester begins: a total of at least five courses in the major numbered above 018:103 (ITAL:3002) Intensive Elementary Italian

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major

The Department of French and Italian offers students the opportunity to graduate with honors in the French major or the Italian major. Departmental honors students must have a g.p.a. of at least 3.50 for work done in the department. They also must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

To graduate with honors in the French or the Italian major, students must register for 009:198 (FREN:4995) Honors Research and Thesis (French majors) or 018:198 (ITAL:4998) Honors Research and Thesis (Italian majors) and one honors-designated course numbered above 009:160 (French) or 018:103 (Italian). They must complete an honors thesis or equivalent (for example, translation, comparative stylistics, cultural studies, or research) in French or Italian and must present their work to a faculty committee.

Minor: Arabic

The minor in Arabic requires a minimum of 15 s.h. in intermediate or more advanced Arabic language courses, including 12 s.h. taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Credit from the University of Iowa Regents Summer Program in Fez, Morocco, earned in courses with prefix 195 (ARAB) counts as University of Iowa credit. All courses for the minor must be taught in Arabic.

Minor: French

The minor in French requires a minimum of 15 s.h., including 12 s.h. in advanced courses; 9 s.h. of the 12 s.h. in advanced courses must be taken at The University of Iowa. For the minor, courses numbered 009:105 (FREN:3000) and above are considered advanced. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Credit from the University Studies Abroad Consortium (USAC) program in Pau, France, and the Study in Montpellier program, in France, counts as University of Iowa credit; 6 s.h. earned in other study abroad programs may be counted toward the minor. All courses for the minor must be taught in French.

Minor: Italian

The minor in Italian requires a minimum of 15 s.h., including 12 s.h. in courses numbered above 018:103 (ITAL:3002) and taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students who wish to count 018:132 (ITAL:3550) Images of Modern Italy toward the minor must enroll in the 4 s.h. section, which includes discussion in Italian. All courses for the minor must be taught in Italian.

Language for General Education

The Department of French and Italian provides course sequences in four languages—Arabic, French, Italian, and Swahili—that students in all majors may use to fulfill the World Languages requirement of the College of Liberal Arts and Sciences General Education Program (p. 306). It also offers a variety of language courses that nonmajors may take to satisfy their own educational goals and interests.

ARABIC

The department is the administrative home for Arabic language and culture courses. It offers elementary and intermediate Arabic as well as conversational Arabic, for which intermediate Arabic is prerequisite. See "Courses" toward the end of this Catalog section. Students without background in Arabic should begin with 195:101 (ARAB:1001) Elementary Modern Standard Arabic I.

Students who wish to fulfill the General Education Program’s World Languages requirement with Arabic should complete the following course sequence.

195:102 (ARAB:1002) Elementary Modern Standard Arabic II 5 s.h.

**FRENCH**

Students who have a background in French should take the online World Languages Placement Test, which helps determine the level at which a student should begin French language study at The University of Iowa. Students without background in French should begin with 009:001 (FREN:1001) Elementary French I.

Students who wish to fulfill the General Education Program’s World Languages requirement with French should complete the following sequence.

009:001 (FREN:1001) Elementary French I 5 s.h.
009:002 (FREN:1002) Elementary French II 5 s.h.

Those with previous knowledge of French may be able to fulfill the World Languages requirement with this sequence.

009:010 (FREN:1010) First-Year French Review 5 s.h.

**ITALIAN**

Students who have a background in Italian should consult with the department before classes begin to determine the level at which they should begin Italian language study at The University of Iowa. Students without background in Italian should begin with 018:001 (ITAL:1101) Elementary Italian.

Students who wish to fulfill the General Education Program’s World Languages requirement with Italian should complete the following course sequence.

018:001 (ITAL:1101) Elementary Italian 5 s.h.
018:002 (ITAL:1102) Elementary Italian II 5 s.h.
018:011 (ITAL:2203) Intermediate Italian 4 s.h.
018:012 (ITAL:2204) Intermediate Italian II 4 s.h.

Those with strong language-learning abilities or background in another Romance language may be able to fulfill the World Languages requirement with this sequence.

018:101 (ITAL:3001) Intensive Elementary Italian 4, 6 s.h.
018:011 (ITAL:2203) Intermediate Italian 4 s.h.
018:012 (ITAL:2204) Intermediate Italian II 4 s.h.

**SWAHILI**

The department is the administrative home for Swahili courses. Students may fulfill the General Education Program’s World Languages requirement by taking the following four-semester sequence.

211:125 (SWAH:3001) Elementary Swahili I 3-4 s.h.
211:126 (SWAH:3002) Elementary Swahili II 3-4 s.h.
211:127 (SWAH:3003) Intermediate Swahili I 3-4 s.h.
211:128 (SWAH:3004) Intermediate Swahili II 3-4 s.h.

**Study Abroad**

The department participates in several study abroad programs. Some of them are the University Study Abroad

Consortium (SUAC) French Studies in Pau; University of Minnesota/Paul Valery University Study Abroad in Montpellier; and the Committee on Institutional Cooperation (CIC) Summer French Program in Quebec at the Université de Laval. For information about these and other programs abroad, contact International Programs Study Abroad and use its Programs by Language search; or see Study Abroad (p. 1228) (University College) in the Catalog.

**Graduate Programs of Study**

- Master of Arts in French and Francophone world studies (with or without thesis)
- Doctor of Philosophy in French and Francophone world studies

The Master of Arts is offered with an optional French education emphasis.

Faculty expertise enables the department to offer courses in the traditionally recognized historical periods of French literature, various literary genres, and critical theories as well as the Francophone literatures of Canada, North and sub-Saharan Africa, the Caribbean, and the Indian Ocean. The department has particular strengths in interdisciplinary studies, notably in the areas of comparative arts, film studies, history, and second language acquisition.

For more detailed information on graduate degrees in French and Francophone world studies, contact the Department of French and Italian or visit its web site. The department also publishes the Guide for Graduate Students and Assistants.

**Master of Arts**

The Master of Arts program in French and Francophone world studies requires a minimum of 30 s.h. of graduate credit and is offered with or without thesis.

Thesis students may apply up to 6 s.h. of thesis credit toward the 30 s.h. required for the degree. They must take a written and oral examination on their areas of study and must defend their thesis at the time of the comprehensive examination. The thesis prospectus must be accepted one year before the student defends the thesis.

Nonthesis students must pass a written and oral examination. With permission of the director of graduate studies and the department chair, nonthesis students may earn up to 6 s.h. of the required 30 s.h. outside the department or transfer up to 6 s.h. of course work completed at another institution.

All M.A. students must complete the following course work.

- 009:208 (FREN:5001) Introduction to Graduate Study 2 s.h.
- 009:210 (FREN:5020) Comparative Stylistics 3 s.h.
- 009:234 (FREN:5030) Principles of Teaching and Learning Foreign Languages 3 s.h.

At least four graduate-level literature or culture courses numbered 200 and above

**M.A. with French Education Emphasis**

The Master of Arts program with French education emphasis requires a minimum of 38 s.h. of graduate credit in French. The program is intended primarily for
prospective secondary school and junior college teachers. Candidates must pass a final written and oral examination.

All French education emphasis students must complete the following course work.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>009:208</td>
<td>Introduction to Graduate Study</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>009:210</td>
<td>Comparative Stylistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>009:234</td>
<td>Principles of Teaching and Learning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>Courses in French literature numbered 200 and above (minimum requirement)</td>
<td>9 s.h.</td>
</tr>
</tbody>
</table>

**Doctor of Philosophy**

The Doctor of Philosophy program in French and Francophone world studies requires a minimum of 72 s.h. of graduate credit, including credit earned for the M.A.

The program is designed to prepare students for research, teaching, and professional service normally required of college and university faculty members.

The Ph.D. takes at least three years of graduate study, including at least one year spent in residence at The University of Iowa. Students must pass a comprehensive examination and make a successful oral defense of their dissertation.

Requirements for the Ph.D. include the following.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>009:208</td>
<td>Introduction to Graduate Study</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>009:260</td>
<td>Critical Theory and Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>009:277</td>
<td>Thesis (6 s.h. minimum)</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>Three graduate courses in a related field, such as another literature, history, or philosophy</td>
<td>8 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

Ph.D. students must possess fifth-semester or equivalent proficiency in a foreign language other than French.

Students working toward the Ph.D. are required to spend at least one year teaching as graduate assistants in the department.

**Admission**

Applicants to the M.A. program in French and Francophone world studies must have completed the equivalent of the University of Iowa undergraduate major in French. An M.A. in French is prerequisite to admission to the Ph.D. program in French and Francophone world studies. However, successful completion of an M.A. in French does not necessarily qualify a student for doctoral study.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Applicants for fall semester whose application materials are received in the department by January 15 have the best chance to be admitted and receive financial aid. They must submit academic transcripts, letters of recommendation from three persons familiar with their past academic work, Graduate Record Examination (GRE) General Test results, a statement of purpose in taking graduate work, and one or more samples of original writing, one of which should be in French, that show their ability to pursue graduate work in French (an honors thesis, term paper, seminar paper, or other course papers).

**Financial Support**

Teaching assistantships are offered through the department, and University fellowships and scholarships are available through the Graduate College. Contact the Department of French and Italian for details.

Teaching assistants in the department must take 009:234 (FREN:5030) Principles of Teaching and Learning Foreign Languages.

Exchange assistantship agreements with the University of Pau and the University of Poitiers provide one year of residence at these Universities in France for graduate students.

**Courses**

The department offers courses in French, Italian, Arabic, and Swahili. For a detailed description of courses offered each semester, contact the Department of French and Italian. French courses are conducted in French, and Italian courses are conducted in Italian, unless otherwise indicated. Students may not receive credit for a course that is prerequisite to, or whose equivalent is prerequisite to, a higher-level course they have already completed.

French courses numbered 150-199 are intended primarily for advanced undergraduates; graduate students should consult with their advisors before registering for these courses.

Undergraduates may count a maximum of one course taught in English toward requirements for the major in French. This restriction does not apply to courses taught in English with an additional semester hour in French. Students should consult with their advisors before registering.

Students who have had significant experience with French through living or studying abroad should consult with the department before enrolling in any French course.

**French, Primarily for Undergraduates**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>009:001</td>
<td>Elementary French I</td>
<td>4-5 s.h.</td>
</tr>
<tr>
<td>Introduction to reading, writing, listening, and speaking; for students who have no knowledge of French. GE: World Languages First Level Proficiency.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>009:002</td>
<td>Elementary French II</td>
<td>4-5 s.h.</td>
</tr>
<tr>
<td>Continuation of 009:001 (FREN:1001); introduction to reading, writing, listening, and speaking. Prerequisites: 009:001 (FREN:1001). GE: World Languages Second Level Proficiency.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>009:005</td>
<td>Texts and Contexts: French-Speaking World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Development of skills in reading, understanding, and critically engaging with literary texts, and of research skills for informed inquiry; sense of oneself as a situated reader; range of texts reflecting diversity of French and Francophone writers. Taught in English. GE: Interpretation of Literature.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>009:007</td>
<td>Nature/Ecology French Philosophy and Fiction</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Representations of the natural world in literary works from 16th to 20th centuries and in film; readings in English translation. Taught in English. GE: Interpretation of Literature.

009:010 (FREN:1010) First-Year French Review 4-5 s.h. 
009:001 (FREN:1001) and 009:002 (FREN:1002) combined in one intensive course. GE: World Languages Second Level Proficiency.


009:011 (FREN:1010) French Civilization 3 s.h. 
Institutions and events from the beginning of French civilization to the Renaissance. Prerequisites: 009:111 (FREN:3060). GE: Historical Perspectives.

009:114 (FREN:3120) French Civilization 3 s.h. 

009:115 (FREN:3410) Business French 3 s.h. 
Language of economics and business; practice in business correspondence and communication, active use of business vocabulary. Offered fall semesters. Prerequisites: 009:112 (FREN:3300).

French, for Undergraduate and Graduate Students

009:145 (FREN:4466) France and Algeria from Pirates to Terrorism 3 s.h.
Long, complex history of relationship between France and Algeria since 18th century; early modern conflicts over Barbary piracy, French invasion, and colonization of Algeria in 19th century; brutal Algerian War of Independence, postcolonial migration, and ongoing war of memory over shared Franco-Algerian history of colonization and decolonization. Taught in English. Same as 16E:145 (HIST:4466).

009:146 (FREN:3530) Francophone Cinema
3-4 s.h.
Introduction to the cinema of French-speaking countries outside of France; history, production, distribution; issues of colonialism, postcolonial identities, gender, social realism, diasporas, popular culture. Prerequisites: 009:012 (FREN:2002).

009:147 (FREN:3510) French Cinema
3-4 s.h.

009:148 (FREN:3540) Gender and Sexuality in French Cinema
3 s.h.
Cultural, historical, semiotic approach to studying construction of gender identity and sexual codes in French cinema from 1920s to present. Taught in English. Prerequisites: 009:111 (FREN:3060) or 048:001 (CCL:1601) or 048:002 (CCL:1602) or 131:010 (GWSS:1001). Same as 048:167 (CCL:3647), 131:167 (GWSS:3540).

009:163 (FREN:4110) Francophone Literature of the African Diaspora
3 s.h.
Literatures and cultures of Francophone West Africa, the Caribbean, and the Indian Ocean analyzed through fiction, essays, films, visual arts. Prerequisites: 009:111 (FREN:3060) and 009:112 (FREN:3300).

009:164 (FREN:4090) Quebeccois Literature
3 s.h.
Introduction to Francophone literature and culture of Canada; 19th- and 20th-century novels and other cultural practices (e.g., theater, chansons, films). Prerequisites: 009:111 (FREN:3060) and 009:112 (FREN:3300).

009:168 (FREN:4080) Post-Colonial Literature in France
3 s.h.
Literatures and cultures of Arabo-French (Beur) and Afro-French immigrations. Prerequisites: 009:111 (FREN:3060) and 009:112 (FREN:3300). Same as 048:168 (CCL:4368).

009:175 (FREN:4310) Atelier d’Ecriture en Français/Creative Writing in French
1 s.h.
Development of intellectual and affective techniques necessary for writing creatively; exploration of cognitive and psychological barriers to producing literature in a language other than one’s own; brief portraits, journals, dialogues.

009:178 (FREN:4750) Topics in French Studies II
3 s.h.
French and/or Francophone literature or culture. Prerequisites: 009:111 (FREN:3060) and 009:112 (FREN:3300).

009:187 (FREN:4030) Aspects of Poetry
3 s.h.
Prerequisites: 009:111 (FREN:3060) and 009:112 (FREN:3300).

009:193 (FREN:4051) French Literature of the Enlightenment
3 s.h.
Principal literary genres and key issues from the Enlightenment; aristocratic libertinism of the early 18th century to radical tendencies of the Revolutionary period. Prerequisites: 009:111 (FREN:3060) and 009:112 (FREN:3300).

009:196 (FREN:4990) Independent Study
arr.
Prerequisites: 009:111 (FREN:3060) and 009:112 (FREN:3300).

009:197 (FREN:4890) Techniques of Translation
3 s.h.
Prerequisites: 009:112 (FREN:3300). Same as 218:197 (TRNS:4497).

009:198 (FREN:4995) Honors Research and Thesis
3 s.h.
Prerequisites: 009:111 (FREN:3060) and 009:112 (FREN:3300).

French, Primarily for Graduate Students

009:205 (FREN:4901) French for Reading/Research
2 s.h.

009:206 (FREN:4902) French for Reading/Research
2 s.h.

009:208 (FREN:5001) Introduction to Graduate Study
2 s.h.
Expectations, resources, and opportunities of graduate study; introduction to course work, development of preprofessional competencies. Same as 035:208 (SPAN:5001).

009:210 (FREN:5020) Comparative Stylistics
3 s.h.
Translation from English to French, including literary texts. Same as 048:211 (CCL:5510).

009:212 (FREN:6050) Realism and Naturalism
3 s.h.
Representative novels of Realist and Naturalist movements, in historical, literary, and theoretical context.

009:215 (FREN:6010) The Renaissance in France
3 s.h.

009:220 (FREN:6750) Topics in French Studies
3 s.h.

009:223 (FREN:6090) French History in/and Cinema
3 s.h.
French cinema’s role in constructing 20th-century discourse on national and cultural identity and in shaping modern France’s historical imagination.

009:224 (FREN:6080) Modern French Novel
3 s.h.

009:225 (FREN:6120) Literature of Immigration in France
3 s.h.
Contemporary literature written by non-European immigrants in France; issues of identity, institutional power, exclusion, displacement; rhetorical strategies used in these decentered texts to open a discursive/subversive space in canonical literary discourse.
009:227 (FREN:6020) Studies in the Seventeenth Century 3 s.h.

009:234 (FREN:5030) Principles of Teaching and Learning Foreign Languages 3 s.h.

009:236 (FREN:6950) Topics in Second Language Acquisition: Speaking 3 s.h.
Theory, pedagogy, research, and assessment in second language speaking. Same as 164:221 (SLA:6950), 035:228 (SPAN:6950).

009:237 (FREN:6901) Second Language Acquisition Research and Theory I 3 s.h.
Theories regarding success and failure in acquisition of second or subsequent languages; research, issues. Same as 039:200 (ASIA:6901), 041:201 (SLAV:6901), 035:201 (SPAN:6901), 39J:201 (JPNS:6901).

009:238 (FREN:6920) Multimedia and Second Language Acquisition 3 s.h.
Foreign language multimedia in context of current second language acquisition theories and research; readings on interactivity, interface design, feedback, learner control; acquisition of vocabulary, grammar, and culture. Requirements: foreign language teaching methodology course. Same as 164:211 (SLA:6920), 035:212 (SPAN:6920).

009:240 (FREN:6130) Studies in Francophone Literatures 3 s.h.
Historical, anthropological, comparative approach to Francophone literatures and cultures; Afro/Indo-Caribbean religions in literatures, theoretical and critical discourses, women's literature and cinema.

009:260 (FREN:6140) Critical Theory and Practice 3 s.h.

009:262 (FREN:6142) Crossing Borders Seminar 2-3 s.h.


009:297 (FREN:7990) Independent Study arr.

009:350 (FREN:7105) Seminar: Comparative Topics arr.
Comparative topics in literature, theory, media, cultural studies Same as 048:355 (CCL:7105).

009:355 (FREN:7110) Seminar 3 s.h.

Italian, Primarily for Undergraduates

018:001 (ITAL:1101) Elementary Italian 5 s.h.
For students who have no knowledge of Italian. Offered fall semesters. GE: World Languages First Level Proficiency.

018:002 (ITAL:1102) Elementary Italian II 5 s.h.

018:003 (ITAL:1050) Italy Live 3 s.h.
Introduction to Italian language and culture designed for students whose first contact with the language is in Italy; offered through Consortium of Universities for International Studies study abroad program (CUIS/CIMBA) in Paderno del Grappa, Italy.

018:011 (ITAL:2203) Intermediate Italian 4 s.h.

018:012 (ITAL:2204) Intermediate Italian II 4 s.h.

018:013 (ITAL:2013) Everyday Italian I 2 s.h.
Offered fall semesters. Prerequisites: 018:002 (ITAL:1102) or 018:103 (ITAL:3002).

018:014 (ITAL:2014) Everyday Italian II 2 s.h.
Offered spring semesters. Prerequisites: 018:002 (ITAL:1102) or 018:103 (ITAL:3002).

018:029 (ITAL:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Taught in English. Requirements: first- or second-semester standing.

018:030 (ITAL:1030) Italian for Travelers 2 s.h.
Basic language skills for tourists; for students with no previous Italian.

018:040 (ITAL:1540) Topics in Italian 2 s.h.
Topics in Italian language, culture, and literature; may include Italian cinema, studies of specific Italian cities, thematic approaches to Italian studies.

018:053 (ITAL:2990) Independent Study arr.

Italian, for Undergraduate and Graduate Students

018:103 (ITAL:3002) Intensive Elementary Italian 4.6 s.h.
Offered spring semesters. Requirements: two years of another foreign language. GE: World Languages Second Level Proficiency.
018:105 (ITAL:4667) Modern Italian Fiction 3 s.h.
Prerequisites: 018:012 (ITAL:2204).

018:106 (ITAL:4668) Modern Italian Poetry and Drama 3 s.h.
Continuation of 018:105 (ITAL:4667), but may be taken as independent unit. Prerequisites: 018:012 (ITAL:2204).

018:111 (ITAL:3305) Advanced Italian 3-4 s.h.
Offered fall semesters. Prerequisites: 018:012 (ITAL:2204).

018:112 (ITAL:3306) Advanced Italian II 3-4 s.h.
Offered spring semesters. Prerequisites: 018:111 (ITAL:3305).

018:114 (ITAL:4350) Studies in Italian Language 3 s.h.
Prerequisites: 018:112 (ITAL:3306).

018:119 (ITAL:4633) Medieval Italian Literature 3 s.h.
Prerequisites: 018:012 (ITAL:2204).

018:120 (ITAL:4634) Medieval and Renaissance Italian Literature 3 s.h.

018:132 (ITAL:3550) Images of Modern Italy 3-4 s.h.
Survey of Italy's history since Unification; diverse aspects of modern Italian culture and society through visual and textural materials. Requirements: 018:012 (ITAL:2204) for students earning 4 s.h. GE: Historical Perspectives; Values, Society, and Diversity.


018:198 (ITAL:4998) Honors Research and Thesis 3 s.h.

Italian, Primarily for Graduate Students


Arabic, for Undergraduate and Graduate Students

195:050 (ARAB:1050) Topics in Middle East/Muslim World Studies I 3 s.h.
Contemporary cultural questions and debates in the Muslim and Arabic-speaking world. Taught in English.

Speaking, listening, reading, and writing skills. GE: World Languages First Level Proficiency.

195:102 (ARAB:1002) Elementary Modern Standard Arabic II 5 s.h.


195:115 (ARAB:1020) Study Abroad: Language (Elementary) 5 s.h.
Modern Standard Arabic (MSA); speaking, reading, listening and writing skills. Requirements: non-native speaker of Arabic; heritage speaker of Arabic should contact the course supervisor for appropriate placement.

195:120 (ARAB:2030) Formal Spoken Arabic 2 s.h.
Conversational practice with a native speaker; for students who have completed fourth-semester Arabic. Prerequisites: 195:102 (ARAB:1002) or 195:112 (ARAB:2002). Requirements: non-native or non-heritage speaker of Arabic.

Modern Standard Arabic (MSA); speaking, reading, listening and writing. Requirements: non-native speaker of Arabic; heritage speaker of Arabic should contact the course supervisor for appropriate placement. Recommendations: one year of Arabic study.

195:125 (ARAB:2050) Topics in Middle East/Muslim World Studies II 3 s.h.
Contemporary cultural questions and debates in the Muslim and Arabic-speaking world. Taught in English.

195:126 (ARAB:2025) Study Abroad: Culture and Society 1 s.h.
Introduction to Moroccan culture and society through direct observation and interaction; intensive orientation, cultural exchange activities, learning excursions outside Fez, homestay with a Moroccan family.

195:130 (ARAB:3011) Advanced Modern Standard Arabic I 3 s.h.
Advanced Arabic grammar and syntax, composition writing, formal conversation (similar to conversations on Arabic mass media); classical Arabic texts, other materials written for persons whose first or official language is Arabic. Prerequisites: 195:112 (ARAB:2002).

195:131 (ARAB:3012) Advanced Modern Standard Arabic II 3 s.h.
Continuation of 195:130 (ARAB:3011); advanced Arabic grammar and syntax, composition writing, formal conversation (similar to conversations on Arabic mass media); classical Arabic texts, other materials written for persons whose first or official language is Arabic. Prerequisites: 195:130 (ARAB:3011).
195:133 (ARAB:3020) Study Abroad: Language (Advanced)
Modern Standard Arabic (MSA); speaking, reading, listening, and writing. Requirements: non-native speaker of Arabic; heritage speaker of Arabic should contact the course supervisor for appropriate placement. Recommendations: two or more years of Arabic language.

195:153 (ARAB:4990) Independent Study
arr.
Material not covered in regularly offered courses; independent study guided by an instructor.

Swahili, for Undergraduate and Graduate Students

211:124 (SWAH:4000) Identity, Trade, and Diaspora
3 s.h.
Identity of Swahili people on East African coast; trade networks and diaspora in Arabia and Persian Gulf over the centuries; Swahili civilization marked by urbanity, literacy, Islam, and cosmopolitanism; how scholars’ views have changed (scholars originally could not reconcile their conception of Africa, the Dark Continent, with characteristics of this sophisticated culture). Same as 16W:128 (HIST:4728).

211:125 (SWAH:3001) Elementary Swahili I
3-4 s.h.
GE: World Languages First Level Proficiency.

211:126 (SWAH:3002) Elementary Swahili II
3-4 s.h.
GE: World Languages Second Level Proficiency.

211:127 (SWAH:3003) Intermediate Swahili I
3-4 s.h.
GE: World Languages Second Level Proficiency.

211:128 (SWAH:3004) Intermediate Swahili II
3-4 s.h.
GE: World Languages Fourth Level Proficiency.

211:129 (SWAH:3005) Advanced Swahili
3-4 s.h.
Advanced speaking, listening, reading, and writing skills. Prerequisites: 211:128 (SWAH:3004).

211:130 (SWAH:3006) Conversational Swahili
3 s.h.
Fundraising and Philanthropy Communication

Director
• David D. Perlmutter

Coordinator
• Ann Haugland

Undergraduate Certificate: Fundraising and philanthropy communication
Web site: http://clas.uiowa.edu/sjmc/philanthropy-certificate

The Certificate in Fundraising and Philanthropy Communication is administered by the School of Journalism and Mass Communication (p. 407).

Undergraduate Program of Study
• Certificate in Fundraising and Philanthropy Communication

The certificate program prepares students for careers in the growing field of development, institutional advancement, fundraising, donor relations, and public relations for nonprofit organizations.

Certificate

The Certificate in Fundraising and Philanthropy Communication requires a minimum of 18 s.h. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

All certificate students complete core courses (9-10 s.h.), which provide an overview of communication, writing, and management in nonprofit organizations. Students also choose electives (9 s.h.) from a range of courses that match their particular interests, selecting from social service, politics, the arts, environmental issues, business and communication, and skills useful in fundraising. An optional internship offers practical experience working with development professionals in a nonprofit organization. Students majoring in journalism and mass communication may count toward the certificate a maximum of 7 s.h. of credit that they earn for the major. They also may combine certificate course work with other courses they fit the program’s guidelines and purpose. The certificate program coordinator may add special topics courses that fulfill certificate requirements to this list. The coordinator also may consider other courses for approval if they fit the program’s guidelines and purpose.

Some of these courses have prerequisites, which students must complete before they register for the course. Some require special permission.

Advocacy
030:070 (POLI:1600) Introduction to Political Communication 3 s.h.
030:125 (POLI:3118) Interest Groups 3 s.h.
030:126 (POLI:3111) American Public Policy 3 s.h.
030:128 (POLI:3112) Direct Legislation 3 s.h.
030:129 (POLI:3119) Policy Matters: Perspective on Contemporary Problems 3 s.h.
030:171 (POLI:3204) Public Opinion 3 s.h.

Arts and Culture
01H:007 (ARTH:1080) Writing About the Visual Arts 3 s.h.
01P:185 (ARTS:3400) Grant Writing in the Arts 3 s.h.
024:102 (MUSM:3001) Introduction to Museum Studies 3 s.h.
188:109 (DPA:3510) Introduction to Arts Management 3 s.h.
188:111 (DPA:3520) New Ventures in the Arts 3 s.h.

Environment and Sustainability
044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
057:013 (ENGR:4013) Introduction to Sustainability 3 s.h.

Growth and Management of Nonprofit Organizations
06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
067:120 (ENTR:2000) Entrepreneurship and Innovation 3 s.h.
067:147 (ENTR:3500) Social Entrepreneurship 3 s.h.
031:106 (PSY:3540) Attitude Change 3 s.h.
036:012 (COMM:1112) Interpersonal Communication 3 s.h.
036:019 (COMM:1819) Organizational Leadership 2-3 s.h.
036:030 (COMM:1130) The Art of Persuading Others 3 s.h.

Electives and Optional Internship

Students complete a minimum of 9 s.h. in approved elective courses chosen from those listed below. Credit earned for the optional internship counts as elective credit.

The certificate program coordinator may add special topics courses that fulfill certificate requirements to this list. The coordinator also may consider other courses for approval if they fit the program’s guidelines and purpose.

Some of these courses have prerequisites, which students must complete before they register for the course. Some require special permission.

217:096 (FPC:2200) Communication and Public Relations 3 s.h.
217:169 (FPC:3100) Fundraising and Philanthropy Communication 3 s.h.
217:133 (FPC:3633) Philanthropy Communication in a Digital World 4 s.h.
06]:147 (MGMT:3500) Nonprofit Organizational Effectiveness I 3 s.h.
or
06]:148 (MGMT:3600) Nonprofit Organizational Effectiveness II 3 s.h.

Electives and Optional Internship

Students complete a minimum of 9 s.h. in approved elective courses chosen from those listed below. Credit earned for the optional internship counts as elective credit.

The certificate program coordinator may add special topics courses that fulfill certificate requirements to this list. The coordinator also may consider other courses for approval if they fit the program’s guidelines and purpose.

Some of these courses have prerequisites, which students must complete before they register for the course. Some require special permission.

Advocacy
030:070 (POLI:1600) Introduction to Political Communication 3 s.h.
030:125 (POLI:3118) Interest Groups 3 s.h.
030:126 (POLI:3111) American Public Policy 3 s.h.
030:128 (POLI:3112) Direct Legislation 3 s.h.
030:129 (POLI:3119) Policy Matters: Perspective on Contemporary Problems 3 s.h.
030:171 (POLI:3204) Public Opinion 3 s.h.

Arts and Culture
01H:007 (ARTH:1080) Writing About the Visual Arts 3 s.h.
01P:185 (ARTS:3400) Grant Writing in the Arts 3 s.h.
024:102 (MUSM:3001) Introduction to Museum Studies 3 s.h.
188:109 (DPA:3510) Introduction to Arts Management 3 s.h.
188:111 (DPA:3520) New Ventures in the Arts 3 s.h.

Environment and Sustainability
044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
057:013 (ENGR:4013) Introduction to Sustainability 3 s.h.

Growth and Management of Nonprofit Organizations
06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
067:120 (ENTR:2000) Entrepreneurship and Innovation 3 s.h.
067:147 (ENTR:3500) Social Entrepreneurship 3 s.h.
031:106 (PSY:3540) Attitude Change 3 s.h.
036:012 (COMM:1112) Interpersonal Communication 3 s.h.
036:019 (COMM:1819) Organizational Leadership 2-3 s.h.
036:030 (COMM:1130) The Art of Persuading Others 3 s.h.
Social Work and Community Development

034:066 (SOC:2810) Social Inequality 3 s.h.
034:126 (SOC:4540) Social Movements in the U.S. 3 s.h.
042:022 (SSW:2222) Introduction to Social Work 4 s.h.
042:108 (SSW:3008) Basic Aspects of Aging 3 s.h.
042:135 (SSW:3135) Global Aging 3 s.h.
042:147 (SSW:3847) Discrimination, Oppression, and Diversity 3 s.h.

Internship

217:099 (FPC:2100) Internship in Fundraising and Philanthropy Communication 1-3 s.h.

Courses

217:096 (FPC:2200) Communication and Public Relations 3 s.h.
Theory and practice of public relations; cultural, social, and organizational roles of public relations, opportunities, problems, and solutions.

217:099 (FPC:2100) Internship in Fundraising and Philanthropy Communication 1-3 s.h.
Faculty-supervised professional work experience in fundraising and philanthropy communication.

217:133 (FPC:3633) Philanthropy Communication in a Digital World 4 s.h.
World of philanthropy and nonprofit work that changes rapidly with and in response to developments in digital communications; campaigns and fundraisers driven by free agents on social networking sites as an example of how philanthropists and nonprofit workers operate in digital environment; overview of trends in areas of philanthropy and nonprofit work; practical skills to help communicate, create, and disseminate messages using multiple digital tools and social media; analysis of communication/media strategies; media production. Same as 019:133 (JMC:3633).

217:169 (FPC:3100) Fundraising and Philanthropy Communication 3 s.h.
Same as 019:157 (JMC:3100).
Gender, Women's, and Sexuality Studies

Chair
- Leslie Schwalm

Professors
- Susan Birrell (Gender, Women's, and Sexuality Studies/ American Studies), Meenakshi G. Durham (Gender, Women's, and Sexuality Studies/Journalism and Mass Communication), Karen Heimer (Sociology/Gender, Women's, and Sexuality Studies), Elizabeth Heineman (History/Gender, Women's, and Sexuality Studies), Ellen Lewin (Gender, Women's, and Sexuality Studies/ Anthropology), Leslie Schwalm (History/Gender, Women's, and Sexuality Studies/African American Studies)

Associate professors
- Meena Khandelwal (Anthropology/Gender, Women's, and Sexuality Studies), Teresa Mangum (Gender, Women's, and Sexuality Studies), Anthony Paik (Sociology/Gender, Women's, and Sexuality Studies), Rosemarie Scullion (French and Italian/Gender, Women's, and Sexuality Studies), Janette Taylor (Nursing/Gender, Women's, and Sexuality Studies), Miriam Thaggert (Gender, Women's, and Sexuality Studies/African American Studies/English), Rachel Williams (Art and Art History/Gender, Women's, and Sexuality Studies)

Assistant professors
- Aniruddha Dutta, Stephanie Jones-Rogers (History/ Gender, Women's, and Sexuality Studies), Isaac West (Gender, Women's, and Sexuality Studies/ Communication Studies)

Lecturers
- Mary Ann Rasmussen (Gender, Women's, and Sexuality Studies/English)

Professor emeritus
- Margery Wolf

Associate professor emeritus
- Sue Lafky

Undergraduate major: gender, women's, and sexuality studies (B.A.)

Undergraduate minor: gender, women's, and sexuality studies

Graduate certificate: gender, women's, and sexuality studies

Web site: http://clas.uiowa.edu/gwss/

The Department of Gender, Women's, and Sexuality Studies (GWSS) is multidisciplinary. It focuses on the ways in which women and men construct themselves as gendered and sexual beings, analyzes how gender and sexuality shape virtually every aspect of our daily lives, and probes the relationship between biological sex differences and the social and cultural roles of women and men.

The department’s major goal is to bring to the University community new research on gender and sexuality—research frequently overlooked by traditional disciplines. By offering core courses as well as those cross-referenced with other departments, GWSS acquaints its students with gender and sexuality scholarship and methodologies in the humanities and the social sciences.

Faculty from across the University participate in the Department of Gender, Women's, and Sexuality Studies. Some have joint appointments in the department; for a complete list, see the department’s web site. Others occasionally offer courses and participate in the department’s research, study, and interdisciplinary activities.

Undergraduate Programs of Study

- Major in gender, women's, and sexuality studies (Bachelor of Arts)
- Minor in gender, women's, and sexuality studies

Bachelor of Arts

The Bachelor of Arts with a major in gender, women's, and sexuality studies requires a minimum of 120 s.h., including at least 36 s.h. of work for the major. It emphasizes breadth, depth, and interdisciplinary study. Through the GWSS major, students acquire knowledge of the field's history, facility with major theoretical debates, knowledge of gender and sexuality issues outside the United States and Western Europe, knowledge of one major related area of scholarly concern, and familiarity with debates in other areas. Students apply this knowledge to an individual research project during their senior year.

Students may declare the major in gender, women's, and sexuality studies at any time. They are advised by the Academic Advising Center until they have earned 24 s.h. of credit. Transfer credit is evaluated case by case; a maximum of 12 s.h. of transfer credit may be counted toward the degree. Students earning more than one major may count toward the GWSS major a maximum of three courses they complete for the other major.

Work for the major consists of the undergraduate core, which includes a practicum and culminates in a research seminar; distribution requirements; and electives. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major in gender, women's, and sexuality studies requires the following course work.

UNDERGRADUATE CORE

The undergraduate core consists of five courses (minimum of 15 s.h.). Two introductory courses [131:010 (GWSS:1001) Introduction to Gender, Women's, and Sexuality Studies and 131:055 (GWSS:1002) Gender, Race, and Class in the U.S.] are prerequisites for all other courses in the major; they orient students to the major conceptual areas that constitute GWSS as an interdisciplinary field. The course 131:055 (GWSS:1002) Gender, Race, and Class in the U.S. introduces basic issues of race, class, and gender systems in the United States and provides a foundation for the major.

Gender, Women’s, and Sexuality Studies Practicum [131:105 (GWSS:3005)] reflects the importance of community needs and current social issues in framing questions of gender and sexuality studies scholarship and
in assessing the usefulness of relevant research. Students earn 3-4 s.h. for 131:105 (GWSS:3005), depending on the semester in which they take it. With approval from the director of undergraduate studies, a student who completes the practicum during a summer session may register for 2 s.h. of 131:179 (GWSS:3990) Independent Readings and Research in Women’s Studies instead of taking 131:105 (GWSS:3005).

Transnational Feminism [131:149 (GWSS:2150)] explores how taking account of colonial history and contemporary globalization reshapes feminist politics in different parts of the world.

Students take 131:199 (GWSS:4090) Senior Research Seminar during their last semester; members of the University of Iowa Honors Program may take 131:198 (GWSS:4095) Honors Senior Thesis instead. Students earn 3 s.h. for the research seminar or honors thesis.

The undergraduate core includes the following course work.

All of these:

131:010 (GWSS:1001) Introduction to Gender, Women’s, and Sexuality Studies 3 s.h.
131:055 (GWSS:1002) Gender, Race, and Class in the U.S. 3 s.h.
131:105 (GWSS:3005) Gender, Women’s, and Sexuality Studies Practicum 3-4 s.h.
131:149 (GWSS:2150) Transnational Feminism 3 s.h.

One of these:

131:198 (GWSS:4095) Honors Senior Thesis (open only to honors students) 3 s.h.
131:199 (GWSS:4090) Senior Research Seminar 3 s.h.

**DISTRIBUTION REQUIREMENTS**

The distribution requirements (total of at least 9 s.h.) include one GWSS theory course, one GWSS course with comparative/non-U.S. focus, and one GWSS or other course with a race/ethnicity focus, all chosen from the following lists. Students may request permission from the director of undergraduate studies to use courses not on these lists; ideally, these courses should be offered by GWSS [prefix 131 (GWSS)]. At least half of the material in comparative/non-U.S. topics courses must have a non-U.S. context.

**Theory—one of these:**

131:095 (GWSS:2095) Queer Rhetorics 3 s.h.
131:151 (GWSS:3200) Feminist Theory 3 s.h.

**Comparative/non-U.S. focus—one of these:**

131:060 (GWSS:2052) Women in Islam and the Middle East 3 s.h.
131:107 (GWSS:2108) Gendering India 4 s.h.
131:125 (GWSS:4725) Women and Gender in African History 3 s.h.
131:127 (GWSS:3121) South Asian Sexual Cultures 3 s.h.
131:131 (GWSS:3131) Gender and Sexuality in East Asia 3 s.h.
131:157 (GWSS:3157) Gender, Sexuality, and Human Rights 3 s.h.
131:185 (GWSS:3185) Global Women’s Cinema 3 s.h.

**Race/ethnicity—one of these:**

16A:112 (HIST:4216) Mexican American History 3 s.h.
16A:113 (HIST:4217) Latina/o Immigration 3 s.h.
16A:147 (HIST:4275) History of Slavery in the U.S.A. 3-4 s.h.
028:079 (SPST:2079) Race and Ethnicity in Sport 3 s.h.
049:185 (THTR:3415) Cultural Diversity and Identity 3 s.h.
129:122 (AFAM:3925) African Americans and the Media 3 s.h.
129:150 (AFAM:3710) African American Women Writers 3 s.h.
129:183 (AFAM:4500) Black Feminist Tradition and Culture 3 s.h.
131:159 (GWSS:4560) Native American Women and Religious Change 3 s.h.
131:162 (GWSS:3360) Latin American Women Writers 3 s.h.
Any African American studies upper-level course [prefix 129 (AFAM)]
Any American Indian and native studies upper-level course [prefix 149 (AINS)]

**ELECTIVES**

Students choose elective courses from the list below, in consultation with their advisor. They must complete at least four electives (minimum of 12 s.h.), earning at least 6 s.h. in courses numbered 100 (3000) or above. With the instructor’s permission, honors students may count a graduate-level course numbered 200 (5000) or above toward the electives requirement.

In choosing electives, students are encouraged to pursue a course of study that emphasizes both breadth and depth. Students should choose three or four courses in a focus area in which they would like to gain deeper knowledge. The area may be within a specific discipline, such as literature, anthropology, or history. This is especially useful for students pursuing double majors, since they may count toward the GWSS major a maximum of three courses they complete for the other major.

The focus area need not be limited to a traditional discipline. Students may seek more specialized education in fields such as sexuality studies or international issues. Breadth also is important; advisors direct students who have taken several courses in one focus area to take additional electives in another focus area.

Students may request permission to use upper-level courses not listed below. At least half of the course’s content and requirements must focus on gender and/or sexuality. For information on requesting permission to use a course not listed here, contact the GWSS undergraduate advisor.

At least four of these (minimum of 12 s.h.), with at least 6 s.h. in courses numbered 100 (3000) or above:

032:071 (RELS:2771)/131:071 (GWSS:1710) Sexual Ethics 3 s.h.
032:111 (RELS:3711) Religion and Women 3 s.h.
034:135 (SOC:4820)/131:136 (GWSS:4820) Sociology of Sexuality 3 s.h.
049:188 (THTR:3420)/131:187 (GWSS:3420) Sex and Gender in Performance 3 s.h.
131:018 (GWSS:1310)/034:018 (SOC:1310) Gender and Society 3-4 s.h.
131:025 (GWSS:2325) Women, Crime, and Justice 3 s.h.
131:029 (GWSS:1000) First-Year Seminar 1 s.h.
131:041 (GWSS:2041)/036:041 (COMM:2041) Gender Roles and Communication 3 s.h.
131:052 (GWSS:2193)/008:052 (ENGL:2193) Literature, Culture, and Women 3 s.h.
131:060 (GWSS:2052)/032:052 (RELS:2852) Women in Islam and the Middle East 3 s.h.
131:061 (GWSS:1080)/045:060 (AMST:1060) Sex and Popular Culture in the Postwar U.S. 3 s.h.
131:078 (GWSS:2078)/028:078 (SPST:2078) Women, Sport, and Culture 3 s.h.
131:112 (GWSS:3101) Anthropology of Sexuality 3 s.h.
131:127 (GWSS:3121)/113:127 (ANTH:3121) South Asian Sexual Cultures 3 s.h.
131:133 (GWSS:4140)/113:133 (ANTH:4140)/172:133 (CBH:5140) The Anthropology of Women’s Health 3 s.h.
131:142 (GWSS:3300)/113:105 (ANTH:3300) Mothers and Motherhood 3 s.h.
131:143 (GWSS:3141)/113:182 (ANTH:3141) Women, Health, and Healing 3 s.h.
131:144 (GWSS:3118)/113:140 (ANTH:3118) Politics of Reproduction 3 s.h.
131:150 (GWSS:3050) Topics in Gender, Women’s, and Sexuality Studies 1, 3 s.h.
131:152 (GWSS:3650)/20E:150 (CLSA:3650) Gender and Sexuality in the Ancient World 3 s.h.
131:158 (GWSS:3154)/16A:154 (HIST:3154) Sexuality in the United States 3 s.h.
131:162 (GWSS:3360)/035:144 (SPAN:3360) Latin American Women Writers 3 s.h.
131:185 (GWSS:3185)/048:185 (CLL:3185) Global Women’s Cinema 3 s.h.
131:186 (GWSS:3266) Women and Nonfiction 3 s.h.
131:188 (GWSS:3120)/008:188 (ENGL:3120) Prose by Women Writers 3 s.h.
131:189 (GWSS:4089) Contemporary American Women Writers 3 s.h.
131:194 (GWSS:3175)/008:194 (ENGL:3175) Introduction to Feminist Criticism 3 s.h.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

Before the third semester begins:
131:010 (GWSS:1001) Introduction to Gender, Women’s, and Sexuality Studies

Before the fifth semester begins:
131:055 (GWSS:1002) Gender, Race, and Class in the U.S., two required GWSS electives

Before the seventh semester begins: at least two required GWSS electives, one GWSS theory course or one GWSS course with a comparative/non-U.S. focus; and at least 90 s.h. earned toward the degree

Before the eighth semester begins:
131:105 (GWSS:3005) Gender, Women’s, and Sexuality Studies Practicum, one GWSS theory course or one GWSS course with a comparative/non-U.S. focus, and at least one additional required GWSS elective

During the eighth semester: enrollment in all remaining course work in the major, including one additional required GWSS elective, 131:199 (GWSS:4090) Senior Research Seminar or 131:198 (GWSS:4095) Honors Senior Thesis (for honors students), all remaining General Education courses, and a sufficient number of semester hours required for graduation

Honors in the Major

The department offers qualified students the opportunity to graduate with honors in the gender, women’s, and sexuality studies major. Departmental honors students must maintain a g.p.a. of at least 3.50 in GWSS course work and a cumulative University of Iowa g.p.a. of at least 3.33. An honors thesis is required.

Soon after beginning work for the major, each honors student should select an upper-level course in which he or she will do preliminary research for the honors thesis; the course must count toward requirements for the GWSS major and may be a classroom experience or the practicum. The student must inform the course’s instructor of his or her intent to develop an honors project in the course so that the instructor may provide guidance to the student and, at the instructor’s discretion, may adjust the student’s course assignments in order to help the student prepare for the honors thesis.

After completing the preliminary research, students enroll in 131:198 (GWSS:4095) Honors Senior Thesis. The course guides them through the process of formulating a topic and a research plan, conducting research for the thesis, writing the results, and responding to peer and instructor critique.

In addition to honors in the major, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; learn about the program by visiting Honors at Iowa.

Minor

The minor in gender, women’s, and sexuality studies requires a minimum of 15 s.h. in course work associated with the department, including 12 s.h. in advanced courses taken at The University of Iowa. For the minor, courses numbered 100 (3000) or above are considered advanced. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/ nonpass. Students may count a maximum of 3 s.h. of work for their major toward the GWSS minor.

The minor must include 131:010 (GWSS:1001) Introduction to Gender, Women’s, and Sexuality Studies. The 12 s.h. of advanced work may include any GWSS course numbered 100 (3000) or above, or it may include 131:055 (GWSS:1002) Gender, Race, and Class in the U.S. plus 9 s.h. of courses numbered 100 (3000) or above. The department strongly advises students to include an approved theory course in the minor.

Graduate Program of Study

- Certificate in Gender, Women’s, and Sexuality Studies

The certificate program is open to University of Iowa graduate students working toward a degree; interested
students should contact the GWSS director of graduate studies.

**Certificate**

The Certificate in Gender, Women’s, and Sexuality Studies requires 16 s.h., including a two-course core, several elective courses, and a capstone course (1 s.h.), for which students attend a GWSS conference and present their own research there. Students receive certificate advising from the GWSS director of graduate studies. The certificate requires the following core work. Students may not use one course to satisfy more than one certificate requirement.

**CERTIFICATE CORE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>131:200 (GWSS:5000)</td>
<td>Foundations for Feminist Inquiry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>131:029 (GWSS:1000)</td>
<td>First-Year Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>131:049 (GWSS:1005)</td>
<td>Topics in Gender, Women’s, and Sexuality Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>131:055 (GWSS:1002)</td>
<td>Gender, Race, and Class in the U.S.</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**ELECTIVES**

Cross-referenced GWSS elective courses 9 s.h.

One of the electives must have a transnational or international focus and one must focus on diversity in the United States. All of the electives must be numbered 200 or above. Students may count up to 6 s.h. of elective credit earned in GWSS courses that are cross-referenced with their major department. Courses that are not cross-referenced may be counted with permission of the director of graduate studies.

**CAPSTONE**

Students must present their own research at a GWSS conference, earning credit for the presentation by registering for the following course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>131:400 (GWSS:7400)</td>
<td>Graduate Research Conference</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

---

**Courses**

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>131:010 (GWSS:1001)</td>
<td>Introduction to Gender, Women’s, and Sexuality Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>131:029 (GWSS:1000)</td>
<td>First-Year Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>131:049 (GWSS:1005)</td>
<td>Topics in Gender, Women’s, and Sexuality Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>131:055 (GWSS:1002)</td>
<td>Gender, Race, and Class in the U.S.</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Introduction to feminist interdisciplinary study of women’s lives, with emphasis on race, class, sexual orientation; work, family, culture, political and social change. GE: Values, Society, and Diversity.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

How the intersection of gender, race, class affects individual experience, national ideology, social institutions; interdisciplinary perspective. GE: Values, Society, and Diversity.

Writers who can frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; how language, imagery, popular culture, and history affect perceptions of gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate.

Representative topics: American Indian/First Nations Women; population and the environment; feminism and the family; women, health, and healing; women of color.

Historical and contemporary feminist analyses of women’s position in culture and society; variety of theoretical approaches, political perspectives; contemporary issues, controversies. Prerequisites: 131:010 (GWSS:1001).

Writers who frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; how language, imagery, popular culture, and history affect perceptions of gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate.

Writers who frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; how language, imagery, popular culture, and history affect perceptions of gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate.

Writers who frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; how language, imagery, popular culture, and history affect perceptions of gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate.

Writers who frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; how language, imagery, popular culture, and history affect perceptions of gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate.

Writers who frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; how language, imagery, popular culture, and history affect perceptions of gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate.

---

**131:070 (GWSS:1070) Asian American Women Writers**

Introduction to major Asian American women writers of 20th and 21st centuries; construction of gender within Asian American communities and diverse experiences of Asians in America; novels, short stories, memoirs, films, and historical and critical texts. GE: Values, Society, and Diversity.

**131:072 (GWSS:2172) The History of African American Women from Slavery to Freedom**

Survey of African American women’s history from its beginnings through emancipation and Reconstruction; expansion of slavery in the South and its gendered implications, ways black women influenced antebellum slave culture, female modes of resistance, abolition of slavery in the North, and ways Northern emancipation shaped black women’s experiences in the region; development of a free black community and black women’s roles in these new social configurations; African American female body under slavery; impact of war and revolution on African American women’s lives; black women’s experiences during Reconstruction.

**131:105 (GWSS:3005) Gender, Women’s, and Sexuality Studies Practicum**

Experience in volunteer work for organizations that provide services for women. Prerequisites: 131:010 (GWSS:1001).

**131:110 (GWSS:3010) Frameworks for the Study of Sexuality**

Theoretical perspectives on human sexualities drawn from medicine, law, social sciences, the humanities; cultural meanings of heterosexual, lesbian, gay, bisexual, transgender identities.

**131:120 (GWSS:3020) Lesbian, Gay, Bisexual, and Transgender Identities**

Historical and contemporary experiences of sexual minorities; identity, community, culture, art, politics, representation, diversity, assimilation.

**131:138 (GWSS:3138) Writing to Change the World**

Writers who frame questions, weigh competing perspectives, structure an argument, and write with clarity and respect for diverse audiences as powerful agents for change; writers who have inspired human rights movements; public forms of writing with local organizations whose missions are shaped by social attitudes to gender and sexuality; how language, imagery, popular culture, and history affect perceptions of gender and sexuality; conducting research and evaluation of evidence; best practices for communicating and collaborating; skills needed to be an effective advocate.

**131:150 (GWSS:3050) Topics in Gender, Women’s, and Sexuality Studies**

Representative topics: American Indian/First Nations Women; population and the environment; feminism and the family; women, health, and healing; women of color.

**131:151 (GWSS:3200) Feminist Theory**

Historical and contemporary feminist analyses of women’s position in culture and society; variety of theoretical approaches, political perspectives; contemporary issues, controversies. Prerequisites: 131:010 (GWSS:1001).

**131:177 (GWSS:3177) Women and Their Bodies in Health and Illness**
Basic facts about structure and functioning of female body; particular attention to adjustments the body makes during normal physiological events (menstruation, sexuality, reproduction, menopause) and during illness processes; women's mental and physical health issues in relation to women's lives and roles in society; relationship of women as consumers, practitioners, and activists to health system; achievements and limitations of women's health movements; anti-oppression, intersectionalities, and cross-cultural perspectives.

131:179 (GWSS:3990) Independent Readings and Research in Women's Studies

131:189 (GWSS:4089) Contemporary American Women Writers
Interdisciplinary study of contemporary American women writers whose works depict the shaping force of race, class, gender, and sexuality on individuals, families, and communities. Same as 008:184 (ENGL:3489).

131:191 (GWSS:4000) Sex/Text: Engendering the Essay
Analyze and discuss significant essays that have engaged and articulated sexuality and gender in contemporary societies, in the U.S. as well as other cultures; students write and workshop on these topics: bodies are battlegrounds, gender is convoluted, sex is serious; gender and sexuality are emotionally charged, politically volatile, and socially complex issues. Recommendations: major or minor in writing-intensive disciplines, or previous writing classes.

131:198 (GWSS:4095) Honors Senior Thesis
Supervised research, writing. Requirements: honors standing and completion of course work for minor in women's studies.

131:199 (GWSS:4090) Senior Research Seminar
Design and development of individual creative or scholarly projects in the field of gender, women's and sexuality studies; emphasis on strengthening students' research and writing skills; synthesizing and extending work already completed in the major. Prerequisites: 131:010 (GWSS:1001). Requirements: two women's studies courses numbered above 131:010 (GWSS:1001).

131:200 (GWSS:5000) Foundations for Feminist Inquiry I
Theory, critique, methodology, practice. Same as 160:201 (PORO:6240).

131:250 (GWSS:6050) Topics in Gender, Women's, and Sexuality Studies
Special topics in women's studies.

131:279 (GWSS:6990) Independent Study
arr.

131:400 (GWSS:7400) Graduate Research Conference Presentation
Presentation of conference paper based on current research activities; for students pursuing the Certificate in Gender, Women's, and Sexuality Studies. Requirements: gender, women's, and sexuality studies graduate certificate standing.

131:425 (GWSS:7500) Ph.D. Thesis
arr.

Cross-Referenced Courses

131:018 (GWSS:1310) Gender and Society
Role and status of women in society; sex differences, sex role socialization, theories about origin and maintenance of sexual inequalities, changes in social life cycle of women, implications for social institutions and processes; focus on contemporary United States. GE: Values, Society, and Diversity. Same as 034:018 (SOC:1310).

131:025 (GWSS:2325) Women, Crime, and Justice
Overview of women's experiences with crime and criminal justice system, with reference to experiences of men for purposes of comparison; role of race, ethnicity, and poverty in women's experiences; causes of crime, inequalities in police-citizen interactions, imprisonment, and other aspects of criminal justice system experience. Same as 034:025 (SOC:2325).

131:041 (GWSS:2041) Gender Roles and Communication
Interactive relationships between gender and communication in contemporary U.S. society; multiple ways families, schools, and media perpetuate, negotiate, and contest gender roles; how we are part of those processes by looking at how we enact socially-created gender differences in public and private settings. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.5 and completion of Foundations of Communication requirement. Same as 036:041 (COMM:2041).

131:052 (GWSS:2193) Literature, Culture, and Women
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:052 (ENGL:2193).

131:060 (GWSS:2052) Women in Islam and the Middle East
Women in the Islamic community and in non-Muslim Middle Eastern cultures; early rise of Islam to modern times; references to women in the Qur’an and Sunnah, stories from Islamic history; women and gender issues. GE: International and Global Issues, Values, Society, and Diversity. Same as 032:052 (RELS:2852).

131:061 (GWSS:1060) Sex and Popular Culture in the Postwar U.S.
Critical and historical introduction to representation of human sexuality in American popular culture from World War II to the present. GE: Values, Society, and Diversity. Same as 045:060 (AMST:1060), 008:003 (ENGL:1410).

131:065 (GWSS:2075) Gender, Sexuality, and Media
3 s.h.
Mediated representations of gender and sexuality (television, film, and internet) to understand how these complex and complicated codes influence meaning of sex, sexuality, and gender; contemporary and historical examples used to engage texts that illuminate cultural conceptions of femininity, masculinity, heterosexuality, and homosexuality; cases that confuse and trouble the stability of these categories. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 036:075 (COMM:2075).

131:071 (GWSS:1710) Sexual Ethics 3 s.h.
Introduction to religion and ethics; diverse secular, Jewish, and Christian perspectives on human sexuality and sexual activity; religious views underlying divergent attitudes toward same-gender sexuality and abortion. Same as 032:071 (RELS:2771).

131:074 (GWSS:1074) Inequality in American Sport 3 s.h.
Sport experiences, barriers to participation based on sexism, racism, classism, ageism, heterosexism. Same as 028:074 (SPST:1074), 045:074 (AMST:1074).

131:075 (GWSS:2750) Fertility and Reproduction 3 s.h.
Exploration of when, why, how, and with whom Americans bear children, comparison to other developed and developing countries in the world; infertility and its treatments; ethics of surrogacy; voluntary childlessness; rapid rise of nonmarital childbearing in the U.S. and other countries; politics of childbirth; declining populations; rapid aging of women who have basically stopped having children. Same as 034:075 (SOC:2750).

131:078 (GWSS:2078) Women, Sport, and Culture 3 s.h.
Feminist analysis of girls’ and women’s sports experiences, including reproduction of gender through sport, recent changes in women’s intercollegiate athletics, media representations of women’s sport, feminist critiques, alternatives to sport. Same as 028:078 (SPST:2078).

131:095 (GWSS:2095) Queer Rhetorics 3 s.h.
Overview of queer theory and its application to different communicative situations including television, film, and everyday life; development of critical thinking skills in relation to cultural constructions of gender, sexuality, race, and other identity categories. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 036:095 (COMM:2095).

131:107 (GWSS:2108) Gendering India 4 s.h.
Aspects of Indian culture, including nation, family, sexuality, work, and religion, through the lens of gender; Hindu India, differences in region, caste, and class. Same as 113:107 (ANTH:2108).

131:108 (GWSS:2102) Anthropology of Marriage and Family 3 s.h.
Classic anthropological theories of kinship and marriage, including topics such as cousin marriage and incest; recent work on new reproductive technologies and transnational marriage. Same as 113:108 (ANTH:2102).

131:109 (GWSS:3809) Women in Antiquity 3 s.h.
Attitudes toward women and the role of women in ancient Greek and Roman society; ancient authors, male and female, and modern critics. Same as 20E:109 (CLSA:3809).

131:112 (GWSS:3101) Anthropology of Sexuality 3 s.h.
Practice, definition, and regulation of sex in different cultures and times; use of anthropological tools, including cross-cultural comparison and social constructionist analysis; how social and historical forces shape sex; how a range of topics relate to sexuality, including science, love, work, globalization, ethnicity, health, aging, pornography, and deviance; focus on ways that dynamics (i.e., class, race, gender norms) shape people’s culturally- and historically-specific ways of having and thinking about sex. Same as 113:112 (ANTH:3101).

131:114 (GWSS:3421) Performing Autobiography 3 s.h.
Write and perform original pieces stemming from personal experiences and interests; readings and videos; genre of contemporary autobiographical performance as established artists have developed it; improvisational performance and writing exercises to foster deeper reflection on personal experiences; final staging of students’ original work. Same as 049:114 (THTR:3421).

131:125 (GWSS:4725) Women and Gender in African History 3 s.h.
Importance of female agency in African history; African women’s history in historiographical framework of women’s history, challenges historians face in exploring African women’s past; varied sources (e.g., novels, films, court records) from sub-Saharan Africa, urban and rural settings; current literature on African women, African women’s experiences in a comparative context. Same as 16W:125 (HIST:4725).

131:127 (GWSS:3121) South Asian Sexual Cultures 3 s.h.
How sexuality is embedded in kinship, economics, nation, and religion in South Asia, with focus on India; chastity, celibacy, romance, arranged marriage, nonnormative sexualities associated with courtesans and hijras. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100) or 131:010 (GWSS:1001) or 131:055 (GWSS:1002). Same as 113:127 (ANTH:3121).

131:131 (GWSS:3131) Gender and Sexuality in East Asia 3 s.h.
Conceptions of sex, gender, and sexuality in the religions of China, Korea, and Japan; asceticism and celibacy; sexual alchemy; the difference between male and female bodies and souls; intersexed persons; female saints and immortals; transgressive sexuality; gender and sexuality in colonial Asia; East Asian religions and postcolonial feminism. Same as 032:131 (RELS:3431).

131:133 (GWSS:4140) The Anthropology of Women’s Health 3 s.h.
How female gender intersects with culture, environment, and political economy to shape health and illness; reproductive health, violence, drug use, cancer; readings in anthropology, public health. Prerequisites: 113:003 (ANTH:1101). Same as 113:133 (ANTH:4140), 172:133 (CBH:5140).

131:136 (GWSS:4820) Sociology of Sexuality 3 s.h.
Sociological perspectives on sexuality, including theoretical and conceptual developments, empirical regularities, and social implications; sexual expression in the United States. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020). Same as 034:135 (SOC:4820).

131:137 (GWSS:3710) African American Women Writers 3 s.h.
Introduction to major African American women authors of the 19th, 20th, and 21st centuries; major debates of black feminist literary scholarship; analyze African American literary representations by reading novels, poetry, short stories, plays, relevant historical and critical texts. GE: Values, Society, and Diversity. Same as 129:150 (AFAM:3710).

131:141 (GWSS:3140) Feminist Anthropology 3 s.h.
Development and evolution of feminist critiques in cultural anthropology; readings from early studies by women ethnographers, classic writings that sought to give women cross-cultural visibility, recent experimental texts. Same as 113:141 (ANTH:3140).

131:142 (GWSS:3300) Mothers and Motherhood 3 s.h.
Treatment of motherhood; role of motherhood and devaluation of social status. Same as 113:105 (ANTH:3300).

131:143 (GWSS:3141) Women, Health, and Healing 3 s.h.
Women’s experience as recipients and providers of health care; intersection of race, class, cultural variation, and women’s health; reproductive and nonreproductive health concerns. Same as 113:182 (ANTH:3141).

131:144 (GWSS:3118) Politics of Reproduction 3 s.h.
Debates over women’s reproductive experience, including its medicalization. Same as 113:140 (ANTH:3118).

131:149 (GWSS:2150) Transnational Feminism 3 s.h.
Introduction to feminist perspectives from U.S. and non-U.S. contexts; how geopolitics shapes understanding of familiar feminist issues (e.g., reproduction, cultural practices, sexualities, poverty); emphasis on global south regions. Same as 113:115 (ANTH:2150).

131:152 (GWSS:3650) Gender and Sexuality in the Ancient World 3 s.h.
Survey of gender and sexuality issues in the social, political, and religious life of ancient Greece and Rome; evidence from literature, the visual arts, archaeology. Requirements: completion of rhetoric requirement and sophomore standing. GE: Values, Society, and Diversity. Same as 20E:150 (CLSA:3650).

131:154 (GWSS:3119) Anthropology of Sexual Minorities 3 s.h.
Ethnographic studies of sexual minorities and anthropological approaches to lesbian, gay, bisexual, and transgendered persons and communities; behavior, identity, performativity, kinship, globalization, the HIV/AIDS pandemic. Requirements: junior, senior, or graduate standing. Same as 113:154 (ANTH:3119).

131:157 (GWSS:3157) Gender, Sexuality, and Human Rights 3 s.h.
History of gender and sexuality as components in international human rights activism and law; current debates, representative topics. Same as 016:157 (HIST:3157).

131:158 (GWSS:3154) Sexuality in the United States 3 s.h.
Same as 16A:154 (HIST:3154).

131:159 (GWSS:4560) Native American Women and Religious Change 3 s.h.
Native women’s diverse experiences and their roles in native societies, examined through contact experiences between native and nonnative peoples; changes in women’s roles in context of interactions between native people, missionaries, European colonists, and Americans; approaches to re-imaging women’s early contact roles presented in cultural narratives, archaeology, history, ethnography, and missionary records. Same as 149:158 (AINS:4560), 032:158 (RELS:4920).

131:160 (GWSS:4860) Work and Family Institutions 3 s.h.
Contemporary problems in the integration of work and family life; origins of work-family conflict in process of industrialization; effects of job-family conflicts on mothers, fathers, children; cross-cultural differences in dealing with work-family conflict. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020). Same as 034:162 (SOC:4860).

131:161 (GWSS:4461) Gender and Violence 3 s.h.
Extent and nature of gendered violence, interpretation of patterns using feminist theory and perspectives on masculinities and heterosexism; examination of interpersonal violence, including criminal violence committed by women and men, violence against women and men (victimization), spousal/intimate partner abuse, youth gangs, bullying in schools, sexual violence, femicide, and genocide. Same as 034:143 (SOC:4461).

131:162 (GWSS:3360) Latin American Women Writers 3 s.h.
Focus on 20th century; how Latin American women subjects view themselves through literature; textual practice specific to women; psychoanalytic approaches, contemporary feminist criticism. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above. Same as 035:144 (SPAN:3360).

131:167 (GWSS:3540) Gender and Sexuality in French Cinema 3 s.h.
Cultural, historical, semiotic approach to studying construction of gender identity and sexual codes in French cinema from 1920s to present. Taught in English. Prerequisites: 009:111 (FREN:3060) or 048:001 (CCL:1601) or 048:002 (CCL:1602) or 131:010 (GWSS:1001). Same as 009:148 (FREN:3540), 048:167 (CCL:3647).
131:170 (GWSS:4230) Philosophy of the Body 3 s.h.
Philosophical treatment of the body; perspectives from classical, modern, and contemporary texts from Western philosophy, and texts from feminist theory, critical race theory, cultural studies, and disability studies. Prerequisites: 131:010 (GWSS:1001). Same as 160:170 (PORO:4230).

131:171 (GWSS:4280) Women and Power in U.S. History Through the Civil War 3 s.h.
American history through women's eyes; emphasis on interaction of biology, economics, politics, ideology; how traditional historical generalizations change when women's experience is considered; legal history, women's education. Same as 16A:171 (HIST:4280).

131:173 (GWSS:4283) U.S. Women's History as the History of Human Rights 3-4 s.h.
History of human rights in the United States traced through the perspective of women; aspects of women's experience (social, political, intellectual) related to fundamental human rights—right to a nationality, right to life, liberty and personal security, right to freedom of movement, right to take part in the government of their country, right to own property; these and other rights specified by the United Nations in the Universal Declaration of Human Rights, 1948; different history of men and women enjoying these rights; how human rights have been constructed and experienced in the United States from the era of colonial settlement to present. Same as 16A:173 (HIST:4283), 045:173 (AMST:4283), 216:173 (HRTS:4283).

131:176 (GWSS:4169) Feminist Rhetorics 3 s.h.
Exploration of multiple, varied, and complex histories of U.S. feminisms from rhetorical perspectives; focus on primary documents, the letters, speeches, essays, and manifestos/theses shaped women's movements and inspire social change from late 18th century to present; social, political, and personal issues that feminists sought to address and transform, communicative and rhetorical methods utilized, and implications of these efforts for women's lives and broader U.S. American culture. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:074 (COMM:1174). Requirements: p.g.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work. Same as 036:169 (COMM:4169).

131:178 (GWSS:4282) Women and Power in U.S. History Since the Civil War 3 s.h.
Major events and themes in U.S. women's history from late 19th century to present; how women's experiences have differed from men's; exploration of distinct, but interconnected histories of different groups of women; changing ideals of femininity; women's experience of industrialization, immigration, depression, war, and sexual revolution; women's activism for social reform, women's rights, labor, civil rights, peace, and the New Right. Same as 16A:178 (HIST:4282).

131:180 (GWSS:4180) Women's Lives in Alternative Texts 3 s.h.
Work of contemporary comics creators; how they craft memoir-based texts that explore intersections of aging, sexuality, race, gender, and relationships. Same as 61J:180 (INTM:4780).

131:181 (GWSS:4427) Society and Gender in Europe 1200-1789 3 s.h.
Social and gender ideologies as inscribed in patterns of authority (household, church, state); ranges of human endeavor (intellectual, psychological, biological); community organization (social, economic, legal, sexual); their influence on concept of community.GE: Historical Perspectives. Same as 16E:125 (HIST:4427).

131:183 (GWSS:3415) Cultural Diversity and Identity 3 s.h.
Nature of personal and cultural identity within a pluralistic society; race, ethnicity, national identity, class, sexuality, and gender as categories of cultural difference. Same as 049:185 (THTR:3415).

131:185 (GWSS:3185) Global Women's Cinema 3 s.h.
Introduction to contemporary women's cinema and feminist filmmaking from around the world; emphasis on post-1968 period and cinema produced outside the United States. Same as 048:185 (CCL:3185), 218:185 (WLLC:3185).

131:186 (GWSS:3266) Women and Nonfiction 3 s.h.
Issues of representation and self-representation by and about women through the study of documentary film and personal essay; focus on paired texts in literature and cinema for analysis and critical reflection; development along historical and transnational lines of inquiry to explore literary and cinematic depictions of racial and cultural identity; motherhood, friendship, and the family; women during wartime, violence against women, domestic and industrial women's work. Requirements: junior or senior standing. Same as 048:187 (CCL:3266).

131:187 (GWSS:3420) Sex and Gender in Performance 3 s.h.
Relationship between sex and gender in the performing body across a range of public venues, including stage, film, athletic events, and social spaces: articles, texts, plays, films, television, and videos; attendance at live performances of theatre, sports, and other events scheduled in the University and local community; discussion format. Same as 049:188 (THTR:3420).

131:188 (GWSS:3310) Prose by Women Writers 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:188 (ENGL:3120).

131:194 (GWSS:3175) Introduction to Feminist Criticism 3 s.h.
Introduction to feminist interpretation of literature, feminist literature, feminist theories, and uses of literature in forming feminist politics. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as 008:184 (ENGL:3175).

Feminist research methodologies; how to conduct original research, write a research proposal and research paper, and read and criticize others' work. Same as 016:277 (HIST:7020).

Same as 016:205 (HIST:7205), 129:205 (AFAM:7205).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>131:207 (GWSS:7207)</td>
<td>French Theory and the Politics of Gender</td>
<td>3 s.h.</td>
<td>Introduction to structuralist, poststructuralist, and deconstructionist theory; influence of post-WWII French thought on the development of French and gender theory.</td>
</tr>
<tr>
<td>131:222 (GWSS:5120)</td>
<td>Reading Transnational Feminist Theory</td>
<td>3 s.h.</td>
<td>Issues in transnational feminist scholarship, including colonialism, globalization, the nation-state, religion, cultural traditions, and human rights, in global and U.S. domestic contexts; interdisciplinary readings with focus on anthropology, other social sciences. Same as 113:222 (ANTH:5120).</td>
</tr>
<tr>
<td>131:238 (GWSS:6238)</td>
<td>Gender and Education in Historical Perspective</td>
<td>3 s.h.</td>
<td>Gender in context of history of education in the United States; coeducation in common schools, academies, and high schools; women's arrival and experiences as college students; masculinity in higher education; single-sex versus coeducation; emphasis on conflicting historical interpretations. Same as 07B:238 (EPLS:6238).</td>
</tr>
<tr>
<td>131:245 (GWSS:6125)</td>
<td>Seminar: Feminist Ethnography</td>
<td>3 s.h.</td>
<td>Feminist critiques of traditional ethnographies; informed by contemporary feminisms. Same as 113:221 (ANTH:6125).</td>
</tr>
<tr>
<td>131:254 (GWSS:6710)</td>
<td>Seminar: Women in Sport</td>
<td>3 s.h.</td>
<td>Women's sport involvement from ancient times to present; focus on social class, attitudes, religion, race, ethnicity, medical opinion, economic considerations, political events, educational philosophies that have influenced women's participation. Same as 028:278 (SPST:6078), 045:278 (AMST:6078).</td>
</tr>
<tr>
<td>131:257 (GWSS:7010)</td>
<td>Gender and Mass Communication</td>
<td>3 s.h.</td>
<td>Approaches to the study of gender and communication; topics vary. Same as 019:256 (JMC:7010).</td>
</tr>
<tr>
<td>131:266 (GWSS:7710)</td>
<td>Gender Inequalities</td>
<td>3 s.h.</td>
<td>Current sociological research on public policies that affect family life and well-being; divorce and child custody policies, teen pregnancy and abortion, family poverty, child care and work-family policies. Same as 034:266 (SOC:7710).</td>
</tr>
<tr>
<td>131:273 (GWSS:6415)</td>
<td>Seminar: Language, Gender, and Sexuality</td>
<td>3 s.h.</td>
<td>Role of language and discourse in cultural constructions of gender identities and relations, including domination and subordination; theoretical perspective and methodological approaches that have shaped thought on the language/gender nexus. Same as 113:273 (ANTH:6415), 103:221 (LING:6415).</td>
</tr>
<tr>
<td>131:290 (GWSS:6310)</td>
<td>Anthropology of Science, Technology, and Gender</td>
<td>3 s.h.</td>
<td>Science and technology done in particular social and structural contexts; theoretical approaches for understanding cultures of science and social uses of technology; focus on gender-related aspects of real world cases. Recommendations: graduate standing in any discipline with interest in understanding cultural context of scientific practice. Same as 113:290 (ANTH:6310).</td>
</tr>
<tr>
<td>131:332 (GWSS:6660)</td>
<td>Critical Ethnography</td>
<td>3 s.h.</td>
<td>How power relations constitute the work of ethnographic research; ethnography as a rhetorical form—how ethnographic inscription renders self, other, culture, and the world intelligible in ways that reinscribe and/or challenge dominant social relations; axes of power such as race, class, gender, sexuality, and nation within postcolonial, feminist, and antiracist approaches to ethnographic/autoethnographic theory and praxis; negotiating researcher privilege and epistemic violence; crisis of representation. Same as 160:332 (PORO:6660), 036:378 (COMM:6660).</td>
</tr>
</tbody>
</table>
General Education Program

**Web site:** http://clas.uiowa.edu/students/general-education-program-requirements

The College of Liberal Arts and Sciences General Education Program offers courses that develop fundamental skills, providing a foundation in critical thinking, reading, and writing. Advanced General Education courses allow students to pursue a wide range of interests in or outside of their majors.

All students in the College of Liberal Arts and Sciences who wish to earn an undergraduate degree—Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), or Bachelor of Music (B.M.)—must complete the requirements of the CLAS General Education Program.

**General Education Areas and Requirements**

The General Education Program has 10 required areas, grouped into three categories. Students must fulfill the requirements in each General Education area.

**Communication and literacy:**
- Rhetoric: a minimum of 4 s.h.
- World Languages: required credit varies by language; see "World Languages" below.
- Interpretation of Literature: a minimum of 3 s.h.

**Natural, quantitative, and social sciences:**
- Natural Sciences: a minimum of 7 s.h.; must include one lab.
- Quantitative or Formal Reasoning: a minimum of 3 s.h.
- Social Sciences: a minimum of 3 s.h.

**Culture, society, and the arts:**
- Historical Perspectives: a minimum of 3 s.h.
- International and Global Issues: a minimum of 3 s.h.
- Literary, Visual, and Performing Arts: a minimum of 3 s.h.
- Values, Society, and Diversity: a minimum of 3 s.h.

Students may count transfer credit and/or credit by exam toward some General Education Program requirements. See General Education Policies for details regarding use of transfer credit, credit by exam, and other policies for how General Education requirements may be fulfilled.

**Communication and Literacy**

**Rhetoric**

Rhetoric courses develop speaking, writing, listening, and critical reading skills and build competence in research, analysis, and argumentation.

All entering first-year students are required to complete 010:003 (RHET:1030) Rhetoric (4-5 s.h.). Because rhetorical skills lay the foundation for further study at the University, most students register for 010:003 (RHET:1030) during their first year at Iowa. Students in some majors, such as English or journalism and mass communication, enroll in 010:003 (RHET:1030) during their first semester.

Students who must enroll in English as a Second Language (ESL) courses as determined by their English proficiency evaluation must complete all ESL courses before they may register for 010:003 (RHET:1030) Rhetoric.

Students who have transfer credit in composition, speech, and argumentation but have not been granted an A.A. degree must complete the equivalent of 010:003 (RHET:1030) Rhetoric and often must take 010:004 (RHET:1040) Writing and Reading or 010:006 (RHET:1060) Speaking and Reading in addition to their transfer courses in composition and/or speech.

Each entering student’s degree audit shows the course(s) he or she must complete in order to fulfill the Rhetoric requirement.

The following courses are approved for the Rhetoric area.

- 010:003 (RHET:1030) Rhetoric 4 s.h.
- 010:004 (RHET:1040) Writing and Reading 3 s.h.
- 010:006 (RHET:1060) Speaking and Reading 3 s.h.

**TRANSFER CREDIT FOR RHETORIC**

Transfer students who have been granted an Associate of Arts (A.A.) degree from an Iowa community college, Waldorf College in Iowa, or Black Hawk College in Illinois have satisfied the Rhetoric requirement.

Transfer credit for students without an A.A. degree is evaluated as follows:

- Transfer students who have completed composition I, composition II, and speech at another institution have satisfied the General Education Program’s Rhetoric requirement of 010:003 (RHET:1030) Rhetoric;
- Transfer students who have completed only composition I must complete 010:003 (RHET:1030) Rhetoric at The University of Iowa;
- Transfer students who have completed composition I and speech must complete 010:004 (RHET:1040) Writing and Reading at The University of Iowa;
- Transfer students who have completed only speech must complete 010:006 (RHET:1060) Speaking and Reading at The University of Iowa;
- Transfer students who have completed composition I and II or only composition II must complete 010:006 (RHET:1060) Speaking and Reading at The University of Iowa;
- For transfer students who have completed any other course at another institution that may be equivalent to 010:003 (RHET:1030) Rhetoric, the University of Iowa Office of Admissions examines the content of the course and decides on equivalency based on the content of that course, conferring with the Department of Rhetoric on the correct equivalency, if necessary.

**Interpretation of Literature**

Courses in the Interpretation of Literature area focus on the major genres of literature (short and long fiction, nonfiction, poetry, and drama), improving students’ abilities to read and analyze a variety of texts. Small group discussions in these courses challenge students to think critically, to share insights, and to listen thoughtfully to the arguments of others.

All students must complete at least 3 s.h. of course work in the Interpretation of Literature area. The following courses are approved for the area.

World Languages

Courses in the World Languages area provide students with speaking, listening, reading, and writing skills in a second language as well as knowledge of the culture in which the language is spoken. To fulfill the World Languages requirement, students must:

- complete the fourth year of a world language in high school; or
- complete the last course in the designated course sequence of an approved world language at The University of Iowa or the equivalent course at another college or university or during study abroad; or
- pass an achievement test or evaluation that measures proficiency in a foreign language equivalent to that usually attained through four semesters of college-level language study.

For information on proficiency examinations and guidelines for taking them, see the World Languages web page. The page also provides information about how students whose first language is not English may fulfill the World Languages requirement.

Once students have completed the World Languages requirement, they may earn up to 8 s.h. of additional credit in language study; see the Furthering Language Incentive Program (FLIP) web page. The page also provides information about how to fulfill the World Languages requirement.

Students with previous knowledge of Arabic should consult the department for appropriate placement.

CHINESE

Courses in Chinese are offered by the Department of Asian and Slavic Languages and Literatures (p. 93). Effective fall 2013, the following sequence fulfills the General Education Program’s World Languages requirement.

- 039:008 (CHIN:1111) First-Year Chinese: First Semester 5 s.h.
- 039:009 (CHIN:1112) First-Year Chinese: Second Semester 5 s.h.
- 039:105 (CHIN:2101) Second-Year Chinese: First Semester 5 s.h.
- 039:106 (CHIN:2102) Second-Year Chinese: Second Semester 5 s.h.

Students may use varied combinations of Chinese language courses approved for General Education to fulfill the World Languages requirement. Heritage learners and students who have studied Chinese abroad may be able to fulfill the requirement by substituting 039:107 (CHIN:2103) Accelerated Second-Year Chinese: First Semester and 039:114 (CHIN:2104) Accelerated Second-Year Chinese: Second Semester for 039:105 (CHIN:2101) and 039:106 (CHIN:2102). Consult the department for more information.

CZECH

Courses in Czech are offered by the Department of Asian and Slavic Languages and Literatures (p. 93). Effective fall 2013, the following sequence fulfills the General Education Program’s World Languages requirement.

- 041:141 (SLAV:2211) Conversational Czech I 4 s.h.
- 041:142 (SLAV:2212) Conversational Czech II 3 s.h.
- 041:143 (SLAV:2213) Conversational Czech III 3 s.h.
- 041:144 (SLAV:2214) Conversational Czech IV 3 s.h.

Students with previous knowledge of Czech should consult the department for proper placement.

FRENCH

Courses in French are offered by the Department of French and Italian (p. 285). For students without previous knowledge of French, the department recommends the following sequence to fulfill the General Education Program’s World Languages requirement.

- 009:001 (FREN:1001) Elementary French I 5 s.h.
- 009:002 (FREN:1002) Elementary French II 5 s.h.

Students may use varied combinations of French language courses approved for General Education to fulfill the World Languages requirement. Those with previous knowledge of French may be able to fulfill the requirement by substituting 009:010 (FREN:1010) First-Year French Review for 009:001 (FREN:1001) and 009:002 (FREN:1002) in the sequence above. Some students may be evaluated as ready for 009:011 (FREN:2001) or 009:012 (FREN:2002). Consult the department for appropriate placement.

GERMAN

Courses in German are offered by the Department of German (p. 330). For students without previous
knowledge of German, the department recommends the following sequence to fulfill the General Education Program's World Languages requirement.

- 013:011 (GRMN:1001) Elementary German I 4 s.h.
- 013:012 (GRMN:1002) Elementary German II 4 s.h.

Students may use varied combinations of German language courses approved for General Education to fulfill the World Languages requirement. Those with previous knowledge of German may be able to fulfill the requirement by substituting 013:014 (GRMN:1010) First-Year German Review for 013:011 (GRMN:1001) and 013:012 (GRMN:1002) in the sequence above. Some students may be evaluated as ready for 013:021 (GRMN:2001) or 013:022 (GRMN:2002). Consult the department for appropriate placement.

The department also offers accelerated intensive courses, 013:013 (GRMN:1020) Intensive Elementary German and 013:025 (GRMN:2020) Intensive Intermediate German, which may be appropriate for students with strong language learning abilities or experience. The intensive courses may be combined with nonintensive courses to create other sequences that may be used to fulfill the General Education World Languages requirement. Consult the department to identify an appropriate course sequence.

GREEK

Courses in Greek are offered by the Department of Classics (p. 149). Students without previous knowledge of Greek should fulfill the General Education Program's World Languages requirement with the following sequence.

- 20G:001 (CLSL:1001) Classical and New Testament Greek I 3-5 s.h.
- 20G:002 (CLSL:1002) Classical and New Testament Greek II 3-5 s.h.
- 20G:011 (CLSL:2001) Second-Year Greek I 3 s.h.
- 20G:012 (CLSL:2002) Second-Year Greek II 3 s.h.

Students with previous knowledge of Greek should consult the department for appropriate placement.

HINDI

Courses in Hindi are offered by the Department of Asian and Slavic Languages and Literatures (p. 93). Students without previous knowledge of Hindi should fulfill the General Education Program's World Languages requirement with the following sequence. Each of these courses is open to entering first-year students.

- 039:123 (ASIA:2101) First-Year Hindi-Urdu: First Semester 5 s.h.
- 039:124 (ASIA:2102) First-Year Hindi: Second Semester 5 s.h.
- 039:126 (ASIA:3101) Second-Year Hindi: First Semester 4 s.h.
- 039:127 (ASIA:3102) Second-Year Hindi: Second Semester 4 s.h.

Students with previous knowledge of Hindi should consult the department for appropriate placement.

ITALIAN

Courses in Italian are offered by the Department of French and Italian (p. 285). Students without previous knowledge of Italian should fulfill the General Education Program's World Languages requirement with the following sequence.

- 018:001 (ITAL:1101) Elementary Italian 5 s.h.
- 018:002 (ITAL:1102) Elementary Italian II 5 s.h.
- 018:011 (ITAL:2203) Intermediate Italian 4 s.h.
- 018:012 (ITAL:2204) Intermediate Italian II 4 s.h.

Students with strong language learning abilities or a background in another Romance language may be able to complete the requirement by substituting 018:103 (ITAL:3002) Intensive Elementary Italian for 018:001 (ITAL:1101) and 018:002 (ITAL:1102) in the sequence above. Consult the department for appropriate placement.

JAPANESE

Courses in Japanese are offered by the Department of Asian and Slavic Languages and Literatures (p. 93). For students without previous knowledge of Japanese, the department recommends the following sequence to fulfill the General Education Program's World Languages requirement.


Students may use varied combinations of Japanese language courses approved for General Education to fulfill the World Languages requirement. Those with previous knowledge of Japanese should consult the department for appropriate placement.

KOREAN

Courses in Korean are offered by the Department of Asian and Slavic Languages and Literatures (p. 93). For students without previous knowledge of Korean, the department recommends the following sequence to fulfill the General Education Program's World Languages requirement.

- 039:040 (ASIA:1101) First-Year Korean: First Semester 4 s.h.
- 039:041 (ASIA:1102) First-Year Korean: Second Semester 4 s.h.
- 039:042 (ASIA:2101) Second-Year Korean: First Semester 4 s.h.
- 039:043 (ASIA:2102) Second-Year Korean: Second Semester 4 s.h.

Students with previous knowledge of Korean should consult the department for appropriate placement.

LATIN

Courses in Latin are offered by the Department of Classics (p. 149). Students without previous knowledge of Latin should fulfill the General Education Program's World Languages requirement with the following sequence.

- 20L:001 (CLSL:1001) Elementary Latin I 3-5 s.h.
- 20L:002 (CLSL:1002) Elementary Latin II 3-5 s.h.
- 20L:012 (CLSL:2002) Golden Age of Roman Poetry 3 s.h.

Some students may be able to fulfill the requirement by substituting 20L:005 (CLSL:1005) Accelerated Latin for 20L:001 (CLSL:1001) and 20L:002 (CLSL:1002) in the sequence above. Students who have taken 20L:001 (CLSL:1001) and 20L:002 (CLSL:1002) should not enroll in 20L:005 (CLSL:1005). Consult the department for appropriate placement.
PORTUGUESE
Courses in Portuguese are offered by the Department of Spanish and Portuguese (p. 577). Only one sequence in Portuguese is approved to fulfill the General Education Program’s World Languages requirement. Both courses in the sequence are open to entering first-year students.

038:100 (PORT:3010) Accelerated Elementary Portuguese 6 s.h.
038:101 (PORT:3020) Accelerated Intermediate Portuguese 6 s.h.

Students with previous knowledge of Portuguese should consult the department for appropriate placement.

RUSSIAN
Courses in Russian are offered by the Department of Asian and Slavic Languages and Literatures (p. 93). Students without previous knowledge of Russian should fulfill the General Education Program’s World Languages requirement with the following sequence.

041:001 (SLAV:1111) First-Year Russian I 5 s.h.
041:002 (SLAV:1112) First-Year Russian II 5 s.h.
041:003 (SLAV:2111) Second-Year Russian I 4 s.h.
041:004 (SLAV:2112) Second-Year Russian II 4 s.h.

Students with previous knowledge of Russian should consult the department for appropriate placement.

SANSKRIT
Courses in Sanskrit are offered by the Department of Asian and Slavic Languages and Literatures (p. 93). Students without previous knowledge of Sanskrit should fulfill the General Education Program’s World Languages requirement with the following sequence. Each of these courses is open to entering first-year students.

039:110 (SOAS:2901)/20E:110 (CLSA:2901) First-Year Sanskrit: First Semester 4 s.h.
039:113 (SOAS:3902)/20E:122 (CLSA:3902) Second-Year Sanskrit: Second Semester 3 s.h.

Students with previous knowledge of Sanskrit should consult the department for appropriate placement.

SPANISH
Courses in Spanish are offered by the Department of Spanish and Portuguese (p. 577). For students without previous knowledge of Spanish, the department recommends the following sequence to fulfill the General Education Program’s World Languages requirement.

035:001 (SPAN:1001) Elementary Spanish I 5 s.h.
035:002 (SPAN:1002) Elementary Spanish II 5 s.h.
035:011 (SPAN:1501) Intermediate Spanish I 5 s.h.
035:012 (SPAN:1502) Intermediate Spanish II 5 s.h.

Students may use varied combinations of Spanish language courses approved for General Education to fulfill the General Education World Languages requirement. Those with previous knowledge of Spanish may be able to fulfill the requirement by substituting 035:005 (SPAN:1003) Elementary Spanish Review for 035:001 (SPAN:1001) and 035:002 (SPAN:1002) in the sequence above.

The accelerated course 035:013 (SPAN:1503) Accelerated Intermediate Spanish, which combines 035:011 (SPAN:1501) and 035:012 (SPAN:1502), may be appropriate for some students.

Students with previous knowledge of Spanish should take the language placement test in Spanish to help determine proper placement.

SWAHILI
Courses in Swahili are offered by the Department of French and Italian (p. 285). The following sequence fulfills the General Education Program’s World Languages requirement. Each of these courses is open to entering first-year students.

211:125 (SWAH:3001) Elementary Swahili I 3-4 s.h.
211:126 (SWAH:3002) Elementary Swahili II 3-4 s.h.
211:127 (SWAH:3003) Intermediate Swahili I 3-4 s.h.
211:128 (SWAH:3004) Intermediate Swahili II 3-4 s.h.

Students with previous knowledge of Swahili should consult the department for appropriate placement.

OTHER COURSE SEQUENCES
A student who successfully completes a four-semester world language sequence that has not been approved for General Education may have the sequence substituted for a proficiency test to fulfill the General Education requirement.

Students who complete a world language sequence this way should notify the department that offers the sequence; the department will contact Graduation Analysis, which will update the student’s degree audit to show fulfillment of the World Languages requirement.

Natural, Quantitative, and Social Sciences
Natural Sciences
Courses in the Natural Sciences area explore the scope and major concepts of a scientific discipline. Students learn the attitudes and practices of scientific investigators: logic, precision, experimentation, tentativeness, and objectivity. In courses with a laboratory component, students gain experience in the methods of scientific inquiry.

All students must complete at least 7 s.h. of course work in the Natural Sciences area, including at least one natural science lab component. The following courses are approved for the area; courses with a lab component are noted "(lab)."

002:001 (BIOL:1261) Introduction to Botany (lab) 4 s.h.
002:002 (BIOL:1141) Introductory Animal Biology (lab) 4 s.h.
002:021 (BIOL:1140) Human Biology (lab) 4 s.h.
002:022 (BIOL:1370) Understanding Evolution (formerly Ecology and Evolution) 3 s.h.
002:031 (BIOL:1411) Foundations of Biology (lab) 4 s.h.
002:032 (BIOL:1412) Diversity of Form and Function (lab) 4 s.h.
002:040 (BIOL:1251) How the Brain Works (and Why it Doesn’t) 3 s.h.
002:081 (BIOL:1311)/113:081 (ANTH:1310) Human Genetics in the Twenty-First Century 3 s.h.
002:095 (BIOL:1260) Plants and Human Affairs 2-3 s.h.
004:005 (CHEM:1050) Technology and Society 3 s.h.
Quantitative or Formal Reasoning

Courses in the Quantitative or Formal Reasoning area help develop analytical skills through the practice of quantitative or formal symbolic reasoning. Courses focus on presentation and evaluation of evidence and argument; understanding the use and misuse of data; and organization of information in quantitative or other formal symbolic systems, including those used in computer science, linguistics, mathematics, philosophy, and statistics.

All students must complete at least 3 s.h. of course work in the Quantitative or Formal Reasoning area. Students may fulfill this requirement of the General Education Program by completing a course that lists an approved course as a prerequisite. The following courses are approved for the area.

22C:001 (CS:1020) Principles of Computing 3 s.h.
22C:005 (CS:1110) Introduction to Computer Science 3 s.h.
22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
22M:006 (MATH:1120) Logic of Arithmetic 4 s.h.
22M:009 (MATH:1020) Elementary Functions 4 s.h.
22M:010 (MATH:1240) Finite Mathematics 4 s.h.
22M:012 (MATH:1130) Theory of Arithmetic 3 s.h.
22M:013 (MATH:1340) Mathematics for Business 4 s.h.
22M:015 (MATH:1440) Mathematics for the Biological Sciences 5 s.h.
22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
22M:017 (MATH:1380) Calculus and Matrix Algebra for Business 4 s.h.
22M:025 (MATH:1850) Calculus I 5 s.h.
22S:002 (STAT:1010) Statistics and Society 3 s.h.
22S:008 (STAT:1030) Statistics for Business 4 s.h.
22S:025 (STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference 3 s.h.
026:036 (PHIL:1630) Principles of Reasoning: Argument and Debate 3 s.h.
027:109 (HHP:3005) Scientific Reasoning 3 s.h.
030:072 (POLI:1602) Introduction to Political Analysis 3 s.h.
036:017 (COMM:1117) Theory and Practice of Argument 4 s.h.
103:013 (LING:1050) Language and Formal Reasoning 3 s.h.
143:080 (HONR:1800) Honors Seminar in Quantitative and Formal Reasoning 3 s.h.
169:030 (LEIS:1030) Introduction to Critical Thinking 3 s.h.

Social Sciences

Courses in the Social Sciences area focus on human behavior and the institutions and social systems that shape and are shaped by that behavior. Courses provide an overview of one or more social science disciplines, their theories, and their methods.

All students must complete at least 3 s.h. of course work in the Social Sciences area. The following courses are approved for the area.

003:117 (CSD:3117)/103:172 (LING:3117) Psychology of Language 3 s.h.
003:118 (CSD:3118)/103:176 (LING:3118) Language Acquisition 1-3 s.h.
06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.
Culture, Society, and the Arts

Historical Perspectives

Courses in the Historical Perspectives area help students comprehend the historical processes of change and continuity; develop the ability to generalize, explain, and interpret historical change; and understand the past in its own terms.

All students must complete at least 3 s.h. of course work in the Historical Perspectives area. The following courses are approved for the area.

01H:001 (ARTH:1010) Art and Visual Culture 3 s.h.
01H:005 (ARTH:1050) From Cave Paintings to Cathedrals: Survey of Western Art I 3 s.h.
01H:006 (ARTH:1060) From Mona Lisa to Modernism: Survey of Western Art II 3 s.h.
01H:016 (ARTH:1070)/039:016 (CHIN:1070) Asian Art and Culture 3 s.h.
01H:066 (ARTH:2920) Introduction to American Art 3 s.h.
009:113 (FREN:3110) French Civilization 3 s.h.
009:114 (FREN:3120) French Civilization 3 s.h.
016:001 (HIST:2401) Western Civilization I 3-4 s.h.
016:002 (HIST:2402) Western Civilization II 4 s.h.
016:003 (HIST:2403) Western Civilization III 3-4 s.h.
016:005 (HIST:2602)/039:055 (ASIA:2602) Civilizations of Asia: China 3 s.h.
016:006 (HIST:2604)/039:056 (ASIA:2604) Civilizations of Asia: Japan 3 s.h.
016:007 (HIST:2606)/039:057 (ASIA:2606) Civilizations of Asia: South Asia 3-4 s.h.
016:011 (HIST:1016) Issues in Human History: The Vietnam War in Historical Perspective 3 s.h.
016:012 (HIST:1004) Issues in Human History: Communities and Society in History 3 s.h.
016:014 (HIST:1012) Issues in Human History: Europe’s Expansion Overseas 3 s.h.
016:015 (HIST:1010) Issues in Human History: Gender in Historical Perspective 3 s.h.
016:017 (HIST:1014) Issues: Twentieth-Century Crisis 3 s.h.
016:020 (HIST:1002) Issues in Medieval Society 3 s.h.
016:022 (HIST:1006) Issues: Nature and Society in Historical Perspective 3 s.h.
016:023 (HIST:1008) Issues in European Politics and Society 3 s.h.
16E:107 (HIST:4407) The Hellenistic World and Rome 3 s.h.
16E:110 (HIST:3410)/162:110 (MDVL:3410) Medieval Civilization II 3 s.h.
16E:113 (HIST:4411)/162:113 (MDVL:4411) Economic and Social History of Medieval Europe 3 s.h.
16E:117 (HIST:4412)/162:117 (MDVL:4412) History of the Medieval Church 3 s.h.
16E:125 (HIST:4427)/131:181 (GWSS:4427) Society and Gender in Europe 1200-1789 3 s.h.
16E:178 (HIST:4493) Soviet Union 1917-1945 3 s.h.
16W:120 (HIST:4710)/129:163 (AFAM:4310) Pre-Colonial African History 3 s.h.
018:132 (ITAL:3550) Images of Modern Italy 3-4 s.h.
019:091 (JMC:1200) Media History and Culture 3 s.h.
20E:030 (CLSA:1830) Greek Civilization 3 s.h.
All students must complete at least 3 s.h. of course work in the International and Global Issues area. The following courses are approved for the area.

01H:002 (ARTH:1040) Arts of Africa 3 s.h.
009:030 (FREN:1510) Cultural Misunderstandings: France and U.S.A. 3 s.h.
013:115 (GRMN:4315) Contemporary German Civilization 3 s.h.
13E:120 (GRMN:2720) Germany in the World 3 s.h.
016:003 (HIST:2403) Western Civilization III 3-4 s.h.
016:005 (HIST:2620)/039:055 (ASIA:2620) Civilizations of Asia: China 3 s.h.
016:006 (HIST:2604)/039:056 (ASIA:2604) Civilizations of Asia: Japan 3 s.h.
016:007 (HIST:2606)/039:057 (ASIA:2606) Civilizations of Asia: South Asia 3 s.h.
016:011 (HIST:1016) Issues in Human History: The Vietnam War in Historical Perspective 3 s.h.
016:082 (HIST:3255) The World Since 1945 3 s.h.
16E:156 (HIST:4475)/13E:126 (GRMN:4475) Germany Since 1945: Weimar, Hitler, and After 4 s.h.
16W:121 (HIST:4715)/129:164 (AFAM:4715) African History Since 1880 3 s.h.
16W:198 (HIST:4655)/039:196 (ASIA:4655) China Since 1927 3 s.h.
030:041 (POLI:1401) Introduction to the Politics of Russia and Eurasia 3 s.h.
030:043 (POLI:1403) Introduction to Politics in the Muslim World 3 s.h.
030:045 (POLI:1405) Introduction to Comparative Politics 3 s.h.
030:060 (POLI:1500) Introduction to International Relations 3 s.h.
030:061 (POLI:1501) Introduction to American Foreign Policy 3 s.h.
030:140 (POLI:3412) Government and Politics of Europe 3 s.h.
030:141 (POLI:3413) Russian Politics 3 s.h.
030:143 (POLI:3414)/039:178 (ASIA:3414) Government and Politics of the Far East 3 s.h.
030:144 (POLI:3415) Latin American Politics 3 s.h.
032:030 (RELS:1130) Introduction to Islamic Civilization 3 s.h.
032:052 (RELS:2852)/131:060 (GWSS:2052) Women in Islam and the Middle East 3 s.h.
032:155 (RELS:3855) Human Rights and Islam 3 s.h.
041:099 (SLAV:1132) Russia Today 3 s.h.
044:010 (GEOG:1090) Globalization and Geographic Diversity 3 s.h.
044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
044:030 (GEOG:2910) The Global Economy 3 s.h.
044:060 (GEOG:1060) Geography of Asia: From Japan to Pakistan 3 s.h.
044:161 (GEOG:2404) African Development 3 s.h.
103:045 (LING:1040)/113:045 (ANTH:1040) Language Rights 3 s.h.
113:010 (ANTH:2100) Anthropology and Contemporary World Problems 3 s.h.
113:113 (ANTH:2261) Human Impacts on the Environment 3 s.h.
113:116 (ANTH:2136) Urban Anthropology 3 s.h.
113:131 (ANTH:2110) Latin American Economy and Society 3 s.h.
143:052 (HONR:2120) Honors Seminar in International and Global Issues 3 s.h.

Literary, Visual, and Performing Arts

Courses in the Literary, Visual, and Performing Arts area provide students with opportunities to appreciate the arts and to analyze them within their historical and theoretical contexts. They also help students develop the analytic, expressive, and imaginative abilities necessary for understanding, appreciating, and creating art.

All students must complete at least 3 s.h. of course work in the Literary, Visual, and Performing Arts area. The following courses are approved for the area.

01B:001 (ARTS:1010) Elements of Art 3 s.h.
01B:040 (ARTS:1030) Elements of Jewelry and Metal Arts 3 s.h.
01B:080 (ARTS:1050) Elements of Printmaking 3 s.h.
01B:090 (ARTS:1080) Elements of Sculpture 3 s.h.
01C:060 (CERM:2000) Exploring Forms in Clay I 3 s.h.
01H:001 (ARTH:1010) Art and Visual Culture 3 s.h.
01H:002 (ARTH:1040) Arts of Africa 3 s.h.
01H:004 (ARTH:1020) Masterpieces: Art in Historical and Cultural Perspectives 3 s.h.
01H:005 (ARTH:1050) From Cave Paintings to Cathedrals: Survey of Western Art I 3 s.h.
01H:006 (ARTH:1060) From Mona Lisa to Modernism: Survey of Western Art II 3 s.h.
01H:008 (ARTH:1030) Themes in Global Art (GE status only effective through fall 2013) 3 s.h.
01H:016 (ARTH:1070)/039:016 (CHIN:1070) Asian Art and Culture 3 s.h.
01H:066 (ARTH:2920) Introduction to American Art 3 s.h.
01H:104 (ARTH:3130) American Indian Art 3 s.h.
01N:015 (SCLP:2810) Undergraduate Sculpture I 3 s.h.
08C:001 (CW:1800) Creative Writing Studio Workshop 3 s.h.
08G:004 (ENGL:1320) Heroes and Villains 3 s.h.
08G:005 (ENGL:1355)/149:005 (AINS:1355) Literatures of Native American Peoples 3 s.h.
08G:006 (ENGL:1330) Fictions 3 s.h.
08G:009 (ENGL:1345) American Lives 3 s.h.
08G:011 (ENGL:1350) Literature and Sexualities 3 s.h.
08G:012 (ENGL:1325) Comic and Tragic Literature 3 s.h.
08G:014 (ENGL:1365)/129:008 (AFAM:1365) Literatures of the African Peoples (GE status only effective through fall 2013) 3 s.h.
08G:015 (ENGL:1370) Women and Literature 3 s.h.
08N:020 (CNW:1620) Introduction to Creative Nonfiction 3 s.h.
009:147 (FREN:3510)/048:015 (CCL:3605) French Cinema 3 s.h.
13E:066 (GRMN:2666) Pact with the Devil 3 s.h.
13E:075 (GRMN:2775) Scandinavian Crime Fiction 3 s.h.
13E:080 (GRMN:2780) King Arthur Through the Ages 3 s.h.
13E:085 (GRMN:2785) The Fantastic and Supernatural in German Literature 3 s.h.
13E:119 (GRMN:2819) German Film 3 s.h.
20E:014 (CLSA:1010) Hero, God, Mortal: Literature of Greece 3 s.h.
20E:035 (CLSA:1035) Greek Tragedy, Comedy, and the Invention of Democracy 3 s.h.
20E:112 (CLSA:3015) Classical Mythology 3 s.h.
025:012 (MUS:1012) Creativity in Music 3 s.h.
025:013 (MUS:1301) Concepts and Contexts of Western Music 3 s.h.
025:014 (MUS:1302) Great Musicians 3 s.h.
025:059 (MUS:1020) Performance Instruction for Nonmajors 1 s.h.
025:066 (MUS:1066) Introduction to Film Music 3 s.h.
025:080 (MUS:1009) Jazz Cultures in America and Abroad 3 s.h.
025:082 (MUS:1001) Group Piano I: Non-Music Majors 1 s.h.
025:103 (MUS:3310) World Music 3 s.h.
025:104 (MUS:3311) Music of Latin America and the Caribbean 3 s.h.
025:141 (MUS:3720) History of Jazz 3 s.h.
025:144 (MUS:3301) History of Music I 3 s.h.
025:146 (MUS:3302) History of Music II 3 s.h.
035:020 (SPAN:1800) Contemporary Spanish American Narrative 3 s.h.
035:060 (SPAN:1700) Latino/a Literature in the U.S. 3 s.h.
038:020 (PORT:1800) Contemporary Brazilian Narrative 3 s.h.
048:002 (CCL:1602) Survey of Film 3 s.h.
048:010 (CCL:1610) Contemporary Cinema 3 s.h.
048:021 (CCL:2621) Introduction to European Film 3 s.h.
048:040 (CCL:1240) Major Texts of World Literature, Antiquity to 1700 3 s.h.
048:041 (CCL:1241) World Literature and World Film 3 s.h.
049:001 (THTR:1010) Art of the Theatre 3 s.h.
049:002 (THTR:1400) Theatre and Society: Ancients and Moderns 3 s.h.
049:003 (THTR:1401) Theatre and Society: Romantics and Rebels 3 s.h.
049:020 (THTR:1140) Basic Acting 3 s.h.
049:062 (THTR:2301) Playwriting I 3 s.h.
049:112 (THTR:2410) History of Theatre and Drama I 3 s.h.
049:113 (THTR:2411) History of Theatre and Drama II 3 s.h.
137:001 (DANC:1010) Beginning Tap 1-2 s.h.
137:002 (DANC:1020) Beginning Jazz 1-2 s.h.
137:003 (DANC:1030) Beginning Ballet 1-2 s.h.
137:004 (DANC:1040) Beginning Modern Dance 1-2 s.h.
137:011 (DANC:1110) Continuing Tap 1-2 s.h.
137:012 (DANC:1120) Continuing Jazz 2 s.h.
137:013 (DANC:1130) Continuing Ballet 1-2 s.h.
137:014 (DANC:1140) Continuing Modern Dance 1-2 s.h.
137:022 (DANC:2020) Intermediate Jazz 1-2 s.h.
137:023 (DANC:2030) Intermediate Ballet 1-2 s.h.
137:024 (DANC:2040) Intermediate Modern 1-2 s.h.
137:080 (DANC:2060)/188:080 (DPA:2060) Dance and Society: U.S. Forms in Global and Critical Contexts 3 s.h.
137:106 (DANC:4880) Dance Performance 0-1 s.h.
143:053 (HONR:2130) Honors Seminar in Literary, Visual, and Performing Arts 3 s.h.
188:052 (DPA:1412)/049:052 (THTR:1412) 3 s.h.
137:052 (DANC:1412) The Arts in Performance 3 s.h.

Values, Society, and Diversity

Courses in the Values, Society, and Diversity area explore fundamental questions about the human experience from a variety of perspectives. Students consider topics in relation to their own values and actions. They gain a deeper appreciation of how cultural differences arise and of the importance of diversity.

All students must complete at least 3 s.h. of course work in the Values, Society, and Diversity area. The following courses are approved for the area.

01H:008 (ARTH:1030) Themes in Global Art (GE status only effective through fall 2013) 3 s.h.
01H:104 (ARTH:3130) American Indian Art 3 s.h.
07B:154 (EPLS:5154) Education, Race, and Ethnicity 3 s.h.
07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
008:003 (ENGL:1410)/045:060 (AMST:1060)/131:061 (GWSS:1060) Sex and Popular Culture in the Postwar U.S. 3 s.h.
008:006 (ENGL:1420) Technologies and Literatures of the Future 3 s.h.
08G:005 (ENGL:1355)/149:005 (AINS:1355) Literatures of Native American Peoples 3 s.h.
08G:014 (ENGL:1365)/129:008 (AFAM:1365) Literatures of the African Peoples (GE status only effective through fall 2013) 3 s.h.
13E:070 (GRMN:2550) Mardi Gras and More: Cultures of Carnival (spring 2014 course number change to 218:070) 3 s.h.
13E:080 (GRMN:2780) King Arthur Through the Ages 3 s.h.
13E:118 (GRMN:2618)/048:148 (CCL:4348) The Third Reich and Literature 3 s.h.
016:008 (HIST:2608) Civilizations of Africa 3 s.h.
016:009 (HIST:2609) India Now! A Survey from Bollywood Films to Global Terror 3-4 s.h.
016:040 (HIST:1040) Perspectives: Diversity in American History 3 s.h.
16A:065 (HIST:2265)/129:065 (AFAM:2265) Introduction to African American History 3 s.h.
16A:069 (HIST:2288) Introduction to Mexican American History (GE status only effective through fall 2013) 3 s.h.
16A:112 (HIST:4216) Mexican American History 3 s.h.
019:132 (ITAL:3550) Images of Modern Italy 3-4 s.h.
019:050 (JMC:1500) Social Media Today 3 s.h.
20E:075 (CLSA:1875) Ancient Sports and Leisure 3 s.h.
20E:082 (CLSA:2482)/032:082 (RELS:2182) Ancient Mediterranean Religions 3 s.h.
20E:083 (CLSA:1883)/143:083 (HONR:1883) War 3 s.h.
20E:112 (CLSA:3015) Classical Mythology  3 s.h.
20E:115 (CLSA:3416)/032:164 (RELS:3716) Greek Religion and Society  3 s.h.
20E:140 (CLSA:3340) Magic in the Ancient World  3 s.h.
20E:150 (CLSA:3650)/131:152 (GWSS:3650) Gender and Sexuality in the Ancient World  3 s.h.
025:080 (MUS:1009) Jazz Cultures in America and Abroad  3 s.h.
025:104 (MUS:3311) Music of Latin America and the Caribbean  3 s.h.
026:061 (PHIL:2061) Introduction to Philosophy  3 s.h.
026:102 (PHIL:2402) Introduction to Ethics  3 s.h.
027:035 (HHP:2150) Stress Management (GE status only effective through fall 2013)  3 s.h.
027:039 (HHP:2200) Physical Activity and Health  3 s.h.
030:030 (POLI:1300) Introduction to Political Thought and Political Action  3 s.h.
032:002 (RELS:1702) The Changing Face of Religion in America  3 s.h.
032:003 (RELS:1903) Quest for Human Destiny  3 s.h.
032:004 (RELS:1404)/039:064 (ASIA:1040) Living Religions of the East  3 s.h.
032:006 (RELS:1506)/039:006 (ASIA:1060) Introduction to Buddhism  3 s.h.
032:011 (RELS:1070) Introduction to the Hebrew Bible/Old Testament  3 s.h.
032:012 (RELS:1080) Introduction to the New Testament  3 s.h.
032:016 (RELS:1810) Religion and Liberation  3 s.h.
032:030 (RELS:1130) Introduction to Islamic Civilization  3 s.h.
032:034 (RELS:1350)/129:050 (AFAM:1250) Introduction to African American Religions  3 s.h.
032:051 (RELS:2351) Religious Thinkers of the West  3 s.h.
032:052 (RELS:2852)/131:060 (GWSS:2052) Women in Islam and the Middle East  3 s.h.
032:060 (RELS:2700)/149:060 (AINS:1600) Sacred World of Native Americans  3 s.h.
032:111 (RELS:3711) Religion and Women  3 s.h.
034:018 (SOC:1310)/131:018 (GWSS:1310) Gender and Society  3-4 s.h.
034:061 (SOC:3710) The American Family  3 s.h.
034:066 (SOC:2810) Social Inequality  3 s.h.
034:155 (SOC:3830) Race and Ethnicity  3 s.h.
035:060 (SPAN:1700) Latino/a Literature in the U.S.  3 s.h.
035:090 (SPAN:1900) Diversity and Cultures in Spain  3 s.h.
035:143 (SPAN:3420)/048:196 (CCL:3396) Cuban American Literature and Culture  3 s.h.
036:074 (COMM:1174) Media and Society  3 s.h.
039:018 (SOAS:1502)/032:008 (RELS:1502) Asian Humanities: India  3 s.h.
039:019 (CHIN:1504) Asian Humanities: China  3 s.h.
039:020 (JPNS:1506) Asian Humanities: Japan  3 s.h.
041:082 (SLAV:3082) Youth Subcultures After Socialism  3 s.h.
041:093 (SLAV:1531) Slavic Folklore  3 s.h.
041:094 (SLAV:1532) Religion and Culture of Slavs  3 s.h.
041:098 (SLAV:1131) Introduction to Russian Culture  3 s.h.
041:099 (SLAV:1132) Russia Today  3 s.h.
045:001 (AMST:1010) Understanding American Cultures  3 s.h.
045:050 (AMST:1154) Food in America  3 s.h.
049:051 (THTR:1411) Comedy and Society  3 s.h.
103:150 (LING:3100) Language and Gender  3 s.h.
113:003 (ANTH:1101)/187:008 (IS:1101) Cultural Anthropology  3 s.h.
Geographical and Sustainability Sciences

Chair
- David A. Bennett

Professors
- Marc P. Armstrong, David A. Bennett, George P. Malanson, R. Rajagopal

Associate professors
- Marc Linderman, Tyler Priest, Kathleen Stewart

Assistant professors
- Margaret Carrel, Heather Sander, James D. Tamerius, Eric Tate

Lecturer
- Claire E. Pavlik

Adjunct professor
- Ramanathan Sugumaran

Adjunct associate professor
- Peter J. Weyer

Adjunct assistant professors
- Marian Muste, Mary P. Skopec

Professors emeriti
- James B. Lindberg, Michael L. McNulty, David R. Reynolds, Gerard Rushton

Associate professor emeriti
- Rebecca S. Roberts

Undergraduate majors: geography (B.A., B.S.); environmental policy and planning (B.A., B.S.)

Undergraduate minors: environmental policy and planning; geographic information science; geography

Graduate degrees: M.A. in geography; Ph.D. in geography

Web site: http://clas.uiowa.edu/geography/

Geographical and sustainability sciences are concerned with place, environment, and the ongoing processes of change within and between social and physical systems. Geographical and sustainability sciences’ importance to scholarly inquiry is rooted in the complexity of social and environmental problems. Three concepts at the core of the disciplines—space, place, and scale—provide theoretical constructs and methodological tools for sciences that investigate the complex character of social and environmental phenomena.

Geographical and sustainability scientists examine issues such as distribution and consumption of natural resources, air and water quality, climate changes and ecosystem dynamics, growth and development of urban areas, population dynamics, politics and practice of international development, and social justice. They view society and the environment as a physical/social/cultural system. They apply uniquely geographical and sustainability perspectives and tools, as well as knowledge from other social and scientific disciplines, to analyze the emergent properties of these systems.

Department of Geographical and Sustainability Sciences graduates find employment opportunities in government, nongovernmental organizations, and business. For example, many geographical and sustainability scientists are employed in resource management, urban and regional development, public health, and market area analysis. They analyze problems in the distribution and interactions among physical, ecological, social, and political systems.

Geographical and sustainability sciences students acquire skills in computer-based cartography and geographic information systems (GIS) software used to investigate and solve many environmental and social problems. Opportunities for graduates with GIS training are growing rapidly in both private and governmental organizations.

The geographical and sustainability sciences faculty has developed an undergraduate instructional program that serves students majoring or minoring in geography as well as students in other disciplines. Courses in geography are commonly required for students preparing to teach at the elementary and secondary school levels and for those who want to pursue careers in urban and regional planning. They also provide a background for many related professions, including law, health care, environmental or transportation engineering, and international business.

Geographical and sustainability sciences students use the University’s Geographic Information System Instructional Lab (GISIL) for GIS instruction and research. The lab is located in the department; see "Facilities and Resources" later in this Catalog section.

The Department of Geographical and Sustainability Sciences participates in a number of University of Iowa interdisciplinary programs that have international, area studies, urban, or environmental components. It also participates in the University’s internship program for students; see "Internships" later in this Catalog section.

Undergraduate Programs of Study

- Major in geography (Bachelor of Arts, Bachelor of Science)
- Major in environmental policy and planning (Bachelor of Arts, Bachelor of Science)
- Minor in environmental policy and planning
- Minor in geographic information science
- Minor in geography

B.A. and B.S.: Geography

The Bachelor of Arts with a major in geography requires a minimum of 120 s.h., including at least 36-40 s.h. of work for the major. The Bachelor of Science with a major in geography requires a minimum of 120 s.h., including at least 44-48 s.h. of work for the major.

Students choose one of four tracks: environmental studies, geographic information science (GIS), health and society, or sustainability. Credit required for the major depends on the student’s choice of track.

Students majoring in geography may not earn the minor in geographic information science. Geography majors who choose the sustainability track may not earn the University’s Certificate in Sustainability (p. 1242).
The major in geography (either B.A. or B.S.) is appropriate preparation for advanced training or careers in geographical and sustainability sciences. Students with strong interest in quantitative analysis and modeling should pursue the Bachelor of Science and are encouraged to master an appropriate computer programming language.

All students majoring in geography complete a common set of foundation courses in addition to the requirements for their choice of track. Bachelor of Science students take additional mathematics course work. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Transfer students majoring in geography must earn a minimum of 15 s.h. for the major in residence at The University of Iowa. Consistent with the CLAS maximum semester hours rule, students may count a maximum of 50 s.h. earned in their major department toward graduation.

**Common Requirements (B.A. and B.S.)**

All geography majors must complete the following courses. Students may not use a course to fulfill more than one major requirement.

One of these:

- 044:001 (GEOG:1010) Introduction to Human Geography 3 s.h.
- 044:010 (GEOG:1090) Globalization and Geographic Diversity 3 s.h.

All of these:

- 044:003 (GEOG:1020) The Global Environment 3 s.h.
- 044:004 (GEOG:1021) The Global Environment Lab 1 s.h.
- 044:005 (GEOG:1050) Foundations of GIS 3 s.h.

One of these, in addition to any course required to fulfill a track requirement:

- 044:010 (GEOG:1090) Globalization and Geographic Diversity (if not chosen above) 3 s.h.
- 044:011 (GEOG:2110) Population Geography 3 s.h.
- 044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
- 044:030 (GEOG:2910) The Global Economy 3 s.h.
- 044:055 (GEOG:2130) World Cities 3 s.h.
- 044:060 (GEOG:1060) Geography of Asia: From Japan to Pakistan 3 s.h.
- 044:088 (GEOG:2950) Environmental Conservation 3 s.h.

One of these (not required for GIS track students):

- 044:105 (GEOG:3500) Introduction to Environmental Remote Sensing 3 s.h.
- 044:109 (GEOG:3540) Introduction to Geographic Visualization 3 s.h.
- 044:110 (GEOG:3520) GIS for Environmental Studies 3 s.h.
- 044:130 (GEOG:3560) Spatial Analyses of Wind Energy 3 s.h.
- 044:137 (GEOG:4150) Health and Environment: GIS Applications 3 s.h.
- 044:140 (GEOG:5129) Information Systems for Resource Management 3 s.h.
- 044:142 (GEOG:4650) Simulation in Environmental Geography 3 s.h.
- 044:146 (GEOG:3570) Light Detection and Ranging (LiDAR): Principles and Applications 3 s.h.
- 044:179 (GEOG:3340) Ecosystem Services: Human Dependence on Natural Systems 3 s.h.

044:180 (GEOG:4010) Field Methods in Physical Geography 3 s.h.
044:181 (GEOG:4020) Field Methods: Mapping and Mobile Computing 3 s.h.

One of these:

- 044:150 (GEOG:4030) Senior Project Seminar 3 s.h.
- 044:151 (GEOG:4990) Senior Thesis 3 s.h.

Senior Project Seminar (044:150 (GEOG:4030)) is offered only in spring semesters. Students who choose 044:151 (GEOG:4990) Senior Thesis or 044:199 (GEOG:4995) Honors Thesis must make arrangements with a faculty advisor.

**STATISTICS COURSES (B.A.)**

Bachelor of Arts students must earn a minimum of 3 s.h. in statistics by completing one of the following courses or a statistics course equivalent to or numbered above one of these.

- 07P:143 (PSQF:5143)/22S:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.
- 22S:008 (STAT:1030) Statistics for Business 4 s.h.
- 22S:025 (STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference 3 s.h.
- 22S:101 (STAT:3510) Biostatistics 3 s.h.

**STATISTICS/MATHEMATICS COURSES (B.S.)**

Bachelor of Science students must earn a minimum of 9 s.h. in statistics/mathematics by completing one of the following options or courses equivalent to or numbered above one of these.

**Option 1**

This sequence:

- 07P:143 (PSQF:5143)/22S:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.

Or this sequence:

- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
- 171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.

Or this sequence:

- 22S:152 (STAT:3200) Applied Linear Regression 3 s.h.

And one of these:

- 012:178 (GEOS:4870) Applied Geostatistics 3 s.h.
- 22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
- 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business 4 s.h.
- 22M:025 (MATH:1850) Calculus I 5 s.h.

**Option 2**

One of these:
07P:143 (PSQF:5143)/22S:102 (STAT:5543) Introduction to Statistical Methods  3 s.h.

And one of these sequences:

22M:015 (MATH:1440)-22M:016 (MATH:1460) 10 s.h.
Mathematics for the Biological Sciences - Calculus for the Biological Sciences

22M:031 (MATH:1550)-22M:032 (MATH:1560) 8 s.h.
Engineering Mathematics I: Single Variable Calculus - Engineering Mathematics II: Multivariable Calculus

Tracks (B.A. and B.S.)
All geography majors must complete one of the four tracks described below: environmental studies, geographic information science (GIS), health and society, or sustainability. Students should pay close attention to prerequisites for the upper-level courses in each track in order to develop a study plan that allows them to complete their major in a timely way.

Students in the environmental studies, health and society, or sustainability track who wish to gain additional experience in theory and application of GIS systems should take GIS-based courses offered by the Department of Geographical and Sustainability Sciences, as described for each track below.

Students may use 044:197 (GEOG:3001) Special Topics to fulfill a track requirement if the course content is applicable.

ENVIRONMENTAL STUDIES TRACK
The environmental studies track requires a minimum of 15 s.h. It is designed for students interested in the interrelationships among social and natural processes that affect the environment. The track prepares students for careers or pursuit of personal interests in resource management, physical geography, climatology, environmental policy or law, global environmental change, sustainable development, or other complex environmental issues. Graduates may find employment in an environmental profession such as landscape ecology or climatology; environmental planning and regulation; or environmental law, policy, and politics.

The environmental studies track offers training in field observation, remote sensing, geographical information systems, quantitative analysis/computing, and cartographic representation. It also provides a sound foundation for graduate or professional-level studies in the natural or social aspects of the environment.

In addition to satisfying the common requirements for all geography majors, students in the environmental studies track complete a common track course (3 s.h.) and at least 12 s.h. of upper-level geographical and sustainability sciences courses.

Common course—all environmental studies track students take this:

044:019 (GEOG:1070) Contemporary Environmental Issues  3 s.h.

Students choose a total of four upper-level courses (at least 12 s.h.) from the following lists, in consultation with their advisors. Those who wish to gain additional experience in theory and application of GIS systems should take 044:110 (GEOG:3520) GIS for Environmental Studies and 044:128 (GEOG:4520) GIS for Environmental Studies: Applications, or they should earn 6 s.h. in other GIS-based geographical and sustainability sciences courses.

Two or three of these:

044:088 (GEOG:2950) Environmental Conservation  3 s.h.
044:101 (GEOG:2310) Climatology  3 s.h.
044:103 (GEOG:2374) Biogeography  3 s.h.
044:104 (GEOG:2410) Environment and Development  3 s.h.
044:105 (GEOG:3500) Introduction to Environmental Remote Sensing  3 s.h.
044:110 (GEOG:3520) GIS for Environmental Studies  3 s.h.
044:111 (GEOG:2930) Water Resources  3 s.h.
044:120 (GEOG:3780) U.S. Energy Policy in Global Context  3 s.h.
044:177 (GEOG:4770) Environmental Justice  3 s.h.

One or two of these:

044:123 (GEOG:3310) Landscape Ecology  3 s.h.
044:125 (GEOG:4750) Environmental Impact Analysis  4 s.h.
044:126 (GEOG:3320) Wetlands: Function, Geography, and Management  3 s.h.
044:127 (GEOG:3750) Environmental Quality: Science, Technology, and Policy  3 s.h.
044:128 (GEOG:4520) GIS for Environmental Studies: Applications  3 s.h.
044:130 (GEOG:3560) Spatial Analyses of Wind Energy  3 s.h.
044:136 (GEOG:3920) Planning Livable Cities  3 s.h.
044:142 (GEOG:4650) Simulation in Environmental Geography  3 s.h.
044:145 (GEOG:4500) Applications in Environmental Remote Sensing  4 s.h.
044:175 (GEOG:3760) Hazards and Society  3 s.h.
044:179 (GEOG:3340) Ecosystem Services: Human Dependence on Natural Systems  3 s.h.
044:180 (GEOG:4010) Field Methods in Physical Geography  2-4 s.h.
044:186 (GEOG:3360) Soil Genesis and Geomorphology  3 s.h.
044:188 (GEOG:4870) Applied Geostatistics  3 s.h.

GEOGRAPHIC INFORMATION SCIENCE TRACK
The geographic information science track requires a minimum of 18-19 s.h. It is designed for students preparing for positions in government agencies, nongovernment organizations, international development agencies, and business. It also provides preparation for graduate study in geography, planning, and other disciplines. The track focuses on the design, implementation, and use of geographic information systems. Courses address how geographic data are acquired, stored, accessed, displayed, managed, and analyzed.

Students in the geographic information science track learn to address problems involved in modeling environmental systems, identifying the best locations for service facilities, assessing environmental impacts, and forecasting the populations of small areas. They use the department’s Geographic Information Systems Instructional Lab (GISIL) extensively to develop expertise in using GIS software.

Course work in the track covers methods of spatial analysis and geographical modeling and involves database management and computer programming.
In addition to the common requirements for all geography majors, students in the geographic information science track complete a common track course (3-4 s.h.) and at least 15 s.h. of upper-level geographical and sustainability sciences courses.

Common course—all GIS track students take one of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>22C:005</td>
<td>(CS:1110) Introduction to Computer Science</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22C:016</td>
<td>(CS:1210) Computer Science I: Fundamentals</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

Students choose a total of five upper-level courses (at least 15 s.h.) from the following lists, in consultation with their advisors (a total of four courses from the first two lists plus one course from the third list). GIS track students are encouraged to add breadth to their degree by taking additional upper-level courses in the department. Students interested in the application of GIS to environmental issues should select additional courses from the department’s environmental studies area; those interested in socioeconomic issues should select additional courses from the department’s health and society area.

Two or three of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:105</td>
<td>(GEOG:3500) Introduction to Environmental Remote Sensing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:109</td>
<td>(GEOG:3540) Introduction to Geographic Visualization</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:110</td>
<td>(GEOG:3520) GIS for Environmental Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:112</td>
<td>(GEOG:3530) Mapping American Cities and Regions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:142</td>
<td>(GEOG:4650) Simulation in Environmental Geography</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One or two of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:128</td>
<td>(GEOG:4520) GIS for Environmental Studies: Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:130</td>
<td>(GEOG:3560) Spatial Analyses of Wind Energy Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:137</td>
<td>(GEOG:4150) Health and Environment: GIS Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:139</td>
<td>(GEOG:4570) Spatial Analysis and Location Models</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:141</td>
<td>(GEOG:4580) Introduction to Geographic Databases</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:145</td>
<td>(GEOG:4500) Applications in Environmental Remote Sensing</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>044:146</td>
<td>(GEOG:3570) Light Detection and Ranging (LiDAR): Principles and Applications</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:130</td>
<td>(GEOG:3560) Spatial Analyses of Wind Energy Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:137</td>
<td>(GEOG:4150) Health and Environment: GIS Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:175</td>
<td>(GEOG:3760) Hazards and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:179</td>
<td>(GEOG:3340) Ecosystem Services: Human Dependence on Natural Systems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:180</td>
<td>(GEOG:4010) Field Methods in Physical Geography</td>
<td>2-4 s.h.</td>
</tr>
<tr>
<td>044:181</td>
<td>(GEOG:4020) Field Methods: Mapping and Mobile Computing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:188</td>
<td>(GEOG:4870) Applied Geostatistics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**HEALTH AND SOCIETY TRACK**

The health and society track requires a minimum of 15 s.h. It is designed for students preparing for positions in government, nongovernmental organizations, international development agencies, and business, especially those whose focus includes health. The track also prepares students for graduate study in geography or planning or for professional programs such as law, business, or policy analysis.

The health and society track provides an understanding of infectious and chronic diseases in the context of health management environments, such as the location of health service facilities. The track also examines the impact of increasing globalization, including processes of urban and regional development or underdevelopment and their effects on health; the role of the natural environment on health in different parts of the world; and the processes of reaching policy decisions. Course work in the track covers social and economic theories of location and regional formation, methods of spatial analysis and geographic modeling, global and regional political economy, and theories of community conflict and social change.

Students develop requisite skills in quantitative analysis and the development, management, and application of geographic information systems and computer methods. They have opportunities to work on applied problems, such as assessing disease hot spots, identifying the best locations for health service facilities, evaluating the impact of major projects, and forecasting health issues for the populations of small areas. The health and society track also provides opportunities for students interested in international development to examine competing theories intended to explain international and regional inequalities, and to investigate and evaluate the patterns and practice of development worldwide.

In addition to satisfying the common requirements for all geography majors, students in the health and society track complete a common track course (3 s.h.) and at least 12 s.h. of upper-level geographical and sustainability sciences courses.

Common course—all health and society track students take this:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:011</td>
<td>(GEOG:2110) Population Geography</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Students choose a total of four upper-level courses (at least 12 s.h.) from the following lists, in consultation with their advisors. Those who wish to gain additional experience in theory and application of GIS systems should also take an additional 6 s.h. in GIS-based geographical and sustainability sciences courses.

Two or three of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:104</td>
<td>(GEOG:2410) Environment and Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:107</td>
<td>(GEOG:3070) Hungry Planet: Global Geographies of Food</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:112</td>
<td>(GEOG:3530) Mapping American Cities and Regions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:131</td>
<td>(GEOG:3110) Geography of Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:133</td>
<td>(GEOG:3940) Transportation Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:135</td>
<td>(GEOG:4930) Urban Geography</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:177</td>
<td>(GEOG:4770) Environmental Justice</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One or two of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:136</td>
<td>(GEOG:3920) Planning Livable Cities</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:137</td>
<td>(GEOG:4150) Health and Environment: GIS Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:139</td>
<td>(GEOG:4570) Spatial Analysis and Location Models</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:175</td>
<td>(GEOG:3760) Hazards and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:181</td>
<td>(GEOG:4020) Field Methods: Mapping and Mobile Computing</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
044:194 (GEOG:3910) Geographic Perspectives on Development 3 s.h.

SUSTAINABILITY TRACK

The sustainability track requires a minimum of 18 s.h. It is designed for students interested in finding ways for people to live that do not threaten the survival of future generations. It includes training in scientific and social scientific methods and requires students to look at the world on scales ranging from local to global. The sustainability track prepares students to be effective leaders and agents of change for sustainability in varied professions, such as academic researcher and teacher, technology specialist, grassroots advocate, government official, or corporate officer.

Geography majors who choose the sustainability track may not earn the University's Certificate in Sustainability (p. 1242).

In addition to satisfying the common requirements for all geography majors, students in the sustainability track complete two common track courses, earning a minimum of 3 s.h. in 057:013 (ENGR:4013) Introduction to Sustainability. They also complete at least 12 s.h. of upper-level geographical and sustainability sciences courses.

Common courses—all sustainability track students take both of these:

044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
057:013 (ENGR:4013) Introduction to Sustainability (minimum of 3 s.h.)

Students choose one upper-level course from each of the four groups below (at least 12 s.h.), in consultation with their advisors. Sustainability track students who wish to gain additional experience in theory and application of GIS systems should take 044:110 (GEOG:3520) GIS for Environmental Studies or 044:128 (GEOG:4520) GIS for Environmental Studies: Applications, or they should earn 6 s.h. in other GIS-based geographical and sustainability sciences courses.

Environment and human health—one of these:

044:088 (GEOG:2950) Environmental Conservation 3 s.h.
044:103 (GEOG:2374) Biogeography 3 s.h.
044:123 (GEOG:3310) Landscape Ecology 3 s.h.
044:126 (GEOG:3320) Wetlands: Function, Geography, and Management 3 s.h.
044:131 (GEOG:3110) Geography of Health 3 s.h.
044:137 (GEOG:4150) Health and Environment: GIS Applications 3 s.h.
044:179 (GEOG:3340) Ecosystem Services: Human Dependence on Natural Systems 3 s.h.

Energy, climate, and the built environment—one of these:

044:101 (GEOG:2310) Climatology 3 s.h.
044:111 (GEOG:2930) Water Resources 3 s.h.
044:120 (GEOG:3780) U.S. Energy Policy in Global Context 3 s.h.
044:130 (GEOG:3560) Spatial Analyses of Wind Energy 3 s.h.
044:135 (GEOG:4930) Urban Geography 3 s.h.
044:145 (GEOG:4500) Applications in Environmental Remote Sensing 4 s.h.

Society and culture—one of these:

044:104 (GEOG:2410) Environment and Development 3 s.h.
044:107 (GEOG:3070) Hungry Planet: Global Geographies of Food 3 s.h.
044:175 (GEOG:3760) Hazards and Society 3 s.h.
044:177 (GEOG:4770) Environmental Justice 3 s.h.
044:194 (GEOG:3910) Geographic Perspectives on Development 3 s.h.

Environment and public policy—one of these

044:110 (GEOG:3520) GIS for Environmental Studies 3 s.h.
044:112 (GEOG:3530) Mapping American Cities and Regions 3 s.h.
044:125 (GEOG:4750) Environmental Impact Analysis 4 s.h.
044:127 (GEOG:3750) Environmental Quality: Science, Technology, and Policy 3 s.h.
044:128 (GEOG:4520) GIS for Environmental Studies: Applications 3 s.h.

B.A. and B.S.: Environmental Policy and Planning

The Bachelor of Arts with a major in environmental policy and planning requires a minimum of 120 s.h., including at least 40-41 s.h. of work for the major. The Bachelor of Science with a major in environmental policy and planning requires a minimum of 120 s.h., including at least 47-48 s.h. of work for the major. Students choose one of two tracks: planning or policy. Credit required for the major depends on the student’s choice of track.

The major in environmental policy and planning concentrates on the social science and policy dimensions of environmental problems, which often are caused by people and may have significant economic effects. Environmental issues are embedded in a complex mesh of economics, politics, culture, and behavior. Planners and policy makers must understand the human dimensions of these factors in order to solve environmental problems.

Environmental policy and planning is an interdisciplinary major that draws courses from geographical and sustainability sciences, anthropology, economics, political science, and other disciplines. Work for the major includes introductory courses, methods courses, intermediate courses, and a track. Students must maintain a g.p.a. of at least 2.00 in the major. Transfer students must complete at least 21 s.h. of work for the major in residence at The University of Iowa.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students who earn a second major in anthropology, geography, or political science must complete a minimum of 12 s.h. of course work in the second major that they do not double-count toward the major in environmental policy and planning. The 12 s.h. of courses must be offered by the second major’s administrative home: anthropology [prefix 113 (ANTH)], geographical and sustainability sciences [prefix 044 (GEOG)], or political science [prefix 030 (POLI)]. This requirement applies whether students earn the same degree (B.A. or B.S.) with both majors or earn a B.A. with one major and a B.S. with the other. Exception: honors students in environmental policy and planning may count their honors thesis credit toward this 12 s.h. requirement.

The major in environmental policy and planning requires the following course work.
Common Requirements (B.A. and B.S.)

INTRODUCTORY COURSES (B.A. AND B.S.)
All of these:
- 06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
- 044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
- 113:113 (ANTH:2261) Human Impacts on the Environment 3 s.h.
One of these:
- 012:008 (GEOS:1080)/159:008 (ENVS:1080) Introduction to Environmental Science 3-4 s.h.
- 044:003 (GEOG:1020) The Global Environment 3 s.h.

METHODS COURSES (B.A.)
This course:
- 044:005 (GEOG:1050) Foundations of GIS 3 s.h.
One of these:
- 22S:008 (STAT:1030) Statistics for Business 4 s.h.
- 22S:025 (STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference 3 s.h.
- 22S:101 (STAT:3510) Biostatistics 3 s.h.
- 22S:102 (STAT:5543)/07P:143 (PSQF:5143) Introduction to Statistical Methods 3 s.h.

METHODS COURSES (B.S.)
Both of these:
- 044:005 (GEOG:1050) Foundations of GIS 3 s.h.
- 044:110 (GEOG:3520) GIS for Environmental Studies 3 s.h.
And one of these pairs:

INTERMEDIATE COURSES (B.A. AND B.S.)
Both of these:
- 030:126 (POLI:3111) American Public Policy 3 s.h.
- 044:120 (GEOG:3780) U.S. Energy Policy in Global Context 3 s.h.
One of these:
- 113:114 (ANTH:3112) Environmentalisms 3 s.h.
- 113:143 (ANTH:3103) Environment and Culture 3 s.h.

Tracks (B.A. and B.S.)
Students choose either the planning track or the policy track and complete their track’s required course work.

PLANNING TRACK
The planning track requires 12 s.h.; all students complete 06E:133 (ECON:3330) and choose three additional courses from the list below. Some of these courses have prerequisites; students must complete all of a course’s prerequisites before they may register for the course.
This course:
- 06E:133 (ECON:3330)/102:135 (URP:3135) Environmental and Natural Resource Economics 3 s.h.
Three of these:
- 06E:135 (ECON:3340)/102:134 (URP:3134) Regional and Urban Economics 3 s.h.
- 044:104 (GEOG:2410) Environment and Development 3 s.h.
- 044:111 (GEOG:2930) Water Resources 3 s.h.
- 044:177 (GEOG:4770) Environmental Justice 3 s.h.
- 044:179 (GEOG:3340) Ecosystem Services: Human Dependence on Natural Systems 3 s.h.
- 102:133 (URP:3350)/06E:145 (ECON:3750)/044:133 (GEOG:3940) Transportation Economics 3 s.h.

POLICY TRACK
The policy track requires 13 s.h.; all students complete 044:125 (GEOG:4750) and choose three additional courses from the list below. Some of these courses have prerequisites; students must complete all of a course’s prerequisites before they may register for the course.
This course:
Three of these:
- 030:111 (POLI:3110) Local Politics 3 s.h.
- 030:113 (POLI:3100) American State Politics 3 s.h.
- 030:120 (POLI:3117) Public Administration and Bureaucratic Politics 3 s.h.
- 030:121 (POLI:3122) Public Choice 3 s.h.
- 030:125 (POLI:3118) Interest Groups 3 s.h.
- 030:150 (POLI:3404) Public Policy Around the World 3 s.h.
- 030:152 (POLI:3102) The U.S. Congress 3 s.h.
- 044:120 (GEOG:3780) U.S. Energy Policy in Global Context 3 s.h.
- 044:125 (GEOG:4750) Environmental Impact Analysis 4 s.h.
- 044:175 (GEOG:3760) Hazards and Society 3 s.h.

B.A. or B.S. with Teacher Licensure
Geography majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.
Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.
Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**B.A.: Geography**

**Before the third semester begins:** one introductory course in the major

**Before the fifth semester begins:** five courses in the major

**Before the seventh semester begins:** 11 courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** 14 courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.S.: Geography**

**Before the third semester begins:** two introductory courses in the major

**Before the fifth semester begins:** six courses in the major

**Before the seventh semester begins:** 12 courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** 15 courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.A.: Environmental Policy and Planning**

**Before the third semester begins:** one introductory course in the major

**Before the fifth semester begins:** four courses in the major

**Before the seventh semester begins:** eight courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** 11 courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.S.: Environmental Policy and Planning**

**Before the third semester begins:** one introductory course in the major

**Before the fifth semester begins:** five courses in the major

**Before the seventh semester begins:** eight courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** 12 courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**

The department offers students the opportunity to graduate with honors in the geography major or the environmental policy and planning major. Departmental honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.33 in all work for their major. They must be admitted to the honors program in their major by the first semester of their senior year or earlier.

Honors students in geography or environmental policy and planning pursue study beyond the typical undergraduate level. In order to graduate with honors in their major, they work under the direction of a faculty member to conduct original research and then prepare and present an honors thesis based on their research. The thesis is reviewed by a committee of at least three faculty members.

Students majoring in geography earn credit for their thesis by registering for 044:199 (GEOG:4995) Honors Thesis. They may substitute 044:150 (GEOG:4030) Senior Project Seminar for 044:199 (GEOG:4995), as long as they continue to work on the thesis under the direction of a faculty member.


In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

**Minor: Environmental Policy and Planning**

The minor in environmental policy and planning requires a minimum of 18 s.h., including 12 s.h. in University of Iowa courses numbered 100 or above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. For help in selecting courses, students should contact the department secretary to request an advisor for the minor.

Students may apply a maximum of 6 s.h. toward both the minor in environmental policy and planning and any major or minor in the Departments of Anthropology (p. 51), Geographical and Sustainability Sciences (except the major in environmental policy and planning), or Political Science (p. 504).

The minor in environmental policy and planning requires three core courses plus three courses from the student’s choice of track: the planning track or the policy track.
All students complete the following three core courses.

030:126 (POLI:3111) American Public Policy 3 s.h.
044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
113:113 (ANTH:2261) Human Impacts on the Environment 3 s.h.

Students also complete course work in a single track, choosing three courses from either the planning track list or the policy track list below.

Planning track:

044:104 (GEOG:2410) Environment and Development 3 s.h.
044:111 (GEOG:2930) Water Resources 3 s.h.
044:177 (GEOG:4770) Environmental Justice 3 s.h.
044:179 (GEOG:3340) Ecosystem Services: Human Dependence on Natural Systems 3 s.h.
102:133 (URP:3350)/06E:145 (ECON:3750)/044:133 (GEOG:3940) Transportation Economics 3 s.h.
102:134 (URP:3334)/06E:135 (ECON:3340) Regional and Urban Economics 3 s.h.
102:135 (URP:3335)/06E:133 (ECON:3330) Environmental and Natural Resource Economics 3 s.h.
113:114 (ANTH:3112) Environmentalism 3 s.h.
113:143 (ANTH:3103) Environment and Culture 3 s.h.

Policy track:

030:111 (POLI:3110) Local Politics 3 s.h.
030:113 (POLI:3100) American State Politics 3 s.h.
030:120 (POLI:3117) Public Administration and Bureaucratic Politics 3 s.h.
030:121 (POLI:3122) Public Choice 3 s.h.
030:125 (POLI:3118) Interest Groups 3 s.h.
030:150 (POLI:3404) Public Policy Around the World 3 s.h.
030:152 (POLI:3102) The U.S. Congress 3 s.h.
044:120 (GEOG:3780)/152:178 (GHS:3780) U.S. Energy Dependence on Natural Systems 3 s.h.
044:127 (GEOG:3750) Environmental Quality: Science, Technology, and Policy 3 s.h.
044:175 (GEOG:3760)/152:180 (GHS:3760) Hazards and Society 3 s.h.
113:170 (ANTH:3240) Cultural Resources Management Archaeology: Practice and Practicabilities 3 s.h.

Geographic Information Science is the study of geography using digital technology. The field uses geographic information systems (computer-based technologies designed to facilitate the capture, organization, analysis, and display of geographic data), remote sensing (primarily interpretation of satellite imagery), and spatial modeling (viewing, analyzing, and mapping spatial data) to study geographic patterns and processes and to examine research on the nature, development, and use of these tools.

The minor in geographic information science requires one core course, three mid-level specialization courses, and an advanced course that builds on one of the three mid-level courses.

Core course—all students complete this:

044:005 (GEOG:1050) Foundations of GIS 3 s.h.

Mid-level specialization courses—all of these:

044:105 (GEOG:3500) Introduction to Environmental Remote Sensing 3 s.h.
044:109 (GEOG:3540) Introduction to Geographic Visualization 3 s.h.
044:110 (GEOG:3520) GIS for Environmental Studies 3 s.h.

Advanced course—one of these:

044:128 (GEOG:4520) GIS for Environmental Studies: Applications 3 s.h.
044:137 (GEOG:4150) Health and Environment: GIS Applications 3 s.h.
044:139 (GEOG:4570) Spatial Analysis and Location Models 3 s.h.
044:141 (GEOG:4580) Introduction to Geographic Databases 3 s.h.
044:142 (GEOG:4650) Simulation in Environmental Geography 3 s.h.
044:145 (GEOG:4500) Applications in Environmental Remote Sensing 4 s.h.
044:146 (GEOG:3570) Light Detection and Ranging (LiDAR): Principles and Applications 3 s.h.
044:181 (GEOG:4020) Field Methods: Mapping and Mobile Computing 3 s.h.

Minor: Geography

The minor in geography requires a minimum of 15 s.h. in geographical and sustainability sciences courses, including 12 s.h. in University of Iowa courses numbered 100 or above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students are encouraged to concentrate their course work in tracks—environmental studies, geographic information science, health and society, or sustainability (see “B.A. and B.S.: Geography” above). For help in selecting courses, students should contact the department secretary to request an advisor for the minor.

Students majoring in geography may not earn the minor in geographic information science.

Courses for General Education

The Department of Geographical and Sustainability Sciences offers a number of courses that students in other majors may use to satisfy requirements of College of Liberal Arts and Sciences General Education Program. Look for courses with the prefix 044 (GEOG) under "Natural Sciences," "Social Sciences," and "International and Global Issues" in the General Education Program (p. 306) section of the Catalog.
Nonmajors also may choose geographical and sustainability sciences courses as electives.

Certificate in Wind Energy
The Department of Geographical and Sustainability Sciences (College of Liberal Arts and Sciences) and the Department of Mechanical and Industrial Engineering (College of Engineering) administer the undergraduate certificate program in wind energy; see Wind Energy (p. 887) (College of Engineering) in the Catalog.

Graduate Programs of Study
- Master of Arts in geography
- Doctor of Philosophy in geography

In addition to offering graduate degree programs, the department administers the geoinformatics subtrack of the graduate Certificate in Informatics; see Informatics (p. 929) (Graduate College) in the Catalog.

Department of Geographical and Sustainability Sciences graduate programs focus on investigating the environmental consequences of human decisions on local, regional, and global scales. Central to the department’s studies are geographical information science and the theories and models of environmental and social sciences. Within this broad domain, the department is developing strengths in environmental justice, environmental modeling, GIScience and GIS, land use and its environmental consequences, and health geography.

The Master of Arts and Doctor of Philosophy programs prepare students to carry on creative and productive research in selected areas of geography. University of Iowa graduates hold positions on college and university faculties, in private research organizations, and in business and government.

The department provides opportunities for graduate students to gain practical teaching experience through service as departmental teaching assistants or graduate instructors.

Graduate students present research papers at conferences and have regularly won awards. Students are involved in faculty research that leads to coauthored publications; they also publish their own. Graduate students compete successfully for intramural and extramural funding for graduate education and research.

Master of Arts
The Master of Arts program in geography requires a minimum of 30 s.h. of graduate credit with thesis and 32 s.h. of graduate credit without thesis. The program is designed to be completed in four semesters.

Thesis students must earn 15 s.h. of credit in Department of Geographical and Sustainability Sciences courses numbered 200 (5000) or above; they may count 6 s.h. of thesis credit and 2 s.h. earned in 044:350 (GEOG:7000) Geography Colloquium toward the degree. Students who earn more than 30 s.h. may use the additional work to increase their breadth of knowledge in geography and to tailor their study programs to their individual interests.

Nonthesis students build skills across a range of topics in geographical and sustainability sciences during their first year and develop skills in particular application areas during their second year. Nonthesis students must earn 15 s.h. of credit in Department of Geographical and Sustainability Sciences courses numbered 200 (5000) or above.

M.A. students demonstrate competence by completing appropriate course work; completing and defending an M.A. thesis (for thesis students) or completing a portfolio of finished work and having it reviewed (nonthesis students); completing an M.A. exam; or completing the Ph.D. comprehensive exams.

More detailed information about M.A. requirements is provided in the department’s Manual for Graduate Degree Requirements; contact the Department of Geographical and Sustainability Sciences.

Doctor of Philosophy
The Doctor of Philosophy program in geography requires 72 s.h. of graduate credit and is designed to be completed in four or five years. The degree prepares students for college and university teaching and for advanced research. It provides study programs that lead to broad knowledge of a field of geography and its literature and to special expertise in a subfield.

Students may enter the Ph.D. program upon completing an undergraduate degree or with advanced standing corresponding to previous graduate education.

All Ph.D. students take the following courses. They take 044:350 (GEOG:7000) Geography Colloquium (1 s.h.) each semester they are in residence.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:210 (GEOG:5010) Fundamentals of Geography</td>
<td>3</td>
</tr>
<tr>
<td>044:211 (GEOG:5050) Research and Writing in Geography</td>
<td>3</td>
</tr>
<tr>
<td>044:350 (GEOG:7000) Geography Colloquium (taken each semester)</td>
<td>1</td>
</tr>
<tr>
<td>Two courses in geography numbered above</td>
<td>6</td>
</tr>
<tr>
<td>044:200 (GEOG:5001)</td>
<td></td>
</tr>
<tr>
<td>Two research seminars chosen from 044:315 (GEOG:6500) through 044:319 (GEOG:6900) (3 s.h. each)</td>
<td>6</td>
</tr>
</tbody>
</table>

Doctoral students complete a set of research milestones as well as written and oral comprehensive examinations. The comprehensive examination covers the student’s concentration area and general field in the discipline. With the approval of his or her dissertation advisor, each student submits a dissertation proposal to the dissertation committee for critical comments and approval; once the dissertation is completed, an oral defense of the dissertation is held.

More detailed information about Ph.D. requirements is provided in the department’s Manual for Graduate Degree Requirements; contact the Department of Geographical and Sustainability Sciences.

Admission
Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

A bachelor’s degree with a major in geography is not required, but applicants must have an undergraduate background relevant to the field. Strength in social or environmental science and interest in exploring the regional and spatial perspectives that characterize
modern geography are important in admission decisions. Depending on their prior training, graduate students may be required to take courses that are prerequisites for course work in their chosen area of graduate study; credit earned in prerequisites does not count toward the graduate degree.

Application materials include an undergraduate transcript with grade-point average, scores on the Graduate Record Examination (GRE) General Test, three letters of recommendation, and an essay in which the applicant states his or her reasons for wanting to study geography at The University of Iowa.

Applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL). Their scores must be sent to the University’s Office of Admissions.

New graduate students whose first language is not English are required to take a speaking proficiency test when they arrive at the University; eventually they take the English Language Performance Test (ELPT). Students must be fully certified by the ELPT before they begin their fourth semester in order to be considered for funding in succeeding semesters. Students who do not pass the tests are required to take Teaching Assistant Preparation in English (TAPE) courses until they have achieved proficiency in spoken English.

Financial Support
A number of graduate teaching and research assistantships are available. In addition, outstanding applicants and underrepresented minorities are eligible for several fellowships. Awards are based on merit. In making awards, the department pays particular attention to grade-point average, especially for the junior and senior years; score on the Graduate Record Examination (GRE) General Test; letters of recommendation; and fit of the student’s objectives with department specializations. Applications for graduate appointments must be received by February 1. Applications for fellowships are due by January 15.

Internships
The Department of Geographical and Sustainability Sciences is a participant in the University’s internship program, which provides opportunities for both undergraduate and graduate students to participate in paid and unpaid activities related to their academic programs. The Pomerantz Career Center works with students to develop appropriate internships.

Facilities and Resources
The department houses three geographic information computational laboratories, which support a variety of GIS software packages, including the latest software from ESRI (ArcGIS) and Erdas (Imagine) as well as open-source software.

The University’s Geographic Information Systems Instructional Lab (GISIL) is located in the Department of Geographical and Sustainability Sciences. The lab is a center for teaching GIS as well as a place where students conduct geographic and GIS-related research. It is equipped with 25 networked student workstations, instructional support technology (e.g., CRT projection), and a suite of peripherals.

Environmental modeling and GIS research laboratories contain state-of-the-art machines. The department provides Windows and Linux platforms, digitizers, scanners, plotters, and printers. Projects requiring massive storage have access to the advanced GIS and modeling facility in the Center for Global and Regional Environmental Research. The University of Iowa is a charter member of Internet2, with a high-performance network link to the Department of Geographical and Sustainability Sciences. The University also is a member of the University Consortium on Geographic Information Science.

To aid studies of water resources and physical geography, the department has a laboratory for analysis of vegetation, sediment, soil, water quality, and tree rings, and a variety of field equipment, including portable meteorological stations and data loggers.

Faculty and graduate students participate in multidisciplinary working groups through the University’s Program in Applied Mathematical and Computational Sciences (p. 908), Center for Global and Regional Environmental Research, Center for Health Effects of Environmental Contamination, International Programs, Institute for Rural and Environmental Health, Iowa Quaternary Studies Group, and Public Policy Center.

The University’s Main Library has a collection of more than 115,500 maps, 3,600 atlases and reference works, and around 100,000 aerial photographs, primarily of Iowa.

Courses
Primarily for Undergraduates

**044:001 (GEOG:1010) Introduction to Human Geography** 3 s.h.
Geographic examination of how people occupy and shape physical space; examination of global population distribution and migration, language and religion, urban and economic spaces; application of geographic principles to contemporary global issues including social and political conflicts, globalization, and economic development. GE: Social Sciences.

**044:003 (GEOG:1020) The Global Environment** 3 s.h.
Climate change and interactions between atmosphere and geological, hydrological, and biological systems; response of these systems to climate change and how such responses affect atmospheric processes through feedbacks (e.g., flows of energy, cycles of carbon and water); how geographic differences in such interactions create ecological patterns around the world (e.g., rainforests, prairies). GE: Natural Sciences without Lab.

**044:004 (GEOG:1021) The Global Environment Lab** 1 s.h.
Laboratory complement to 044:003 (GEOG:1020). Corequisites: 044:003 (GEOG:1020), if not taken as a prerequisite. GE: Natural Sciences Lab only.

**044:005 (GEOG:1050) Foundations of GIS** 3 s.h.
Cartography, map analysis, and geographic information systems; map projections and scale; data collection, remote sensing, and GPS; data structures and organization; cartometry; symbolization and visualization.

**044:010 (GEOG:1090) Globalization and Geographic Diversity** 3 s.h.
Examination of contemporary global society; focus on world regions including physical environment, culture, economy, politics of each region, and relationships between regions; analysis of current conflicts within and between regions including social, religious, political, and economic issues. GE: International and Global Issues; Social Sciences.

044:011 (GEOG:2110) Population Geography 3 s.h.
Spatial considerations of population growth and distribution; minorities within a population; poverty; housing; social organization and disorganization; social systems, including education, religion, recreation, medical and social services; diffusion of ideas and traits over space. GE: Social Sciences.

044:019 (GEOG:1070) Contemporary Environmental Issues 3 s.h.
Political, economic, cultural, technologic, ecological, and ethical issues associated with natural resource and environmental problems, including population, global climate change, food production, tropical deforestation, soil erosion, waste management. GE: International and Global Issues; Social Sciences.

044:029 (GEOG:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

044:030 (GEOG:2910) The Global Economy 3 s.h.
Examination of contemporary economic geography; types of national economies, uneven development, role of government in shaping economy, multinational corporations; foundation for understanding national economies and economic statistics; contemporary issues including economic globalization, commodification of nature, de-industrialization. GE: International and Global Issues; Social Sciences.

044:055 (GEOG:2130) World Cities 3 s.h.
Exploration of important urban centers, past and present; focus on why cities exist, how they are organized; key social, economic, and cultural roles played in human societies; examination of different historical eras, including ancient, medieval, and modern; analysis of urban physical structures and spatial organization, how they reflect societies that created them; case study cities include Ancient Rome, medieval Vienna, baroque Versailles, mercantile Amsterdam and London, major contemporary industrial and financial centers.

044:060 (GEOG:1060) Geography of Asia: From Japan to Pakistan 3 s.h.
Varied cultures and environments of Asia; exploration of physical and cultural landscapes of region; processes of development in context of globalization and regionalism; population growth; rise of megacities and urban agglomerations; ethnic, religious and political diversity and tensions; colonial legacies and emerging economies; food and water scarcity; climate change and biodiversity; natural hazards; migration and double burden of disease. GE: International and Global Issues.

044:088 (GEOG:2950) Environmental Conservation 3 s.h.
Scientific foundations of biological conservation; strategies used to better connect conservation practice with needs of a growing human population. Prerequisites: 044:003 (GEOG:1020) or 159:008 (ENVS:1080), and 044:019 (GEOG:1070).

044:100 (GEOG:2990) Readings for Undergraduates arr.
Supervised readings in geography.

For Undergraduates and Graduate Students

044:101 (GEOG:2310) Climatology 3 s.h.
Boundary layer processes that drive atmospheric dynamics; exchanges of energy and water at simple and complex surfaces; global climate change records, theories, models; impacts of climate on society. Prerequisites: 044:003 (GEOG:1020). Same as 012:104 (GEOS:2310).

044:102 (GEOG:3020) Earth Surface Processes 3 s.h.
Basic geomorphic and environmental processes that shape the earth’s surface; emphasis on erosion, transport, deposition by land mass movement (creep, landslides, earth flow), fluid agents (wind, water, ice); methods used to study these processes. Prerequisites: 012:005 (GEOS:1050) or 012:008 (GEOS:1080) or 044:003 (GEOG:1020) or 159:008 (ENVS:1080). Same as 012:102 (GEOG:3020), 159:102 (ENVS:3020).

044:103 (GEOG:2374) Biogeography 3 s.h.
Patterns of plant and animal distribution and their interpretation; historical geography including glaciation and plate tectonics; ecological geography, including physical factors (e.g., climate and geology); applications to conservation in diverse regions. Prerequisites: 002:001 (BIOL:1261) or 002:002 (BIOL:1141) or 002:022 (BIOL:1370) or 002:032 (BIOL:1412) or 044:003 (GEOG:1020). Same as 002:103 (BIOL:2374).

044:104 (GEOG:2410) Environment and Development 3 s.h.
Environmental impacts of industrial and rural development explored through Third World case studies (Latin America, Africa, South and East Asia); environmental degradation from perspectives of political economy and ecology; class, gender, and indigenous peoples’ issues; industry-agriculture linkages.

044:105 (GEOG:3500) Introduction to Environmental Remote Sensing 3 s.h.
Basic concepts and principles of remote sensing; sources of data; georegistration; digital processing and classification of remotely sensed images for extraction of environmental information; linkage of remote sensing techniques with GIS analysis.

044:106 (GEOG:3505) Foundations of GIS 3 s.h.
Cartography, map analysis, and geographic information systems; map projections and scale; data collection, remote sensing, GPS; data structures and organization; cartometry; stylization and visualization.

044:107 (GEOG:3070) Hungry Planet: Global Geographies of Food 3 s.h.
Societal and environmental implications of past, current, and future global food supply examined from a geographical perspective; focus on questions of who eats what, where, and why; transformative history of agriculture, modern agribusiness and alternative food supplies, geopolitical implications of food production, food scarcity and rising food costs, urban versus rural agriculture, the obesity epidemic versus malnutrition, and the future of food. Same as 152:107 (GHS:3070).
044:109 (GEOG:3540) Introduction to Geographic Visualization  
Basic concepts and techniques that underlie cartographic representation and the broader field of geographic visualization; digital cartographic practices; how scientific visualization, information visualization, and user interface design contribute to geographic visualization; map symbolization, scale and generalization, animation and dynamic map design, multimedia, virtual and mixed environments, interfaces for GIS; experience applying cartographic and visualization techniques. Prerequisites: 044:005 (GEOG:1050).

044:110 (GEOG:3520) GIS for Environmental Studies  
Methods of managing and processing geographic information for environmental analysis; basic concepts, structures, theories of geographic information system (GIS), basic analytical techniques, and hands-on experience in GIS operations. Prerequisites: 044:005 (GEOG:1050).

044:111 (GEOG:2930) Water Resources  
Introduction to science and policy issues affecting water resources management in the U.S.; how intersection of people, climate, technology, and geography affects quality, availability, and demand for freshwater resources; basic hydrological processes; water needs of people and ecosystems; influence of regulations and management on water quality, availability, and hazards; historical and contemporary developments in management of water, including international conflicts.

044:112 (GEOG:3530) Mapping American Cities and Regions  
Foundation concepts for GIS-based analysis of urban, social, and economic data for the United States; geo-referenced sources of U.S. national and state data; application to contemporary social issues. Prerequisites: 044:005 (GEOG:1050).

044:116 (GEOG:3350) Urban Ecology  
Main theories and concepts of urban ecology; examination of urban ecosystems from an interdisciplinary perspective; how cities function as socioecological systems in their own right and how urban areas function as parts of larger regional and global ecosystems; how urban form and dynamics influence ecological functioning; urban species and nature conservation; urban ecological planning and design. Requirements: junior standing, and 044:103 (GEOG:2374) or 159:134 (ENVS:2673) or introductory course in ecology.

044:117 (GEOG:3400) Iowa Environmental Policy in Practice  
How Iowa government addresses environmental policy development and implementation; policy process and current environmental issues; meetings with Iowa state legislators and relevant agency personnel in Des Moines, attendance at legislative sessions and hearings, and observation of how policies move into practice in agency offices; small group work to prepare a presentation on a policy or planning issue. Requirements: junior or higher standing, and 030:126 (POLI:3111) or 044:120 (GEOG:3780) or 113:143 (ANTH:3103) or 113:114 (ANTH:3112) or mid-level or higher course in environmental policy and planning curriculum.

044:120 (GEOG:3780) U.S. Energy Policy in Global Context  
Historical and contemporary aspects of U.S. governmental planning and policy on a wide range of energy issues in global context. Prerequisites: 044:019 (GEOG:1070), and 044:003 (GEOG:1020) or 012:008 (GEOS:1080). Same as 152:178 (GHS:3780).

044:123 (GEOG:3310) Landscape Ecology  
Effects of spatial pattern on spatial processes in ecology; characteristics of matrix, patch, corridor; fragmentation, deforestation, habitat loss; spatial flows of energy, matter, genetic information; relationship to human impact, global climate change. Requirements: 044:103 (GEOG:2374) or a 100-level course in ecology.

044:125 (GEOG:4750) Environmental Impact Analysis  
Environmental impact assessment methodologies; emphasis on cost-benefit-risk, cost-effectiveness and incremental analysis, and overlay and graphic techniques; optimal resource use, system simulation; field trips to local environmental control facilities. Prerequisites: 044:019 (GEOG:1070). Same as 102:125 (URP:4750).

044:126 (GEOG:3320) Wetlands: Function, Geography, and Management  
Hydrological, geomorphological, and ecological processes and their interaction in wetlands; geographic differences in wetlands based on climate and hydrology; wetlands, lakes, and rivers; role of wetlands in drainage basin hydrology and flooding; values and valuation of wetlands; wetland law and wetland delineation; wetlands and water resources. Prerequisites: 044:101 (GEOG:2310) or 044:103 (GEOG:2374). Same as 012:126 (GEOS:3260).

044:127 (GEOG:3750) Environmental Quality: Science, Technology, and Policy  
Geographical perspectives in the study and interpretation of chemicals in the environment; environmental standards under existing laws; local, regional, national, international case studies in environment and health; socioeconomic and institutional considerations in designing environmental protection strategies. Prerequisites: 225:025 (STAT:1020).

044:128 (GEOG:4520) GIS for Environmental Studies: Applications  
Applications of geographic information system (GIS) techniques in environmental change analysis (especially land use/cover change), environmental assessment, hazard/risk analysis, environmental decision making. Prerequisites: 044:110 (GEOG:3520).

044:130 (GEOG:3560) Spatial Analyses of Wind Energy  
Introduction to underlying processes, measurement methods, and spatial analyses related to wind energy; siting criteria, techniques for data collection and analysis, GIS-based approaches for suitability studies.

044:131 (GEOG:3110) Geography of Health  
Provision of health care in selected countries, with particular reference to the Third World; focus on problems of geographical, economic, cultural accessibility to health services; disease ecology, prospective payment systems, privatization, medical pluralism. Same as 152:131 (GHS:4111).
044:133 (GEOG:3940) Transportation Economics 3 s.h.
Overview of transportation markets—intercity, rural, urban; transportation modes—rail, highway, air, water, pipeline, transit; issues in finance, policy, planning, management, physical distribution, and environmental, economic, and safety regulation. Recommendations: 06E:001 (ECON:1100) and 06E:002 (ECON:1200). Same as 102:133 (URP:3350), 06E:145 (ECON:3750).

044:135 (GEOG:4930) Urban Geography 3 s.h.
Central ideas of modern urban geography, their links to social theory; focus on interrelation between social change, urban environment; evolution of urban systems, emergence of the capitalist city, urban social and residential differentiation, local politics of uneven development.

044:136 (GEOG:3920) Planning Livable Cities 3 s.h.
Development of livable cities in the United States; economic, physical, environmental, and political forces that shape their growth; impact of planning, how it shapes the future of cities. Same as 102:101 (URP:3001).

044:137 (GEOG:4150) Health and Environment: GIS Applications 3 s.h.
Applications of GIS and spatial analysis for studying health outcomes and exposure to environmental contaminants at different geographical scales. Same as 152:139 (GHS:4150).

044:139 (GEOG:4570) Spatial Analysis and Location Models 3 s.h.
Application of location models within GIS environments to support decision making; small area demographic forecasting, location-allocation models, regionalization problems, shortest path models, other spatial analysis methods used to support spatial decisions. Prerequisites: 044:005 (GEOG:1050).

044:140 (GEOG:5129) Information Systems for Resource Management 3 s.h.
Understanding and managing natural and engineered resources requiring data-reach foundation; management of data; complex data-driven technologies integrated into data and information systems (DIS); hands-on opportunity to develop or use capabilities of DIS for study or research area of interest (science, engineering, industrial operation); wind power generation, an emerging field in Iowa, used as a case study for illustrating key DIS components, links, and functionalities. Same as 056:129 (IE:5129), 058:129 (ME:5129), 053:129 (CEE:5129), 055:129 (ECE:5129).

044:141 (GEOG:4580) Introduction to Geographic Databases 3 s.h.
Introduction to key aspects of database design for GIS applications; major database models that support spatial data; formal models for key spatial relationships that underlie many different GIS applications; basics of SQL for making queries on datasets; design and construction of ArcGIS geodatabases: ArcGIS tools for geoprocessing. Prerequisites: 044:005 (GEOG:1050).

044:142 (GEOG:4650) Simulation in Environmental Geography 3 s.h.
How computer simulations are used in environmental studies, with focus on landscape ecology (spatial patterns of organisms and ecosystems); basics of performing simulations; principles and applications of simulation through readings and performing simulations; frontiers of simulation use in the field; hands-on experience writing computer simulations that capture environmental processes (e.g., changing climate, predator-prey relations, nutrient flux), and analyzing the outcomes. Requirements: advanced courses in environmental geography or environmental science and senior standing.

044:145 (GEOG:4500) Applications in Environmental Remote Sensing 4 s.h.
Theory and practice of remote sensing and digital image processing; practical applications to human-environment interactions. Recommendations: 044:105 (GEOG:3900) or 012:110 (GEOG:3100) or 159:110 (ENVS:3100).

044:146 (GEOG:3570) Light Detection and Ranging (LIDAR): Principles and Applications 3 s.h.
Basic principles and applications of Light Detection and Ranging (LIDAR); LIDAR as an essential technology for mapping and analysis of a vast range of surfaces; application examples include floodplain mapping, forestry management, transportation planning, vegetation analysis, urban planning, and 3-D modeling; theoretical understanding and practical experience using different software. Recommendations: 012:110 (GEOG:3100) or 044:105 (GEOG:3500).

044:150 (GEOG:4030) Senior Project Seminar 3 s.h.
Development of a research project and preparation of a research report. Offered spring semesters.

044:151 (GEOG:4990) Senior Thesis 3 s.h.
Original research. Requirements: senior standing.

044:161 (GEOG:2404) African Development 3 s.h.
Problems of economic, political, spatial integration in Africa; patterns and processes of economic development and nation building. GE: International and Global Issues; Social Sciences.

044:164 (GEOG:4960) The Middle East 3 s.h.
Middle East cultures, political economy, conflict; significance of the Middle East in world affairs, vice versa.

Current topics in occupational and environmental health; how the United States protects workers, protects people from environmental agents, and reduces environmental harm. Same as 175:101 (OEH:3210).

044:175 (GEOG:3760) Hazards and Society 3 s.h.
Introduction to social science perspectives on societal responses to natural and technological hazards; risk perception and communication, disaster management, social vulnerability, and risk assessment; case studies of recent major disasters (e.g., Haiti earthquake, Tohoku earthquake/tsunami/nuclear accident, Hurricane Katrina); current directions in hazards research, policy, and practice. Same as 152:180 (GHS:3760).
044:177 (GEOG:4770) Environmental Justice 3 s.h.
Review of theoretical positions for examining environmental justice, application of those theories to environmental controversies around the globe.

044:179 (GEOG:3340) Ecosystem Services: Human Dependence on Natural Systems 3 s.h.
Ecosystem services from an interdisciplinary perspective centering on geographic techniques used to measure, map, and model ecosystem services; methods used to incorporate ecosystem services into decision and policy making; reliance on ecosystem services, valuable goods, and services produced by ecosystems such as flood control, food production, and water purification for well being; how activities alter ecosystems and thus alter these services, reducing quality-of-life or, in some cases, the ability to survive. Prerequisites: 044:105 (GEOG:1050), and 002:134 (BIOL:2673) or 012:008 (GEOS:1080) or 044:003 (GEOG:1020) or 044:019 (GEOG:1070) or 044:103 (GEOG:2374) or 044:123 (GEOG:3310) or 159:008 (ENVS:1080) or 159:134 (ENVS:2673).

044:180 (GEOG:4010) Field Methods in Physical Geography 2-4 s.h.
Methods of measuring climate, vegetation, soil, landforms, water; projects in areas including field meteorology, tree-ring sampling, topographic surveying, vegetation sampling, water quality sampling, use of global positioning systems; introduction to research design.

044:181 (GEOG:4020) Field Methods: Mapping and Mobile Computing 3 s.h.
Development and application of mobile geographic information technologies; key issues associated with global positioning systems (GPS), wireless technologies, field-based data collection and analysis, ubiquitous computing, and location-based services; experience using GPS, advanced mobile computing technologies, mobile GIS software to construct geographic datasets, and data sampling techniques.

044:186 (GEOG:3360) Soil Genesis and Geomorphology 3 s.h.
Introduction to soil genesis, soil geomorphology, and classification including the basics of soil profile description and soil-landscape, soil-vegetation, and soil-climate relationships; emphasis on study of soils as the interface between living and non-living Earth systems and the role of soils in sustaining ecosystems and human societies; short field excursions and a weekend field trip. Requirements: college earth science and chemistry. Same as 012:136 (GEOS:3360).

044:188 (GEOG:4870) Applied Geostatistics 3 s.h.
Applications of geostatistical methods to geology, geography, hydrology, environmental sciences, and engineering; variogram, Kriging, analysis of spatial-varied data with varied computer software in participants' specialties. Same as 012:178 (GEOS:4870).

044:194 (GEOG:3910) Geographic Perspectives on Development 3 s.h.
Theoretical and empirical studies of the regional development process, with emphasis on developing countries; alternative regional development theories and changes in development theories in the literature of geography, related disciplines.

044:195 (GEOG:3992) Undergraduate Research arr.
Supervised research in geography.

044:197 (GEOG:3001) Special Topics arr.
Contemporary fields of inquiry, such as political economy, regional/African development, biophysical systems, GIS, locational analysis, water resources, economic geography, demographic analysis, environment, urbanization, transportation.

Original research. Requirements: honors standing.

For Graduate Students

044:200 (GEOG:5001) Readings arr.
Supervised readings by graduate students in topics of their choice.

044:210 (GEOG:5010) Fundamentals of Geography 3 s.h.
Geography as an academic discipline; history, advances, epistemology, common themes.

044:211 (GEOG:5050) Research and Writing in Geography 3 s.h.
Identification of research areas; research questions and hypotheses; responsible conduct of research; methodological decisions; research proposal and paper writing.

044:241 (GEOG:3550) Integrating Time into GIS 3 s.h.
Fundamental concepts for integrating temporal elements into geographic information systems (GIS); conceptual and formal models of time, models of change, event-based modeling, modeling of moving entities; topics related to fundamentals of spatiotemporal databases and query languages. Prerequisites: 044:005 (GEOG:1050).

044:242 (GEOG:5650) Simulations in Landscape Ecology 3 s.h.
Dynamics of land use and land cover change explored through advanced use of computer simulations in landscape ecology; how simulation is used in the field; simulations based on landscape ecology questions, with analysis of results using typical landscape ecology metrics. Prerequisites: 044:142 (GEOG:4650).

044:243 (GEOG:5550) Modeling Space and Time 3 s.h.
How to generate time-space-resolved estimates of sociophysical environmental contexts with the aid of modern geo-spatial technologies; how to model social, behavioral, and health outcomes with reference to multilevel time-space-resolved sociophysical environmental contexts; environmental contexts from air pollution and pesticide concentration to neighborhood diversity; statistical modeling of varied social, behavioral, and health outcomes such as dropping out of college, smoking, excessive weight, asthma, mental and physical disability. Requirements: a course in statistics and good understanding of correlation and regression.

044:265 (GEOG:6264) Planning Sustainable Transportation 3 s.h.
Theories and methods of exerting public control over passenger and freight transportation; social and environmental regulation; effects of changing finance, regulation, and pricing policies, including privatization, tolls, impact fees. Same as 102:265 (URP:6265).

044:286 (GEOG:6635) Crossing Borders Seminar 2-3 s.h.


044:296 (GEOG:5060) Topics in Geographic Information Science 3 s.h.
Current theoretical research issues in geographic information science; intensive readings.

044:297 (GEOG:5070) Special Topics arr.
Contemporary fields of inquiry, such as political economy, regional/African development, biophysical systems, GIS, locational analysis, water resources, economic geography, demographic analysis, environment, urbanization, transportation.

044:315 (GEOG:6500) Seminar in Spatial Analysis and Modeling 1-3 s.h.
Research themes in spatial analysis, GIScience, simulation, remote sensing.

044:316 (GEOG:6300) Seminar in Environment, Conservation, and Land Use 3 s.h.
Research on land use, water resources, conservation.

044:318 (GEOG:6100) Seminar in Health and Environment 3 s.h.
Research on health and environment.

044:319 (GEOG:6900) Seminar in International Development 3 s.h.
Research on GIScience and development.

044:350 (GEOG:7000) Geography Colloquium arr.

044:415 (GEOG:7550) Research in Spatial Analysis and Modeling 1-3 s.h.
Directed research in spatial analysis, GIScience, simulation.

044:416 (GEOG:7350) Seminar: Environment, Conservation, and Land Use 1-3 s.h.
Directed research in land use, water resources, conservation.

044:417 (GEOG:7750) Research in Environmental Policy 1-3 s.h.
German

Director, Division of World Languages, Literatures, and Cultures
• Russell Ganim

Chair, Department of German
• Russell Ganim

General Education language coordinator
• Bruce Spencer

Professors
• Sarah M.B. Fagan, Waltraud Maierhofer

Associate professor
• Glenn Ehrstine

Lecturer
• Bruce Spencer

Professors emeriti
• Judith P. Aikin, Wolfgang Ertl, James P. Sandrock, Ingeborg H. Solbrig

Associate professors emeriti
• Ford B. Parkes, Richard M. Runge

Undergraduate major: German (B.A.)
Undergraduate minor: German
Graduate degree: M.A. in German
Web site: http://clas.uiowa.edu/dwllc/german

The Department of German provides education in the language, literature, and culture traditionally designated as German, as expressed in the language and cultural heritage of Germany, Austria, and Switzerland. Its faculty members focus their research and teaching on German language, literature, and culture, applying disciplinary and interdisciplinary perspectives.

Graduate study in German builds on the department’s strengths and those of other departments to provide strong, individualized graduate training. The department is committed to helping students identify and pursue their own historical and theoretical interests in the study of German language and literature.

Undergraduate students in all majors may satisfy the World Languages requirement of the General Education Program (p. 306) with courses in German; see "Language for General Education" below. They also may choose from a variety of other courses on German arts and culture that are approved for General Education and taught in English; see "German in Translation" under "Courses" below.

University graduates with degrees in German frequently enter the teaching profession. They also find positions in government, foreign service, and commercial enterprise.

The Department of German is one of the academic units in the Division of World Languages, Literatures, and Cultures (p. 222).

Undergraduate Programs of Study

• Major in German (Bachelor of Arts)
• Minor in German

Bachelor of Arts

The Bachelor of Arts with a major in German requires a minimum of 120 s.h., including at least 30 s.h. of work for the major. Students who plan to earn licensure to teach in elementary and/or secondary schools should see "B.A. with Teacher Licensure" below.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students who begin a German major with no previous German language experience must complete the following courses or their equivalents.

013:011 (GRMN:1001) Elementary German I 4 s.h.
013:012 (GRMN:1002) Elementary German II 4 s.h.
013:021 (GRMN:2001) Intermediate German I 4 s.h.
013:022 (GRMN:2002) Intermediate German II 4 s.h.


The 30 s.h. required for the major must include at least five upper-level German courses taken at The University of Iowa. Students may count a maximum of two Department of German courses taught in English (see "German in Translation" under "Courses" below) toward requirements for the major if they complete the 4 s.h. section of the course(s). Note: 013:101 (GRMN:3501) Introduction to German Literature (or equivalent) is prerequisite to all other German literature courses.

013:101 (GRMN:3501) Introduction to German Literature 3 s.h.
013:103 (GRMN:3103) Composition and Conversation I 3 s.h.
013:104 (GRMN:3104) Composition and Conversation II 3 s.h.
013:116 (GRMN:4116) Advanced Composition and Conversation 3 s.h.

Linguistics—one of these:
013:107 (GRMN:3807) Introduction to German Linguistics 3 s.h.
013:122 (GRMN:3855) The Sounds of German 3 s.h.
013:165 (GRMN:3865) History of the German Language 3 s.h.

Culture—one of these:
013:105 (GRMN:3405) German Cultural History 3 s.h.
013:115 (GRMN:4315) Contemporary German Civilization 3 s.h.

Electives:
Four 100-level electives offered by the Department of German 12 s.h.

German majors, both undergraduate and graduate, are urged to supplement their degree programs with relevant courses in areas such as German history, philosophy, and business.

B.A. with Teacher Licensure

German majors interested in earning licensure to teach in elementary and/or secondary schools must complete...
the College of Education's Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Students who plan to use their work toward a German minor as academic background for earning teacher licensure should contact the Office of Education Services about requirements.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University's Four-Year Graduation Plan.

**Before the third semester begins:** language competency equal to first-year German

**Before the fifth semester begins:** language competency equal to second-year German

**Before the seventh semester begins:** four courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester:** two to three additional courses in the major

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**

The department offers exceptional students the opportunity to pursue honors study in the German major. To participate in the department's honors program, students must have completed three years of college-level German, or the equivalent, with a g.p.a. of at least 3.50 in upper-division German courses. They also must be members of the University's honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

Students working toward graduation with honors in the German major must register for 013:190 (GRMN:4990) Honors Program in German and must meet regularly with their faculty director of studies. They are expected to engage in readings and discussions in German linguistics, literature, or culture and to write essays in German and English. They also must complete honors research and write an honors thesis, registering for 013:191 (GRMN:4991) Honors Research and Thesis. They complete their honors requirements by presenting their honors thesis to a faculty committee of at least three members.

**Minor**

The minor in German requires a minimum of 15 s.h. in college-level German courses, including 12 s.h. in 100-level courses taken at The University of Iowa; however, students may count up to 6 s.h. earned in study abroad at a university in a German-speaking country toward the minor. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

All Department of German courses taught in German and numbered 013:100 (GRMN:4900) Individual German and above count toward the minor. Students may count one Department of German course taught in English (see “German in Translation” under “Courses” below) toward the minor if they complete the 4 s.h. section of the course.

**Language for General Education**

The department offers several sequences of German language courses that students in all majors may use to satisfy the World Languages requirement of the College of Liberal Arts and Sciences General Education Program (p. 306).

Students who have had experience with German should take the online World Languages Placement Test, which helps determine the level at which a student should begin German language study at The University of Iowa. Students with no background in German should begin their study with 013:011 (GRMN:1001) Elementary German I. Students using German to satisfy the World Languages requirement should talk with departmental advisors to determine which of these sequences is best for them.

- 013:011 (GRMN:1001) Elementary German I
- 013:012 (GRMN:1002) Elementary German II
- 013:011 (GRMN:1001) Elementary German I
- 013:012 (GRMN:1002) Elementary German II
- 013:013 (GRMN:1020) Intensive Elementary German
- 013:013 (GRMN:1020) Intensive Elementary German
- 013:014 (GRMN:1010) First-Year German Review
- 013:014 (GRMN:1010) First-Year German Review

**Joint B.A./M.A.**

The joint Bachelor of Arts/Master of Arts program in German permits students to count 12 s.h. of approved course work toward both degrees and to take graduate-level German courses while they are still undergraduates. Students may complete both degrees in five years. They receive the B.A. when they have satisfied all requirements for the bachelor's degree, and they receive the M.A. when they have completed all master's degree requirements.

The joint B.A./M.A. is appropriate for students who enter the University from high school with advanced German language preparation. It is attractive to highly motivated students who plan to study abroad and who plan to pursue a Ph.D. in German or second language acquisition. It may serve as preparation for other programs, such as those related to international studies, library science, business with an international focus, or international relations.
Students seeking careers in teaching or other fields may pursue the joint degree as a credential.

Joint program students must fulfill all requirements for the B.A. They ordinarily spend two semesters in their junior year enrolled in the study abroad program at the University of Freiburg, in Germany (see “Study Abroad” below), unless they have satisfied this requirement another way (e.g., a year abroad during high school or another study abroad program with similar content).

During the last two semesters of their senior year, they may take up to 12 s.h. of graduate-level courses that count toward both degrees (for the B.A., 6 s.h. count as required courses and 6 s.h. count as electives). Once they complete all B.A. requirements, they complete the remaining M.A. requirements.

Students must maintain an undergraduate German g.p.a. of at least 3.50; if they fail to meet this standard for more than one semester, they may be required to leave the program. They must have an overall undergraduate g.p.a. of at least 3.00 when they achieve graduate standing.

Applicants must be admitted to the joint program before the beginning of their seventh semester (senior year). They must be University of Iowa undergraduate students; must have completed 80 s.h. or be in the process of completing 90 s.h. of undergraduate work; and must have completed or be in the process of completing at least 21 s.h. of 100-level course work in the German major. They must have completed or be in the process of completing a study abroad program in a German-speaking country or have satisfied this requirement another way. They also must have a g.p.a. of at least 3.50 in German when they apply to the program or a letter from a Department of German faculty member recommending an exception.

Students pay undergraduate tuition and fees during their first semester in the joint program (normally their seventh semester); beginning with their second semester in the program (normally their eighth semester), they begin paying graduate tuition and fees. Students may hold a graduate appointment beginning with their second semester in the joint program.

Study Abroad

The Department of German participates in an academic year abroad program for undergraduates at the Albert-Ludwigs Universität in Freiburg, Germany. The Freiburg program is offered by a consortium made up of Michigan State University, The University of Iowa, The University of Michigan, and The University of Wisconsin-Madison.

Students arrive during the first week of September and participate in a four-week intensive language program. Then they take a blend of special program classes and regular German university courses. Organized field trips are designed to give students a broader perspective on German culture. Vacation periods permit extensive travel throughout Europe, and students are encouraged to use weekends for shorter trips in the region.

To apply, students must have reached at least sophomore standing by the beginning of the program, must have completed at least the first four semesters of college German or the equivalent with a g.p.a. of at least 3.00 in German, and must be in good academic standing at a U.S. college or university.

Students earn resident credit in all courses successfully completed in the program. They may count up to 21 s.h. earned at Freiburg toward the major in German. Credit also counts toward the minor in German. Students in other majors should consult with their advisor or their department’s undergraduate director.

Contact the Department of German or International Programs Study Abroad for more information.

Graduate Program of Study

- Master of Arts in German (with or without thesis)

Advanced undergraduate students majoring in German may begin working toward a master’s degree in German while completing their bachelor’s degree; see “Joint B.A./M.A.” above.

Master of Arts

The Master of Arts program in German requires a minimum of 33 s.h. of graduate credit. It is offered with or without thesis.

M.A. students choose one of two concentrations: German literature or Germanic linguistics. The German literature concentration requires seven literature courses (21 s.h.) and four linguistics courses (12 s.h.). The Germanic linguistics concentration requires seven linguistics courses (21 s.h.) and four literature courses (12 s.h.).

M.A. students are expected to complete at least 24 s.h. in the Department of German. All M.A. course work taken outside the department requires the graduate advisor’s approval.

Before taking the M.A. exam, students must demonstrate reading knowledge of a foreign language other than German, at a level equivalent to two years of college study or four years of high school study. Students may demonstrate competence by submitting proof that they have taken the required course work with a g.p.a. of at least 3.00 or by passing an exam at the fourth-semester college level, as determined by the appropriate language department.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Financial Support

Teaching assistantships, research assistantships, and partial tuition scholarships are available for qualified graduate students. The department awards the Wilson and the Funke prizes to students of distinction.

Facilities and Resources

Students have the opportunity to improve their comprehension and command of German by working with recorded materials in the Language Media Center. They also may benefit from the multimedia courseware and digital video recordings from German television.

An extensive collection of works and periodicals at University of Iowa Libraries facilitates research in all major areas of German literature and Germanic linguistics and at all levels of study.
The Global Mosaic and Spoken Here Living-Learning Communities are two on-campus housing options of special interest to undergraduate world languages students.

Courses

Primarily for Undergraduates

013:011 (GRMN:1001) Elementary German I 4 s.h.
Understanding and speaking "everyday German"; reading and writing skills; acquaintance with the German-speaking world through discussion, readings, videos. GE: World Languages First Level Proficiency.

013:012 (GRMN:1002) Elementary German II 4 s.h.

013:013 (GRMN:1020) Intensive Elementary German 4,6 s.h.
Elementary German I and II combined in one intensive course. GE: World Languages Second Level Proficiency.

013:014 (GRMN:1010) First-Year German Review 5 s.h.
Accelerated course in preparation for third-semester German. Requirements: at least two years of high-school German. GE: World Languages Second Level Proficiency.

013:021 (GRMN:2001) Intermediate German I 4 s.h.
Proficiency in spoken and written German; German-speaking cultures of central Europe, their historical background; emphasis on refinement of reading skills. Prerequisites: 013:012 (GRMN:1002) or 013:014 (GRMN:1010). GE: World Languages Second Level Proficiency.

013:022 (GRMN:2002) Intermediate German II 4 s.h.

013:025 (GRMN:2020) Intensive Intermediate German 4-6 s.h.

013:040 (GRMN:1040) German for Travelers 2 s.h.
Basic German skills for tourists; for students with no previous knowledge of German.

For Undergraduate and Graduate Students

013:100 (GRMN:4900) Individual German arr.
Requirements: German major or minor.

013:101 (GRMN:3501) Introduction to German Literature 3 s.h.
Literary works from various genres. Taught in German. Prerequisites: 013:022 (GRMN:2002).

013:103 (GRMN:3103) Composition and Conversation I 3 s.h.
Active command of German in reading, speaking, writing. Taught in German. Prerequisites: 013:022 (GRMN:2002).

013:104 (GRMN:3104) Composition and Conversation II 3 s.h.
Taught in German. Prerequisites: 013:022 (GRMN:2002).

013:105 (GRMN:3405) German Cultural History 3 s.h.
Emphasis on mythical historical persons and places. Taught in German. Prerequisites: 013:101 (GRMN:3501) or 013:103 (GRMN:3103) or 013:104 (GRMN:3104).

013:107 (GRMN:3807) Introduction to German Linguistics 3 s.h.
Phonology, morphology, syntax, semantics, historical development. Taught in German. Offered spring semesters of even years. Prerequisites: 013:101 (GRMN:3501) or 013:103 (GRMN:3103) or 013:104 (GRMN:3104).

013:114 (GRMN:3214) Business German 3 s.h.
World of German business, role of German-speaking countries in world trade; emphasis on German business protocol, correspondence. Taught in German. Offered fall semesters of even years. Prerequisites: 013:022 (GRMN:2002) or 013:025 (GRMN:2020).

013:115 (GRMN:4315) Contemporary German Civilization 3 s.h.
Government and political structure, economy, mass media, education, social and cultural life of Germany, Austria, Switzerland from the end of World War II to present. Taught in German. Offered spring semesters of odd years. Prerequisites: 013:101 (GRMN:3501) or 013:103 (GRMN:3103) or 013:104 (GRMN:3104). GE: International and Global Issues.

013:116 (GRMN:4116) Advanced Composition and Conversation 3 s.h.
Speaking and writing. Taught in German. Prerequisites: 013:103 (GRMN:3103) and 013:104 (GRMN:3104). Requirements: German undergraduate standing.

013:122 (GRMN:3855) The Sounds of German 3 s.h.
Analysis of sounds and sound system of German; practice in listening and speaking. Prerequisites: 013:022 (GRMN:2002).

013:135 (GRMN:3250) Brief Texts About Big Events 3 s.h.
Twentieth-century German literature in context of major historical events. Taught in German. Prerequisites: 013:022 (GRMN:2002).

013:140 (GRMN:4540) Literature in Film 3 s.h.
Representative texts of German literature with film adaptations as specific readings. Taught in German. Corequisites: 013:101 (GRMN:3501), if not taken as a prerequisite.
013:141 (GRMN:3010) Stories in German 3 s.h.
Stories and other relatively short prose by representative authors; discussion and response; varied topics. Taught in German. Prerequisites: 013:101 (GRMN:3501).

Historical construction and fictional representation of women and men persecuted as witches and witchmasters in German-speaking countries. Prerequisites: 013:101 (GRMN:3501).

013:148 (GRMN:4587) Violence and Culture 3 s.h.
Violence viewed with a mixture of fear and fascination in modern German society, source of creation and destruction; how this is treated in literary, cinematic, and critical works from the 19th and 20th centuries; how violence is interpreted and evaluated in these works in social, political, psychological, and philosophical terms. Prerequisites: 013:101 (GRMN:3501).

013:150 (GRMN:4730) Beautiful Souls and Scandalous Writing 3 s.h.
Varied works of and about the 18th century; fairy tales, plays, short novels, poems, and other texts by authors such as Lichtenberg, Goethe, Naubert, Schiller, Schlegel, Sueskind; gender roles ascribed to women and men. Prerequisites: 013:101 (GRMN:3501).

013:152 (GRMN:4630) German Culture Before the Third Reich 3 s.h.
Introduction to self-consciously, avant-garde literature (drama, poetry, prose) and other art forms (film, music, visual arts) produced in Germany between 1910-1930; examination of various styles, including expressionism, Dadaism, new objectivity, surrealism; artistic innovation and cultural resonance. Prerequisites: 013:101 (GRMN:3501).

013:153 (GRMN:4589) Tyrants and Terror 3 s.h.
Introduction to literature and adaptations in film from 1750 to the present; artists’ and writers’ views of appalling events and historical figures; application of creative role playing to better understand structural and psychological components and describing and generating emotions; readings range from Schiller’s classical dramatization of the Wilhelm Tell myth to recent Nobel-prize winner Herta Mueller writing about communist Romania. Prerequisites: 013:022 (GRMN:2002) and 013:101 (GRMN:3501). Requirements: two years of German language.

013:155 (GRMN:2155) Image of America in German Literature and Film 3 s.h.
Examination of real and imagined cultural stereotypes; representations of the United States in German literature, film, and media. Prerequisites: 013:101 (GRMN:3501) or 013:103 (GRMN:3103) or 013:104 (GRMN:3104).

013:165 (GRMN:3865) History of the German Language 3 s.h.
History of the German language; its Indo-European roots, important characteristics of the language’s major periods. Prerequisites: 013:101 (GRMN:3501) or 013:103 (GRMN:3103) or 013:104 (GRMN:3104).

013:185 (GRMN:4850) Senior Seminar 3 s.h.
Capstone course for majors in their last year; online graduation portfolio. Prerequisites: 013:103 (GRMN:3103) and 013:104 (GRMN:3104). Requirements: German major and undergraduate standing.

013:190 (GRMN:4990) Honors Program in German 3 s.h.
Individual work in literature, linguistics, and culture. Requirements: three years of college-level German and g.p.a. of at least 3.50 in German.

013:191 (GRMN:4991) Honors Research and Thesis 3 s.h.

German for Graduate Nonmajors
Graduate students not pursuing a degree in German also may take 013:013 (GRMN:1020) Intensive Elementary German and 013:025 (GRMN:2020) Intensive Intermediate German; see "For Undergraduate and Graduate Students," above.

013:128 (GRMN:5000) German Reading for Graduate Students 4 s.h.
Grammar review, vocabulary building, extensive reading of sophisticated texts. Offered spring semesters. Prerequisites: 013:012 (GRMN:1002) or 013:013 (GRMN:1020) or 013:014 (GRMN:1010). Requirements: non-German graduate standing.

For Graduate Students
Special problems in German literature and linguistics. Requirements: German graduate standing.

013:221 (GRMN:5030) Principles of Teaching and Learning Foreign Languages 3 s.h.

013:243 (GRMN:6255) Early German Theater 3 s.h.
Development of German drama from the 10th to 18th century, beginning with Hrotsvitha of Gandersheim and ending with Johann Christoph Gottsched; the place of theater in contemporary society; the function of religious (passion) and secular (carnival) plays for the late medieval urban community; the role of Protestant plays in spreading religious reform; the purpose of court performance during the Baroque.

013:253 (GRMN:6920) Multimedia and Second Language Acquisition 3 s.h.
Foreign language multimedia in context of current second language acquisition theories and research; readings on interactivity, interface design, feedback, learner control; acquisition of vocabulary, grammar, and culture. Requirements: foreign language teaching methodology course. Same as 164:211 (SLA:6920), 009:238 (FREN:6920), 035:212 (SPAN:6920).
013:255 (GRMN:6800) Semantics 3 s.h.
Meaning in natural language, with focus on German; lexical semantics (sense relations, semantic fields, componential analysis), modality, temporal and spatial deixis, aspect. Same as 164:298 (SLA:6111).

013:256 (GRMN:6750) Modern German Syntax 3 s.h.
Analysis of syntax within a generative framework.

013:257 (GRMN:6700) Morphology 3 s.h.
Word structure and formation in Modern German; inflection, derivation, compounding.

013:258 (GRMN:6600) Modern German Phonetics and Phonology 3 s.h.
The sounds and sound system of Modern Standard German.

013:259 (GRMN:3540) Grammar in Second Language Teaching/Learning 3 s.h.
Grammar, second language acquisition, and teaching. Taught in English, projects in varied languages. Same as 164:225 (SLA:5973).


013:262 (GRMN:6635) Crossing Borders Seminar 2-3 s.h.

013:299 (GRMN:6898) Special Topics in German Linguistics 3 s.h.


German in Translation

13E:029 (GRMN:1000) First-Year Seminar 1 s.h.

13E:066 (GRMN:2666) Pact with the Devil 3-4 s.h.
Pact with the devil—a metaphor for humankind’s desire to surpass the limits of knowledge and power—in German literature and culture from early modern time to early 20th century; Goethe’s Faust, Klaus Mann’s Mephisto, Thomas Mann’s Doctor Faustus, Weber opera; fascination with the forbidden in regard to women, such as in Meinhold’s Amber Witch; the pact in other cultures and in contemporary American literature and culture. Taught in English. Requirements: 010:003 (RHET:1030) or completion of General Education rhetoric requirement. GE: Literary, Visual, and Performing Arts.

13E:070 (GRMN:2550) Mardi Gras and More: Cultures of Carnival 3-4 s.h.
Literature and customs associated with carnival from antiquity through present day; readings on theories of carnivalesque (Mikhail Bakhtin, Peter Burke, and others); materials from three distinct carnival cultures—Renaissance Europe ( Francois Rabelais, German carnival plays), 19th-century New Orleans, and present day Rio de Janeiro. GE: Values, Society, and Diversity.

13E:075 (GRMN:2775) Scandinavian Crime Fiction 3-4 s.h.
Contemporary Scandinavian crime novel in its literary, historical, geographic, cultural, and social context. Taught in English. GE: Literary, Visual, and Performing Arts.

13E:080 (GRMN:2780) King Arthur Through the Ages 3-4 s.h.
Representation and function of King Arthur in European literature and film, from Geoffrey of Monmouth’s History of the Kings of Britain (ca. 1136) to present. Taught in English. GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity.

13E:085 (GRMN:2785) The Fantastic and Supernatural in German Literature 3-4 s.h.
Themes of the fantastic and supernatural in German literature; works by well-known authors from 18th century to present (Goethe to Kafka, the Romantics, Magic Flute to Neverending Story) in historical context; writers’ struggle to define and maintain themselves through tumultuous social and personal changes. GE: Literary, Visual, and Performing Arts.

13E:118 (GRMN:2618) The Third Reich and Literature 3-4 s.h.

13E:119 (GRMN:2819) German Film 3-4 s.h.
Overview 1925-1987; examples of avant-garde films of the Weimar Republic, propagandist filmmaking from the Third Reich, filmmaking traditions of the GDR and FRG. Taught in English. GE: Literary, Visual, and Performing Arts.

13E:120 (GRMN:2720) Germany in the World 3-4 s.h.

13E:126 (GRMN:4475) Germany Since 1914: Weimar, Hitler, and After 3-4 s.h.
Continuity, change in 20th-century German politics, society, culture; creation, collapse of Weimar Republic; Nazism and Third Reich; East and West Germany since 1945; unification and its discontents. GE: International and Global Issues. Same as 16E:156 (HIST:4475).
Global Health Studies

**Director**
- Christopher Squier

**Undergraduate minor:** global health studies
**Undergraduate certificate:** global health studies
**Graduate certificate:** global health studies

**Web site:** http://clas.uiowa.edu/global-health-studies

Study, research, and practice in global health places a priority on improving health and achieving equity in health for all people worldwide. Issues in the field include social determinants of health, health care disparities, infectious and noncommunicable diseases, environmental challenges, and human rights as well as economic development, health policy, and health systems.

The University of Iowa’s Global Health Studies Program examines the complex processes influencing health and disease around the world. It considers not only the manifestations of significant diseases and public health and health care systems, but also the underlying forces and institutions—such as technology, politics, culture, legal structure, history, and economics—that collectively influence patterns of health and disease.

The Global Health Studies Program equips its students to:

- identify the nature, magnitude, and distribution of factors that contribute to excess morbidity and mortality, including disparities in health status by gender, race, ethnicity, rural or urban location, and economic status;
- understand how trade, labor, food supply and sustainability, the environment, climate change and natural disasters, pharmaceuticals, international aid, human rights, and conflict may contribute to health status; and
- be aware of and able to assess the appropriateness of intervention strategies to promote health and to address major health problems, particularly in low resource settings, and to be able to evaluate the effectiveness and sustainability of such interventions.

The Global Health Studies Program attracts undergraduate, graduate, and professional students from a wide range of disciplines, including public health, health and pre-health sciences, health economics, nursing, social sciences, environmental engineering, anthropology, history, law, business, journalism, social work, and education.

**Undergraduate and Graduate Programs of Study**

- Certificate in Global Health Studies (undergraduate and graduate)
- Minor in global health studies (undergraduate)

The College of Liberal Arts and Sciences grants the undergraduate certificate and minor; the Graduate College confers the graduate certificate.

**Certificate**

The Certificate in Global Health Studies requires 18 s.h. Students must maintain a g.p.a. of at least 3.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

The undergraduate certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Undergraduates may earn the certificate or the minor in global health studies, but not both.

The graduate certificate is open to University of Iowa graduate and professional students.

Admission to the certificate program is competitive. Applicants must be in good academic standing and must be able to demonstrate interest in and understanding of the field of global health. For application forms and deadline information, see the Global Health Studies Program web site.

Work for the certificate includes core courses; electives; a health-related study or research project in an international setting, which culminates in a public presentation and report; and study of a language tied to the project. Students must earn at least 15 s.h. of credit for the certificate in advanced courses taken at The University of Iowa. They may choose courses offered by the Global Health Studies Program (see "Courses" below) and those offered by other departments and programs (see "Associated Courses" below).

Students may be granted credit toward the certificate for course work they completed up to two years before beginning the program. Graduate and professional students who would like to count credit from a degree program toward the global health studies certificate should consult their major academic programs.

The Certificate in Global Health Studies requires the following work.

**CORE COURSES**

All of these:

- 152:150 (GHS:3010) Research Design in Global Health (may be repeated for elective credit) 3 s.h.
- 152:151 (GHS:3020) Proseminar in Global Health 1 s.h.
- 152:152 (GHS:3030) Global Health Conference (may be repeated for elective credit) 1 s.h.
- 152:160 (GHS:3720) Global Health Seminar 3 s.h.

**ELECTIVES**

Students complete 7 s.h. of approved electives chosen from the lists under "Associated Courses" and "Courses" below. They may petition to use other courses as electives if they can demonstrate that the courses include substantial material related to global health. Students may apply up to 3 s.h. of academic credit earned for research, internship, or study abroad experiences to the elective requirement. Contact the Global Health Studies Program for details.

**INTERNATIONAL STUDY OR RESEARCH**

Students must complete a study or research project of six to eight weeks’ duration in an international setting. They may develop and conduct a research project, participate in a health-related study abroad program, assist a faculty member with research, or complete an internship on a global/environmental health issue.
Projects require approval by the Global Health Studies Program steering committee and must be supervised by a faculty member. Students may apply for an international travel scholarship ($1,000); other financial support may be available for some projects. Visit the Global Health Studies Program web site for more information.

Language Study

Students should complete four semesters of modern language study or course work that fulfills or is equivalent to the College of Liberal Arts and Sciences General Education Program (p. 306) World Languages requirement. Language study must be tied to the required international study or research experience in order to count toward the certificate. Students whose first language is not English may waive the certificate’s language requirement.

The Global Health Studies Program steering committee may require students to take additional language study in preparation for a research or internship program. Students interested in learning an infrequently taught language to facilitate their participation in an international experience should investigate International Programs’ Autonomous Language Learning Network (ALLNET).

Public Presentation and Report

During the semester following the international experience, students present their international research project results to a special session of 152:150 (GHS:3010) Research Design in Global Health or to an equivalent public forum, such as a departmental seminar. Students also must submit a two- to three-page project report summarizing their research, study abroad, or internship experiences.

Minor

The minor in global health studies requires a minimum of 15 s.h., including 12 s.h. in advanced courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.0 in the minor. Course work in the minor may not be taken pass/nonpass. Students may earn either the certificate or the minor in global health studies, but not both.

The minor is interdisciplinary, designed for undergraduates who wish to study health issues in a global context. Each student’s plan of study for the minor is developed according to the student’s interests and in consultation with a program advisor. Students may choose courses from those offered by the Global Health Studies Program (see "Courses" below) or by other departments and programs (see "Associated Courses" below); they should choose course work from at least two different disciplines. Students are strongly encouraged to include one of the core courses required for the Certificate in Global Health Studies in their plan of study for the minor. The program highly recommends that students complete a period of study abroad focused on global health issues.

Activities and Resources

The Global Health Studies Program organizes both on-campus and international activities and research opportunities for students and faculty members, enabling them to become acquainted with major global health issues. Several scholarships, academic fellowships, international fellowships, and research and study abroad programs supplement the global health studies certificate program. These are sponsored by the University and a variety of agencies. Contact the Global Health Studies Program for details.

Associated Courses

In addition to courses offered by the Global Health Studies Program (see "Courses" below), students may use the following courses to complete requirements for the certificate or minor.

AGING STUDIES
153:108 (ASP:3008) Basic Aspects of Aging 3 s.h.

ANTHROPOLOGY
113:113 (ANTH:4140) The Anthropology of Women’s Health 3 s.h.

COMMUNITY AND BEHAVIORAL HEALTH
172:130 (CBH:5205) Social Determinants of Health 3 s.h.
172:150 (CBH:5220) Health Behavior and Health Education 3 s.h.

ECONOMICS
06E:113 (ECON:3180) Health Economics 3 s.h.

EDUCATION
07B:195 (EPLS:5195) Research in Cross-Cultural Settings 3 s.h.

OCCUPATIONAL AND ENVIRONMENTAL HEALTH
175:197 (OEH:4240) Global Environmental Health 3 s.h.

PUBLIC HEALTH
170:101 (MPH:5100) Introduction to Public Health 3 s.h.

Courses

152:029 (GHS:1029) First-Year Seminar 1 s.h.
Introduction to intellectual life of the University; opportunity to work closely with a faculty member or senior administrator; active participation to ease transition to college-level learning.

152:050 (GHS:2150) Natural Environmental Systems 3-4 s.h.
Environmental chemistry and biology of air, water, and soil quality, air and water pollution, limnology, global atmospheric change, fate and transport of pollutants; hazardous substances, risk analysis, standard setting. Prerequisites: 004:011 (CHEM:1110). Same as 053:050 (CEE:2150).

152:081 (GHS:1181) Ancient Medicine 3 s.h.
Thematic examination of theories and practices of Greco-Roman physicians, which in turn became the medical tradition of medieval Islamic world and European medicine until mid-19th century; historical medical terms, theories, and practices. GE: Historical Perspectives. Same as 20E:081 (CLSA:1181).

152:090 (GHS:2320) Anthropological Perspectives on Human Infectious Disease: Origins and Evolution 3 s.h.
Origin and evolution of important infectious diseases in human history; biological evolution of infectious agents and biocultural responses to emerging infectious diseases; primary focus on viruses and bacteria; selected world problems from an anthropological perspective; current dilemmas and those faced by diverse human groups in recent times and distant past. Same as 213:090 (ANTH:2320).

152:091 (GHS:2164) Culture and Healing for Future Health Professionals 3 s.h.
Health professions increasingly focused on how to best provide health care to culturally diverse populations; introduction to key cultural and social influences on sickness and healing; worldwide examples. Same as 113:091 (ANTH:2164).

152:107 (GHS:3070) Hungry Planet: Global Geographies of Food 3 s.h.
Societal and environmental implications of past, current, and future global food supply examined from a geographical perspective; focus on questions of who eats what, where, and why; transformative history of agriculture, modern agribusiness and alternative food supplies, geopolitical implications of food production, food scarcity and rising food costs, urban versus rural agriculture, the obesity epidemic versus malnutrition, and the future of food. Same as 044:107 (GEOG:3070).


152:111 (GHS:4210) International Health 3 s.h.
Urgent health problems in the developing world and among disadvantaged populations in developed countries; biological, social, cultural, political aspects of international health problems; applications of research methods from epidemiology, environmental health, social sciences. Same as 173:111 (EPID:4210), 175:111 (OEH:4210).

152:112 (GHS:4200) Global Environmental Health Policy 3 s.h.

152:119 (GHS:3040) Health in Mexico 3 s.h.
Use of anthropological perspectives to examine disease, healing systems, and ideas about health and the body in Mexico and its diaspora; relationships between structural conditions and historical and political transformations; ideas about gender and race; chronic and acute disease in Mexico; conquest and disease; racialized bodies; sexual health; biomedicine; shamanism; immigration and health; pollution and narcoviolence; readings in English. Same as 113:119 (ANTH:3111).

152:120 (GHS:4600) Global Health and Human Rights 2-3 s.h.
Requirements: sophomore or higher standing.

152:121 (GHS:3110) Health of Indigenous Peoples 3 s.h.
Health problems and services for indigenous populations worldwide, from perspective of Fourth World postcolonial politics. Prerequisites: 113:003 (ANTH:1101). Same as 113:121 (ANTH:3110), 149:121 (AINS:3110).

152:125 (GHS:4100) Topics in Global Health 1-3 s.h.

Introduction to providing service to a community in a less developed country; student projects intended to improve community life in Xicotepec. Requirements: P3 standing. Same as 046:126 (PHAR:8788), 053:126 (CEE:4788).

152:131 (GHS:4111) Geography of Health 3 s.h.
Provision of health care in selected countries, with particular reference to the Third World; focus on problems of geographical, economic, cultural accessibility to health services; disease ecology, prospective payment systems, privatization, medical pluralism. Same as 044:131 (GEOG:3110).

152:135 (GHS:4340) Global Health and Global Food 3 s.h.
Practices, patterns, and policies that contribute to the epidemics of obesity, diabetes, and heart disease in wealthy populations; environmental degradation, hunger, and malnutrition among impoverished populations; strategies to meet food and agricultural needs for the world; local/global aspects or perspectives on food/health concerns for Iowa and the international community. Same as 027:135 (HHP:4240).

152:137 (GHS:4160) History of Public Health 3 s.h.
State-endorsed measures to avert or control disease in society. Same as 16W:137 (HIST:4160).

152:138 (GHS:4162) History of Global Health 3 s.h.
Foremost problems of health and disease in colonial and postcolonial societies; topical approach. Same as 16W:138 (HIST:4162).

152:139 (GHS:4150) Health and Environment: GIS Applications 3 s.h.
Applications of GIS and spatial analysis for studying health outcomes and exposure to environmental contaminants at different geographical scales. Same as 044:137 (GEOG:4150).

152:140 (GHS:4605) Disease, Politics, and Health in South Asia 2-4 s.h.
South Asia’s long-term success lengthening lives and stopping disease, weighed against its continuing burden of infection, violence, pollution, and class-based suffering. Same as 16W:140 (HIST:4605).

152:141 (GHS:4141) Design for the Developing World 3 s.h.
Experience working on interdisciplinary teams to solve problems of the developing world; technologies for improving water and sanitation, energy, housing, and health; community building strategies, participatory methods, other techniques essential to good design; service-learning component. Recommendations: junior or higher standing. Same as 053:141 (CEE:4141).

152:145 (GHS:3113) Religion and Healing 3 s.h.
152:147 (GHS:2181) The Anthropology of Aging 3 s.h.
Comparative anthropological perspective on aging; ethnographies from diverse contexts used to examine intersections of kinship, religion, health, and medicine in later life. Same as 113:147 (ANTH:2181), 153:181 (ASP:2181).

152:150 (GHS:3010) Research Design in Global Health 2-3 s.h.
Preparation for an international research project. Offered fall and spring semesters.

152:151 (GHS:3020) Proseminar in Global Health 1 s.h.
Important health problems and issues of a global and interrelated nature that affect the developed and developing world.

152:152 (GHS:3030) Global Health Conference 1 s.h.
Annual research conference on major global health issues.

152:153 (GHS:3050) Global Aging 3 s.h.
Demographic factors that contribute to the world wide phenomena of population aging in context of WHO Active Aging and the United Nation’s Principles for Older Persons frameworks. Same as 042:135 (SSW:3135), 153:135 (ASP:3135).

152:154 (GHS:3060) Studies in Complementary and Alternative Medicine 3 s.h.
Topics vary; may include studies in mind-body medicine; complementary and alternative medicine (CAM); group of medical and health care systems, practices, and products that are not considered to be part of conventional medicine; treatments used instead of standard ones (alternative treatments); nonstandard treatments used together with standard ones (complementary medicine); examples of CAM therapies (acupuncture, chiropractic, herbal medicines); approaches widely used in other parts of the world that may represent an important component of health care in a country (e.g., ayurvedic medicine in India).

152:155 (GHS:3555) Introduction to Africa for Health Sciences 3 s.h.
Cultural, historical, and political framework for the delivery of health care services in African nations. Recommendations: junior or higher standing. Same as 107:155 (IS:3555).

152:156 (GHS:3151) The Anthropology of the Beginnings and Ends of Life 3 s.h.
Examination of diverse understandings of birth and death, drawing on anthropological analysis of personhood, kinship, ritual, and medicine; how social inequality and new technologies shape human experience at life’s margins. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100). Same as 113:151 (ANTH:3151), 153:151 (ASP:3151).

152:158 (GHS:3850) Promoting Health Globally 3 s.h.
Major global health threats in the United States and abroad; impact of culture, history, economics on health disparities; approaches, programs, policies to remedy them. Requirements: junior or senior standing, or certificate student. Same as 027:176 (HHP:3850).

152:159 (GHS:4240) Media and Health 3 s.h.
Potential and limits of mass media’s ability to educate the public about health; research and theory on the influence of information and entertainment media; theories, models, assumptions of mass communication in relation to public health issues. Same as 019:160 (JMC:4825), 172:140 (CBH:4825).

152:160 (GHS:3720) Global Health Seminar 3 s.h.
Local and global dimensions of health and disease.

152:170 (GHS:3131) Health Care and Health Reforms in Russia 3 s.h.
Societal changes and their continuing effect on the Russian health care system since 1991; guest lectures from public health, nursing, medicine, cultural anthropology. Same as 041:104 (SLAV:3131).

Historical and contemporary aspects of U.S. governmental planning and policy on a wide range of energy issues in global context. Prerequisites: 044:019 (GEOG:1070), and 044:003 (GEOG:1020) or 012:008 (GEOG:1080). Same as 044:120 (GEOG:3780).

152:180 (GHS:3760) Hazards and Society 3 s.h.
Introduction to social science perspectives on societal responses to natural and technological hazards; risk perception and communication, disaster management, social vulnerability, and risk assessment; case studies of recent major disasters (e.g., Haiti earthquake, Tohoku earthquake/tsunami/nuclear accident, Hurricane Katrina); current directions in hazards research, policy, and practice. Same as 044:175 (GEOG:3760).

152:182 (GHS:4230) Health Experience of Immigrants, Migrants, and Refugees 3 s.h.

152:184 (GHS:5415) Anthropology and International Health 3 s.h.
Anthropological contributions to and critiques of the international health enterprise; case studies illustrating anthropology and international health’s intersection, and their differences. Offered spring semesters. Same as 113:184 (ANTH:5415), 172:131 (CBH:5415).

152:185 (GHS:3102) Medical Anthropology 3 s.h.
Major theoretical, methodological approaches; international health and development; biomedicine as a cultural system; ethnomedicine; anthropology and AIDS, human reproduction, epidemiology, ethnopsychiatry. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100). Same as 113:185 (ANTH:3102), 172:173 (CBH:5125).

152:191 (GHS:3191) Sustainable Development: India and the Global Context 3 s.h.
Introduction to development in India; critical examination of current discourses on domestic sociological, economic, and ecological environmental effects of the current model of development; taught in Mysore, India.

152:192 (GHS:3192) Environment and Health in Modern India 3 s.h.
Introduction to India’s environmental and health traditions; major contemporary scenarios; taught in Mysore, India.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>152:195 (GHS:4275)</td>
<td>Research Methods in Disaster Studies</td>
<td>3 s.h.</td>
<td>Epidemiologic study of disasters and their health consequences; research to identify and reduce health effects, research in context of response and preparedness. Same as 173:175 (EPID:4520), 175:175 (OEH:4520).</td>
</tr>
<tr>
<td>152:257 (GHS:6550)</td>
<td>Epidemiology of Infectious Diseases</td>
<td>3 s.h.</td>
<td>Underlying epidemiological concepts of infection disease, including causation and surveillance; prevention and control; case studies. Offered fall semesters. Prerequisites: 173:140 (EPID:4400). Same as 173:255 (EPID:6550).</td>
</tr>
</tbody>
</table>
Health and Human Physiology

Chair
• Kevin C. Kregel

Professors
• John P. Albright (Orthopaedics and Rehabilitation/Health and Human Physiology), Annunziato Amendola (Orthopaedics and Rehabilitation/Health and Human Physiology), Joseph A. Buckwalter (Orthopaedics and Rehabilitation/Health and Human Physiology), Warren G. Darling (Health and Human Physiology/Physical Therapy and Rehabilitation Science), Benjamin K. Hunnicutt, Kathleen F. Janz (Health and Human Physiology/Epidemiology), Alan K. Johnson (Psychology/Health and Human Physiology), Kevin C. Kregel (Health and Human Physiology/Radiation Oncology), Richard D. MacNeil, Kenneth E. Mobily, John Ringen, Michael L. Teague

Associate professors
• Kelly J. Cole (Health and Human Physiology/Physical Therapy and Rehabilitation Science), Harald M. Stauss (Health and Human Physiology/Internal Medicine)

Assistant professors
• Lucas Carr, Gary L. Pierce

Lecturers

Adjunct assistant professor
• Maureen F. McCue

Adjunct instructors

Adjunct lecturers
• Claudia Batichon, Landon Evans

Professor emeritus
• Gina C. Schatteman

Undergraduate majors: health and human physiology (B.A.); human physiology (B.S.); athletic training (B.S.)

Undergraduate minor: human physiology, physical activity and nutrition science

Graduate degrees: M.S. in health and human physiology; Ph.D. in health and human physiology

Web site: http://clas.uiowa.edu/hhp/

The Department of Health and Human Physiology offers undergraduate majors and minors and graduate degree programs in health and human physiology and related areas. In addition, the department is home to the Health and Physical Activity Skills Program, which offers courses that provide instruction and practice in lifetime sports, fitness training, and wellness activities aimed at enhancing physical health and well-being. Undergraduates in all majors may use several health and human physiology courses to fulfill requirements of the College of Liberal Arts and Sciences General Education Program (p. 306). The department’s First-Year Seminar is designed for entering undergraduate students.

The department is the administrative home of the Leisure Studies Program, which offers undergraduate and graduate programs; see Leisure Studies (p. 421) in the Catalog.

Undergraduate Programs of Study

• Major in health and human physiology (Bachelor of Arts)
• Major in human physiology (Bachelor of Science)
• Major in athletic training (Bachelor of Science)
• Minor in human physiology
• Minor in physical activity and nutrition science

Students may complete a major in health and human physiology (B.A.) or a major in human physiology (B.S.), but not both.

Students majoring in health and human physiology (B.A.) or human physiology (B.S.) or athletic training (B.S.) may not earn the minor in human physiology or the minor in physical activity and nutrition science.

The Department of Health and Human Physiology is the administrative home of the Leisure Studies Program, which offers an undergraduate major and minor; see Leisure Studies (p. 421) in the Catalog.

Bachelor of Arts: Health and Human Physiology

The Bachelor of Arts with a major in health and human physiology requires a minimum of 120 s.h., including work for the major, which varies by track. The health promotion track requires a total of 50-52 s.h. of work for the major; the health studies track requires 40-42 s.h. of work for the major; and the exercise science track requires 52-54 s.h. of work for the major. The health promotion track is intended for students seeking careers that promote wellness in the community and the workplace. The health studies track is designed for students who want a more flexible health science curriculum. The exercise science track is intended for students seeking careers as professionals in fitness and in strength and conditioning.

Students majoring in health and human physiology (B.A.) may not earn a second degree in human physiology (B.S.).

Admission to the health promotion track is selective; students must apply and be admitted. Applicants must have completed the three courses listed under "Science and Math Foundation" below (chemistry, biology, and mathematics or statistics) and must have a University of Iowa and a cumulative g.p.a. of at least 2.70. Students may apply during the semester in which they will complete the three science and math foundation courses required for application to the track. Application deadlines are October 1 for the following spring semester, March 1 for the following fall semester.
Admission to the health studies track and the exercise science track is open; students may enter either track without applying to it.

Students in all tracks are required to complete a set of common requirements as well as several courses required specifically for their track. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major in health and human physiology requires the following course work.

**Common Requirements**

Both tracks require the following science and math foundation (minimum of 10 s.h.) and the departmental core (15 s.h.).

**SCIENCE AND MATH FOUNDATION**

All students complete three foundation courses (minimum of 10 s.h.): one each in chemistry, biology, and mathematics or statistics.

Chemistry—one of these:

- 004:008 (CHEM:1080) General Chemistry II 3 s.h.
- 004:012 (CHEM:1120) Principles of Chemistry II 4 s.h.

Biology—one of these:

- 002:002 (BIOL:1141) Introductory Animal Biology 4 s.h.
- 002:021 (BIOL:1140) Human Biology 4 s.h.
- 002:031 (BIOL:1411) Foundations of Biology 4 s.h.

Mathematics or statistics—one of these:

- 07P:143 (PSQF:5143)/22S:145 Introduction to Statistical Methods 3 s.h.
- 22M:009 (MATH:1020) Elementary Functions 4 s.h.
- 22M:015 (MATH:1440) Mathematics for the Biological Sciences 5 s.h.
- 22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
- 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business 4 s.h.
- 22M:025 (MATH:1850) Calculus I 5 s.h.
- 22S:010 (STAT:1030) Statistics for Business 4 s.h.
- 22S:025 (STAT:1020) Elementary Statistics and Inference 3 s.h.
- 22S:101 (STAT:3510) Biostatistics 3 s.h.
- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

**DEPARTMENTAL CORE**

All students must complete the five-course departmental core (15 s.h.).

All of these:

- 027:039 (HHP:2200) Physical Activity and Health 3 s.h.
- 027:040 (HHP:2310) Nutrition and Health 3 s.h.
- 027:050 (HHP:1300) Fundamentals of Human Physiology 3 s.h.
- 027:053 (HHP:1100) Human Anatomy 3 s.h.
- 027:140 (HHP:3400) Fundamentals of Exercise Physiology 3 s.h.

**Health Promotion Track Requirements**

Health promotion track students complete the following health promotion core courses (16 s.h.) and guided electives (9 s.h.) in addition to the courses listed under "Common Requirements" above (math and science foundation and departmental core).

**HEALTH PROMOTION CORE**

All of these:

- 027:134 (HHP:4320) Nutrition Interventions 3 s.h.
- 027:136 (HHP:3200) Health Behavior and Health Promotion 3 s.h.
- 027:137 (HHP:3430) Community and Worksite Health Promotion 3 s.h.
- 027:156 (HHP:4420) Planning and Evaluating Health Interventions 3 s.h.

**HEALTH PROMOTION GUIDED ELECTIVES**

Students must complete at least 9 s.h. selected from the courses below, including at least 6 s.h. in courses numbered 100 or above.

- 06A:001 (ACCT:2100) Introduction to Financial Accounting 3 s.h.
- 07C:185 (RCE:4185) Introduction to Substance Abuse 3 s.h.
- 019:160 (JMC:4825) Media and Health 3 s.h.
- 027:044 (HHP:2130) Human Development Through the Life Span 3 s.h.
- 027:110 (HHP:3100) Health Literacy 3 s.h.
- 027:128 (HHP:3050) Obesity: Causes, Consequences, Prevention, and Treatment 3 s.h.
- 027:139 (HHP:4210) Musculoskeletal Exercise Testing and Prescription 3 s.h.
- 027:144 (HHP:3420) College Health Education 3 s.h.
- 027:147 (HHP:3440) Physical Activity and Healthy Communities 3 s.h.
- 027:151 (HHP:4390) Understanding Human Disease 3 s.h.
- 027:153 (HHP:4405) Health Promotion Community and Worksite Practicum (may be taken twice) 1 s.h.
- 027:152 (HHP:4400) Health Promotion Clinical Practicum (may be taken twice) 1 s.h.
- 027:176 (HHP:3850) Promoting Health Globally 3 s.h.
- 027:187 (HHP:4940) Health Promotion Honors Readings Seminar 1-2 s.h.
- 027:188 (HHP:4950) Health Promotion Honors Problems 3-4 s.h.
- 027:190 (HHP:4920) Health Promotion Preinternship Seminar 1 s.h.
- 027:191 (HHP:4930) Health Promotion Internship 6 s.h.
- 027:195 (HHP:4500) Undergraduate Independent Study 1 s.h.
- 153:108 (ASP:3008) Basic Aspects of Aging 3 s.h.

**Health Studies Track Requirements**

In addition to completing the courses listed under "Common Requirements" above (math and science foundation and departmental core), health studies track students must earn at least 15 s.h. in courses chosen from the list below, including 12 s.h. in courses numbered 100 or above.

- 027:044 (HHP:2130) Human Development Through the Life Span 3 s.h.
- 027:051 (HHP:1310) Human Physiology Laboratory 1 s.h.
- 027:054 (HHP:1110) Human Anatomy Laboratory 1 s.h.
- 027:076 (HHP:2500) Psychological Aspects of Sport and Physical Activity 3 s.h.
- 027:117 (HHP:3300) Human Growth and Motor Development 3 s.h.
- 027:120 (HHP:3000) Equity Issues in the Health Sciences 3 s.h.
- 027:128 (HHP:3050) Obesity: Causes, Consequences, Prevention, and Treatment 3 s.h.
- 027:131 (HHP:3030) Coaching for Health and Wellness 3 s.h.
- 027:143 (HHP:4440) Physiology of Nutrition 3 s.h.
Exercise Science Track Requirements

Exercise science track students complete the following exercise science core courses (19 s.h.) and guided electives (8 s.h.) in addition to the courses listed under "Common Requirements" above (math and science foundation and departmental core).

**EXERCISE SCIENCE CORE**

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:076</td>
<td>(HHP:2500) Psychological Aspects of Sport and</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Physical Activity</td>
<td></td>
</tr>
<tr>
<td>027:133</td>
<td>(HHP:4310) Sport and Exercise Nutrition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:138</td>
<td>(HHP:4200) Metabolic Exercise Testing and</td>
<td>4 s.h.</td>
</tr>
<tr>
<td></td>
<td>Prescription</td>
<td></td>
</tr>
<tr>
<td>027:139</td>
<td>(HHP:4210) Musculoskeletal Exercise Testing and</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Prescription</td>
<td></td>
</tr>
<tr>
<td>027:151</td>
<td>(HHP:4390) Understanding Human Disease</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:197</td>
<td>(HHP:4220) Biomechanics of Human Motion</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**EXERCISE SCIENCE GUIDED ELECTIVES**

Students must complete at least 8 s.h. from the courses below, including at least 6 s.h. in courses numbered 100 or above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:030</td>
<td>(HHP:2210) Principles of Exercise Leadership</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:051</td>
<td>(HHP:1310) Human Physiology Laboratory</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>027:054</td>
<td>(HHP:1110) Human Anatomy Laboratory</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>027:057</td>
<td>(ATEP:2030) Basic Athletic Training</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:117</td>
<td>(HHP:3300) Human Growth and Motor Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:128</td>
<td>(HHP:3050) Obesity: Causes, Consequences,</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Prevention, and Treatment</td>
<td></td>
</tr>
<tr>
<td>027:131</td>
<td>(HHP:3030) Coaching for Health and Wellness</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:150</td>
<td>(HHP:4150) Clinical Exercise Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:158</td>
<td>(HHP:4230) Motor Learning: Theory and Application</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:159</td>
<td>(HHP:4190) Scientific Basis of Training for Elite</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>027:162</td>
<td>(HHP:4415) Exercise Science Practicum</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>027:170</td>
<td>(HHP:3860) Leadership Theory for Health and Fitness</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:174</td>
<td>(HHP:3650) Advanced Sport and Exercise Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>028:180</td>
<td>(SPST:2081) Theory and Ethics of Coaching</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>169:148</td>
<td>(LEIS:3148) Introduction to Personal Training</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>169:151</td>
<td>(LEIS:3151) Liability in Recreation and Sport</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

The department recommends that exercise science students also complete the following two courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:056</td>
<td>(ATEP:1000) First Aid and CPR</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>031:001</td>
<td>(PSY:1001) Elementary Psychology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Bachelor of Science: Human Physiology

The Bachelor of Science with a major in human physiology requires a minimum of 120 s.h., including 60 s.h. of work for the major (26 s.h. in health and human physiology and 34 s.h. in required cognate courses).

The major in human physiology is designed primarily for individuals who intend to continue their education beyond the B.S. in the health professions, including medicine, dentistry, optometry, physician assistant, physical therapy, and podiatry, and for those who intend to pursue graduate degrees in basic life sciences. The program includes study in anatomy, biomechanics, physiology, neural control of movement, and the cognate areas of biology, chemistry, mathematics, physics, and statistics.

Students majoring in human physiology (B.S.) may not earn a second degree in health and human physiology (B.A.).

Admission to the major is selective; students must apply and be admitted. Current University of Iowa students and transfer students may declare an interest in the human physiology major at any time and may apply to the major after completing 004:011 (CHEM:1110) Principles of Chemistry I (one of the major’s required cognate courses). Students typically apply during spring semester of their first year or later; application deadline is February 1. Students are notified of admission in March, in time for early registration for fall semester.

Entering first-year students may be admitted to the major automatically upon their admission to The University of Iowa as College of Liberal Arts and Sciences students if they have an ACT composite score of 27 or higher (or an SAT critical reading and math score of 1210 or higher); have a high school g.p.a. of 3.70 or higher (4.00 scale); and expressed interest in the human physiology major on their application for admission to the University.

Once they have been admitted to the major, students complete required health and human physiology courses as well as cognates—supporting course work in subjects outside human physiology. Transfer credit for course work in the major requires the approval of the undergraduate academic advisor.

Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306). The department recommends that they fulfill General Education’s Natural Sciences requirement by taking 004:011 (CHEM:1110) Principles of Chemistry I, 004:012 (CHEM:1120) Principles of Chemistry II, and 002:031 (BIOL:1411) Foundations of Biology. It also recommends that they fulfill the Social Sciences requirement with 031:001 (PSY:1001) Elementary Psychology.

The major in human physiology requires the following course work.

**PREREQUISITE TO ADMISSION TO THE MAJOR**

Current University of Iowa students and transfer students must complete 004:011 (CHEM:1110) before they may be admitted to the major. The course is a required cognate (see "Courses for the Major: Cognates" below).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:011</td>
<td>(CHEM:1110) Principles of Chemistry I</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>
COURSES FOR THE MAJOR: HUMAN PHYSIOLOGY

All of these:

027:051 (HHP:1310) Human Physiology Laboratory 1 s.h.
027:053 (HHP:1100) Human Anatomy 3 s.h.
027:054 (HHP:1110) Human Anatomy Laboratory 1 s.h.
027:130 (HHP:3500) Human Physiology 3 s.h.

At least 18 s.h. from these:

002:114 (BIOL:2723) Cell Biology 3 s.h.
002:145 (BIOL:2753) Introduction to Neurobiology 3 s.h.
002:150 (BIOL:2254) Endocrinology 3 s.h.
002:177 (HHP:3450) Pharmacology 3 s.h.

These additional chemistry courses are highly recommended.

002:124 (BIOL:3343) Animal Physiology 3 s.h.
002:128 (BIOL:2512) Fundamental Genetics 4 s.h.
002:143 (BIOL:3244) Animal Behavior 4 s.h.
002:145 (BIOL:2753) Introduction to Neurobiology 3 s.h.
002:150 (BIOL:2254) Endocrinology 3 s.h.
002:180 (BIOL:3253) Fundamental Neurobiology 4 s.h.
002:181 (BIOL:4353) Neurophysiology 3-4 s.h.
061:112 (MICR:3112) Pharmacy Microbiology 4 s.h.
061:147 (MICR:3147) Survey of Immunology 3 s.h.
061:157 (MICR:2157) General Microbiology 5 s.h.
061:164 (MICR:3164) Nursing Microbiology 4 s.h.
099:110 (BIOC:3110) Biochemistry 3 s.h.
099:120 (BIOC:3120) Biochemistry and Molecular Biology I 3 s.h.

Students may count the following courses toward the human physiology requirement or the cognate requirement, but not toward both requirements:


Chemistry

Students must complete 004:011 (CHEM:1110) before they may register for 004:012 (CHEM:1120).

004:011 (CHEM:1110) Principles of Chemistry I (unless already taken for admission to the major) 4 s.h.
004:012 (CHEM:1120) Principles of Chemistry II 4 s.h.

These additional chemistry courses are highly recommended.

004:121 (CHEM:2210) Organic Chemistry I 3 s.h.
004:122 (CHEM:2220) Organic Chemistry II 3 s.h.
004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.

Mathematics

One of these:

22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
22M:025 (MATH:1850) Calculus I (or a mathematics course numbered above 025) 5 s.h.

Physics

One of these sequences:

029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.
029:081 (PHYS:1611)-029:082 (PHYS:1612) College Physics I-II 8 s.h.

Statistics

At least 3 s.h. from these:

07P:143 (PSQF:5143) Introduction to Statistical Methods 3 s.h.
225:101 (STAT:3510) Biostatistics 3 s.h.
225:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

RECOMMENDED ELECTIVES

The department recommends that students choose from the following electives in order to complete the minimum of 120 s.h. required for a Bachelor of Science. Additional
recommended courses in biology and chemistry are listed under "Courses for the Major: Cognates" above.

**Anthropology:**
213:190 (ANTH:3305) Human Osteology 3 s.h.

**Biochemistry:**
099:110 (BIOL:3110) Biochemistry 3 s.h.
099:120 (BIOL:3120) Biochemistry and Molecular Biology I 3 s.h.
099:130 (BIOL:3130) Biochemistry and Molecular Biology II 3 s.h.
099:140 (BIOL:3140) Experimental Biochemistry 2 s.h.

**Chemistry:**
004:111 (CHEM:3110) Analytical Chemistry I 3 s.h.
004:112 (CHEM:3120) Analytical Chemistry II 3 s.h.
004:121 (CHEM:2210) Organic Chemistry I 3 s.h.
004:122 (CHEM:2220) Organic Chemistry II 3 s.h.
004:131 (CHEM:4431) Physical Chemistry I 3 s.h.
004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.

**Classics:**
20E:103 (CSLA:3750) Medical and Technical Terminology 2 s.h.

**Communication sciences and disorders:**
003:116 (CSD:3116) Basic Neuroscience for Speech and Hearing 3 s.h.
003:140 (CSD:2140) Manual Communication 1 s.h.

**Computer science:**
22C:001 (CS:1020) Principles of Computing 3 s.h.
22C:005 (CS:1110) Introduction to Computer Science 3 s.h.
22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
057:017 (ENGR:2730) Computers in Engineering 3 s.h.

**Education:**
07C:185 (RCE:4185) Introduction to Substance Abuse 3 s.h.

**Engineering:**
057:010 (ENGR:2710) Dynamics 3 s.h.
057:019 (ENGR:2750) Mechanics of Deformable Bodies 3 s.h.
059:007 (ENGR:2110) Engineering Fundamentals I: Statics 2 s.h.

**English:**
08N:080 (CNW:2680) Nonfiction Writing 3 s.h.

**Health promotion:**
027:139 (HHP:4210) Musculoskeletal Exercise Testing and Prescription 3 s.h.

**Microbiology:**
061:112 (MICR:3112) Pharmacy Microbiology 4 s.h.
061:147 (MICR:3147) Survey of Immunology 3 s.h.
061:157 (MICR:2157) General Microbiology 5 s.h.
061:164 (MICR:3164) Nursing Microbiology 4 s.h.

**Pharmacology:**
071:120 (PCOL:2120) Drugs: Their Nature, Action, and Use 2 s.h.
071:130 (PCOL:4130) Drug Mechanisms and Actions 3 s.h.

**Psychology:**
031:001 (PSY:1001) Elementary Psychology 3 s.h.
031:063 (PSY:2930) Abnormal Psychology: Health Professions 3 s.h.
031:126 (PSY:3220) Behavioral Neuroscience 3 s.h.
031:128 (PSY:3230) Psychopharmacology 3 s.h.
031:129 (PSY:3250) Neuroscience of Learning and Memory 3 s.h.
031:152 (PSY:3010) Health Psychology 3 s.h.
031:163 (PSY:3320) Abnormal Psychology 3 s.h.

**Radiation biology:**
077:103 (FRRB:5000) Radiation Biology 4 s.h.

---

**Bachelor of Science: Athletic Training**

The Bachelor of Science with a major in athletic training requires a minimum of 120 s.h., including 55-56 s.h. of work for the major plus one prerequisite (1 s.h.) to course work for the major. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major provides concentrated studies and clinical experiences that lead to national certification in athletic training. The Department of Health and Human Physiology collaborates with the Department of Orthopaedics and Rehabilitation (Carver College of Medicine) to offer the major.

Athletic trainers work with active patients, including athletes, to help prevent injuries, offer advice about appropriate equipment, recognize and evaluate injuries, administer emergency treatment, and determine need for specialized medical care. Athletic trainers also work as members of health care teams involved in postinjury rehabilitation.

Employment opportunities for graduates include work as health care professionals for sports medicine clinics and hospitals; these individuals often work with secondary school athletic teams. Additional education usually is required for employment with professional, college, and university athletic teams and for specialized areas of employment such as corporations and industry. Teacher certification is recommended but not required.

Admission to the major in athletic training is competitive; students must apply. They may be admitted as first-year students and begin clinical experience as sophomores. Applicants must have at least 11 s.h. of graded college credit (pass/fail credit does not count), including 027:096 (ATEP:1010) Exploring Athletic Training.
given to applicants with high scholastic standing, strong writing skills, and varied athletic training and health care experience. A personal interview may be required; the athletic training program contacts applicants about interviews.

Fulfillment of admission requirements does not ensure admission to the athletic training major. The program selects candidates who appear to be best qualified for the study and practice of athletic training. Students denied admission to the major may reapply in a subsequent fall semester.

All students admitted to the major in athletic training are required to comply with entrance and periodic health screening history and immunization, which is coordinated through the program’s medical director.

Students who have not formally contacted the athletic training program director before enrolling at The University of Iowa should talk to an athletic training advisor or their academic advisor upon entering the University. Early advising for course selection is vital to ensure that students take prerequisites and sequenced skill development courses in the right order. Students should begin taking prerequisites for required major courses during their first year and should complete their final prerequisites after admission to the athletic training major.

For current information on rules, procedures, and curriculum, contact the athletic training program director.

The major in athletic training requires the following course work.

**PREREQUISITE TO APPLICATION TO THE MAJOR**

Students must complete this course before they apply for admission to the athletic training major.

027:096 (ATEP:1010) Exploring Athletic Training 1 s.h.

**PREREQUISITES TO COURSE WORK FOR THE MAJOR**

Students must complete the following courses (34-36 s.h.) as they begin course work for the major.

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:002</td>
<td>(BIOL:1141) Introductory Animal Biology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:031</td>
<td>(BIOL:1411) Foundations of Biology</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

One of these sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:007</td>
<td>(CHEM:1070)-004:008 (CHEM:1080) General Chemistry I-II</td>
<td>6 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>029:008</td>
<td>(PHYS:1400) Basic Physics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>029:011</td>
<td>(PHYS:1511) College Physics I</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07P:075</td>
<td>(PSOF:1075) Educational Psychology and Measurement</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>225:025</td>
<td>(STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:053</td>
<td>(HHP:1100) Human Anatomy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:056</td>
<td>(ATEP:1000) First Aid and CPR</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>027:057</td>
<td>(ATEP:2030) Basic Athletic Training</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**COURSES FOR THE MAJOR**

Students must complete the following course work for the major (55-56 s.h.).

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:140</td>
<td>(HHP:3400) Fundamentals of Exercise Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:141</td>
<td>(HHP:4410) Exercise Physiology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:050</td>
<td>(HHP:1300) Fundamentals of Human Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:130</td>
<td>(HHP:3500) Human Physiology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:165</td>
<td>(HHP:4480) Introduction to Human Pharmacology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>071:120</td>
<td>(PCOL:2120) Drugs: Their Nature, Action, and Use</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>071:130</td>
<td>(PCOL:4130) Drug Mechanisms and Actions</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07C:199</td>
<td>(RCE:4199) Counseling for Related Professions (or equivalent)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:143</td>
<td>(HHP:4440) Physiology of Nutrition (or equivalent)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:171</td>
<td>(ATEP:4010) Administration of Athletic Training Programs</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>027:172</td>
<td>(ATEP:2040) Clinical Sciences I</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>027:180</td>
<td>(ATEP:2060) Advanced Emergency Care for Athletic Trainers</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>027:182</td>
<td>(ATEP:3010)-027:183 (ATEP:3040) Clinical Sciences III-IV</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>027:185</td>
<td>(ATEP:3020) Clinical Sciences V: Rehabilitation</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>027:186</td>
<td>(ATEP:3030) Practicum in Athletic Training III (must be taken twice)</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>027:197</td>
<td>(HHP:4220) Biomechanics of Human Motion</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:253</td>
<td>(HHP:6100) Advanced Human Anatomy</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>076:187</td>
<td>(ORTH:4187) Practicum in Athletic Training IV (must be taken twice)</td>
<td>8 s.h.</td>
</tr>
</tbody>
</table>

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Note: Students must be admitted to the health and human physiology or athletic training majors on schedule in order to complete a four-year graduation plan.

**B.A.: Health and Human Physiology**

**Before the third semester begins:** one foundation course, one other course in the major

**Before the fifth semester begins:** at least five more courses in the major

**Before the seventh semester begins:** at least six more courses in the major and at least 90 s.h. earned toward the degree
Before the eighth semester begins: at least two more courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.S.: Human Physiology

Before the third semester begins: calculus, one other course in the major

Before the fifth semester begins: at least five more courses in the major

Before the seventh semester begins: at least six more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least two more courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.S.: Athletic Training

Before the third semester begins: three courses in the major

Before the fifth semester begins: six courses in the major

Before the seventh semester begins: nine courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester: 12 courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major

The department offers outstanding students the opportunity to graduate with honors in the health and human physiology, human physiology, or athletic training major. Departmental honors students must maintain a g.p.a. of at least 3.33 in work for their major. They also must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

In order to graduate with honors in the health and human physiology major, students must successfully complete a health and human physiology honors designation course, research practicum, teaching practicum, or service learning course. They must successfully complete 027:187 (HHP:4940) Health Promotion Honors Readings and 027:188 (HHP:4950) Health Promotion Honors Problems and must write an honors thesis, usually based on original research or creative work. They also must make an oral or poster presentation of the honors thesis in an approved venue, such as a department research seminar or a professional conference.

In order to graduate with honors in the human physiology major, students must complete the honors research course sequence 027:198 (HHP:4800) Honors Research I and 027:199 (HHP:4900) Honors Research II; write an honors thesis that is deposited with the University of Iowa Honors Program and is judged to be of honors quality; and make an oral presentation of their research and thesis that is judged to be of honors quality.

In order to graduate with honors in the athletic training major, students must complete the practicum course sequence 027:186 (ATEP:3030) Practicum in Athletic Training III and 076:187 (ORTH:4187) Practicum in Athletic Training IV. They also must write an honors thesis that is deposited with the University of Iowa Honors Program and is judged to be of honors quality.

Minor: Human Physiology

The minor in human physiology requires a minimum of 15 s.h. in Department of Health and Human Physiology courses, including 12 s.h. in courses numbered 100 (3000) or above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Transfer credit does not count toward the minor.

Students majoring in health and human physiology (B.A.), human physiology (B.S.), or athletic training (B.S.) may not earn the minor in human physiology.

Students choose courses for the minor from the following list. Enrollment in 027:132 (HHP:3510) Advanced Human Physiology Laboratory and 027:197 (HHP:4220) Biomechanics of Human Motion requires special permission. Some of these courses have prerequisites; students must complete all prerequisites for the courses they select for the minor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:051</td>
<td>(HHP:1310) Human Physiology Laboratory</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>027:053</td>
<td>(HHP:1100) Human Anatomy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:054</td>
<td>(HHP:1110) Human Anatomy Laboratory</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>027:117</td>
<td>(HHP:3300) Human Growth and Motor Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:130</td>
<td>(HHP:3500) Human Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:132</td>
<td>(HHP:3510) Advanced Human Physiology Laboratory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:140</td>
<td>(HHP:3400) Fundamentals of Exercise Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:141</td>
<td>(HHP:4410) Exercise Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:143</td>
<td>(HHP:4440) Physiology of Nutrition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:145</td>
<td>(HHP:4460) Cardiovascular Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:146</td>
<td>(HHP:4450) Genetic Basis of Disease</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:148</td>
<td>(HHP:4470) Physiology of Aging</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:150</td>
<td>(HHP:4150) Clinical Exercise Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:154</td>
<td>(HHP:3110) Advanced Anatomy Laboratory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:155</td>
<td>(HHP:4130) Skeletal Muscle Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:158</td>
<td>(HHP:4230) Motor Learning: Theory and Application</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:160</td>
<td>(HHP:4300) Neural Control of Posture and Movement</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:161</td>
<td>(HHP:4250) Human Pathophysiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:165</td>
<td>(HHP:4480) Introduction to Human Pharmacology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:177</td>
<td>(HHP:3450) Immunology in Health and Disease</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:197</td>
<td>(HHP:4220) Biomechanics of Human Motion</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Minor: Physical Activity and Nutrition Science

The minor in physical activity and nutrition science requires a minimum of 15 s.h. in Department of Health and Human Physiology courses, including at least 9 s.h.
in courses numbered 100 (3000) or above (intermediate or advanced). Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Transfer credit does not count toward the minor.

Students majoring in health and human physiology (B.A.), human physiology (B.S.), or athletic training (B.S.) may not earn the minor in Physical Activity and Nutrition Science.

The minor in physical activity and nutrition science is designed in conjunction with the Obesity Research and Education initiative. The minor provides a specialized group of courses that unify concepts underlying the causes, consequences, treatment, and prevention of obesity, with attention to physical activity, nutrition, physiology, psychology, and human disease. Students who earn the minor will be prepared to apply their knowledge in areas such as clinical health professions, public health policy, personal coaching and fitness, health psychology, and health promotion.

For the minor, students complete three core courses plus two elective courses that focus on various facets of obesity and on its treatment and prevention. One of the core courses and both of the elective courses are at the intermediate or advanced level. Students choose electives in consultation with the undergraduate coordinator. Some courses for the minor have prerequisites, which students must complete before they may register for a course.

The minor in physical activity and nutrition science requires the following course work.

Core courses—students complete all of these:
027:039 (HHP:2200) Physical Activity and Health 3 s.h.
027:040 (HHP:2310) Nutrition and Health 3 s.h.
027:128 (HHP:3050) Obesity: Causes, Consequences, Prevention, and Treatment 3 s.h.

Electives—students complete two courses from the following lists:
027:120 (HHP:3000) Equity Issues in the Health Sciences 3 s.h.
027:130 (HHP:3500) Human Physiology 3 s.h.
027:131 (HHP:3030) Coaching for Health and Wellness 3 s.h.
027:133 (HHP:4310) Sport and Exercise Nutrition 3 s.h.
027:135 (HHP:4340) Global Health and Global Food 3 s.h.
027:143 (HHP:4440) Physiology of Nutrition 3 s.h.
027:147 (HHP:3440) Physical Activity and Healthy Communities 3 s.h.
027:151 (HHP:4390) Understanding Human Disease 3 s.h.
027:174 (HHP:3650) Advanced Sport and Exercise Psychology 3 s.h.
027:175 (HHP:3655) Emotional and Psychological Aspects of Health 3 s.h.

Electives may include one of these:
027:140 (HHP:3400) Fundamentals of Exercise Physiology 3 s.h.
027:141 (HHP:4410) Exercise Physiology 3 s.h.

The department is the administrative home for the Leisure Studies Program, which offers a Master of Arts program; see Leisure Studies (p. 421) in the Catalog.

**Master of Science**

The Master of Science program in health and human physiology requires 30-32 s.h. of graduate credit. Required credit varies by track: the athletic training track requires a minimum of 30 s.h. and is offered without thesis; the clinical exercise physiology track requires a minimum of 32 s.h. and is offered without thesis; the health and human physiology track requires a minimum of 30 s.h. and is offered with thesis.

Students interested in pursuing a Ph.D. after earning a master’s degree should choose the M.S. health and human physiology track (with thesis).

**Athletic Training Track**

The athletic training track provides an advanced clinical education and research area of study for certified athletic trainers. It focuses on a health care team approach to sports medicine, medical care management, wellness, pediatric/adolescent health, and special health populations. The program emphasizes application of established research findings to the wide variety of problems encountered in everyday practice.

In order to be admitted to the program, athletic trainers must have completed the following prerequisite course work and must hold the following certifications:
- anatomy (3-4 s.h.);
- human physiology (3 s.h.);
- athletic training core—prevention (3 s.h.), evaluation and recognition (3 s.h.), modalities (3 s.h.), rehabilitation (3 s.h.), administrative (2 s.h.);
- exercise science core—exercise physiology (3 s.h.), biomechanics (3 s.h.);
- current emergency certification; and
- Board of Certification (BOC) certification and state license.

The Master of Science with the athletic training track requires the following course work.

**STATISTICS CORE**

One of these:

225:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

**EXERCISE SCIENCE CORE**

Three of these:

027:133 (HHP:4310) Sport and Exercise Nutrition 3 s.h.
027:141 (HHP:4410) Exercise Physiology 3 s.h.
027:143 (HHP:4440) Physiology of Nutrition 3 s.h.
027:145 (HHP:4460) Cardiovascular Physiology 3 s.h.
027:146 (HHP:4450) Genetic Basis of Disease 3 s.h.
027:148 (HHP:4470) Physiology of Aging 3 s.h.
027:150 (HHP:4150) Clinical Exercise Physiology 3 s.h.
027:154 (HHP:3110) Advanced Anatomy Laboratory 3 s.h.
027:155 (HHP:4130) Skeletal Muscle Physiology 3 s.h.
027:160 (HHP:4300) Neural Control of Posture and Movement 3 s.h.

**Graduate Programs of Study**

- Master of Science in health and human physiology (with or without thesis)
- Doctor of Philosophy in health and human physiology
### Clinical Exercise Physiology Core

All of these:

- 207:240 (HHP:6410) Advanced Exercise Physiology 3 s.h.
- 207:245 (HHP:6460) Advanced Cardiovascular Physiology 1-3 s.h.
- 207:250 (HHP:6150) Advanced Clinical Exercise Physiology 1-3 s.h.
- 207:265 (HHP:6480) Advanced Human Pharmacology 3 s.h.

Two enrollments (1 s.h. each) chosen from these:

- 207:231 (HHP:6300) Seminar in Motor Control 1 s.h.
- 207:236 (EPID:6360) Nutrition Intervention in Clinical Trials Research 1 s.h.

### Internship

Students complete an individually arranged internship, usually during their second year, earning 3 s.h. of credit.

### Electives

Students choose elective courses that enhance their concentration in human and exercise physiology, clinical exercise physiology, prescriptive exercise and training for health and fitness, health maintenance, and understanding human disease. Students complete a minimum of two courses from the following list, with their advisor’s approval.

- 202:192 (BIOL:3743) Basic Biology of Human Disease 2 s.h.
- 207:128 (HHP:3050) Obesity: Causes, Consequences, Prevention, and Treatment 3 s.h.
- 207:139 (HHP:4210) Musculoskeletal Exercise Testing and Prescription 3 s.h.
- 207:152 (HHP:4190) Scientific Basis of Training for Elite Performance 3 s.h.
- 207:174 (HHP:3650) Advanced Sport and Exercise Psychology 3 s.h.
- 207:248 (HHP:6470) Advanced Physiology of Aging 3 s.h.
- 207:249 (HHP:6210) Epidemiology of Physical Activity 3 s.h.
- 207:255 (HHP:6130) Advanced Skeletal Muscle Physiology 1-3 s.h.
- 207:260 (HHP:7300) Advanced Neural Control of Posture and Movement 1-3 s.h.

### Statistics Core

One of these:

- 225:101 (STAT:3510) Biostatistics 3 s.h.
- 225:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.
- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

### Advanced Statistics

One of these:

- 225:148 (STAT:6513) Intermediate Statistical Methods 4 s.h.
- 171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.

### Clinical Research Tools

One approved clinical tool course in computer science, counseling, epidemiology, health promotion, leisure studies, nursing, or pathology.

### Athletic Training Core

All of these:

- 207:301 (HHP:6010) Non-Thesis Seminar 2 s.h.

One of these:

- 07P:205 (PSQF:6205) Design of Instruction 3 s.h.
- 069:133 (PATH:8133) Introduction to Human Pathology for Graduate Students 4 s.h.
- 173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.

### ELECTIVES

Students choose elective courses that enhance their concentration in medical care management, wellness, pediatric/adolescent health, or special health populations. Course selection must be approved by the advisor.

### Clinical Exercise Physiology Track

The clinical exercise physiology track provides an advanced scientific and clinical education. It prepares students to be allied health professionals who work in the application of physical activity and behavioral interventions for clinical diseases and health conditions including cardiovascular, pulmonary, metabolic, orthopedic, neuromuscular, immunologic, and hematologic diseases.

In order to be admitted to the program, students must:

- hold a B.S. or B.A. with a g.p.a. of at least 3.00; and
- have completed anatomy and physiology with laboratories (8 s.h.).

The Master of Science with the clinical exercise physiology track requires the following course work.

### Statistics Core

One of these:

- 225:101 (STAT:3510) Biostatistics 3 s.h.
- 225:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.
- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

### Advanced Statistics

One of these:

- 225:148 (STAT:6513) Intermediate Statistical Methods 4 s.h.
- 171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.
Health and Human Physiology Track
The health and human physiology track requires a thesis. Students who intend to earn a Ph.D. after the master’s degree should choose this track. In order to be admitted to the program, students must:

- hold a B.S. or B.A. with a g.p.a. of at least 3.00; and
- have completed courses in anatomy and physiology with laboratory (8 s.h.) and basic physics (3 s.h.).

The Master of Science with the health and human physiology track requires the following work.

ADVANCED STATISTICS
One of these:

- 22S:148 (STAT:6513) Intermediate Statistical Methods 4 s.h.
- 096:338 (NURS:7002) Designing Research 3 s.h.
- 096:344 (NURS:7003) Quantitative Research 4 s.h.
- 171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.

RESEARCH METHODS
One of these:

- 07X:150 (EALL:5150) Introduction to Educational Research 3 s.h.
- 096:338 (NURS:7002) Designing Research 3 s.h.
- 096:344 (NURS:7003) Quantitative Research 4 s.h.
- 169:205 (LEIS:5205) Research Methods and Leisure Behavior 3 s.h.

SEMINAR COURSES
Four enrollments (1 s.h. each) chosen from these:

- 027:241 (HHP:6400) Integrative Physiology Seminar 1 s.h.
- 027:296 (HHP:6500) Seminar in Health Promotion 1 s.h.
- 027:314 (HHP:6300) Seminar in Motor Control 1 s.h.

THESIS
Both of these:

- 027:404 (HHP:7500) Thesis: M.S. 4 s.h.
- 650:270 (GRAD:7270) Principles of Scholarly Integrity 0 s.h. (takes two semesters to complete)

ELECTIVES
Students choose elective courses that broaden their knowledge in health and human physiology and related disciplines and that enhance their knowledge in their specific areas of interest. Students choose electives with guidance from their advisor/mentor. Electives may include the following:

- 027:128 (HHP:3050) Obesity: Causes, Consequences, Prevention, and Treatment 3 s.h.
- 027:139 (HHP:4210) Musculoskeletal Exercise Testing and Prescription 3 s.h.
- 027:159 (HHP:4190) Scientific Basis of Training for Elite Performance 3 s.h.
- 027:174 (HHP:3650) Advanced Sport and Exercise Psychology 3 s.h.
- 027:201 (HHP:6000) Research arr.
- 027:238 (HHP:6200) Advanced Metabolic Exercise Testing and Prescription 4 s.h.
- 027:240 (HHP:6410) Advanced Exercise Physiology 3 s.h.
- 027:245 (HHP:6460) Advanced Cardiovascular Physiology 1-3 s.h.
- 027:248 (HHP:6470) Advanced Physiology of Aging 3 s.h.
- 027:249 (HHP:6210) Epidemiology of Physical Activity 3 s.h.
- 027:250 (HHP:6150) Advanced Clinical Exercise 1-3 s.h.
- 027:255 (HHP:6130) Advanced Skeletal Muscle Physiology 1-3 s.h.
- 027:260 (HHP:7300) Advanced Neural Control of Posture and Movement 1-3 s.h.
- 027:265 (HHP:6480) Advanced Human Pharmacology 3 s.h.
- 060:203 (ACB:5203) Gross Human Anatomy for Graduate Students 6 s.h.
- 072:153 (MPB:5153) Graduate Physiology 4 s.h.
- 099:110 (BIOL:3110) Biochemistry 3 s.h.
- 101:212 (PTRS:7812) Biomedical Instrumentation and Measurement 3 s.h.
- 101:275 (PTRS:7875) Analysis of Movement Control Systems in Health and Disease 3 s.h.
- 172:150 (CBH:5220) Health Behavior and Health Education 3 s.h.
- 173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.
- 173:160 (EPID:5600) Introduction to Epidemiology Data Analysis With Computers 2 s.h.
- 173:235 (EPID:6350) Nutritional Epidemiology 2 s.h.
- 173:240 (EPID:6400) Epidemiology II: Advanced Methods 4 s.h.
- 173:241 (EPID:5241) Statistical Methods in Epidemiology 3 s.h.
- 173:260 (EPID:6600) Epidemiology of Chronic Diseases 3 s.h.

Doctor of Philosophy

The Doctor of Philosophy program in health and human physiology requires a minimum of 72 s.h. of graduate credit.

Doctoral students should have a strong background in the natural sciences and/or health promotion, and a working knowledge of statistics and research methodology. Students may acquire additional knowledge of statistics and research methodology after entering the program.

All Ph.D. students complete a common core of courses, scientific area courses, courses in their specialization, and 10 s.h. of independent research in addition to the dissertation requirement. They must complete a dissertation in their specialization area and must submit an appropriate manuscript of the dissertation to a refereed professional journal for publication.

Some courses in the program are offered by other departments. Faculty members from those departments frequently serve on comprehensive examination committees and on dissertation committees for the initial presentation of a candidate’s prospectus. They also participate in the final examination.

The Doctor of Philosophy requires the following course work.

COMMON CORE
All of these:

- 22S:148 (STAT:6513) Intermediate Statistical Methods 4 s.h.
- 027:201 (HHP:6000) Research 10 s.h.
- 027:405 (HHP:7900) Thesis: Ph.D. 12 s.h.
- 171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.
SEMINAR COURSES

Four enrollments (1-2 s.h. each) chosen from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:241 (HHP:6400)</td>
<td>Integrative Physiology Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>027:296 (HHP:6500)</td>
<td>Seminar in Health Promotion</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>027:314 (HHP:6300)</td>
<td>Seminar in Motor Control</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

SCIENTIFIC AREA COURSES

Students obtain a breadth of knowledge over the key scientific areas that constitute the basis of the major by completing at least three courses outside of their specialization area.

SPECIALIZATION ELECTIVES

Students are expected to obtain broad-based knowledge in their specialization area. This normally entails approximately 30 s.h. of course work. Students choose specialization electives with guidance from their advisor/mentor. Electives may include the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:180 (BIOL:3253)</td>
<td>Fundamental Neurobiology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>027:133 (HHP:4310)</td>
<td>Sport and Exercise Nutrition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:238 (HHP:6200)</td>
<td>Advanced Metabolic Exercise Testing and Prescription</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>027:249 (HHP:6210)</td>
<td>Epidemiology of Physical Activity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:253 (HHP:6100)</td>
<td>Advanced Human Anatomy</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>031:241 (PSY:5210)</td>
<td>Fundamentals of Behavioral Neuroscience</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>051:150 (BME:5610)</td>
<td>Musculoskeletal Biomechanics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>056:144 (IE:3400)</td>
<td>Human Factors</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>058:150 (ME:5150)</td>
<td>Intermediate Mechanics of Deformable Bodies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>060:203 (ACB:5203)</td>
<td>Gross Human Anatomy for Graduate Students</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>060:234 (ACB:8114)</td>
<td>Medical Neuroscience</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>072:153 (MPB:5153)</td>
<td>Graduate Physiology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>077:222 (FRRB:7000)</td>
<td>Redox Biology and Medicine</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>099:110 (BIOL:3110)</td>
<td>Biochemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:120 (BIOL:3120)</td>
<td>Biochemistry and Molecular Biology I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:130 (BIOL:3130)</td>
<td>Biochemistry and Molecular Biology II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:140 (BIOL:3140)</td>
<td>Experimental Biochemistry</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:210 (PTRS:5210)</td>
<td>Kinesiology and Pathomechanics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>101:212 (PTRS:7812)</td>
<td>Biomedical Instrumentation and Measurement</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:224 (PTRS:6224)</td>
<td>Movement Control Systems in Health Disease</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>101:275 (PTRS:7875)</td>
<td>Analysis of Movement Control Systems in Health Disease</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:285 (PTRS:7885)</td>
<td>Biomechanical Analysis in Rehabilitation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>132:180 (NSCI:7180)</td>
<td>Fundamental Neurobiology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>132:181 (NSCI:4353)</td>
<td>Neurophysiology</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>132:184 (NSCI:6184)</td>
<td>Developmental Neurobiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>132:235 (NSCI:7235)</td>
<td>Neurobiology of Disease</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>172:150 (CBH:5220)</td>
<td>Health Behavior and Health Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:140 (EPID:4400)</td>
<td>Epidemiology I: Principles</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:160 (EPID:5600)</td>
<td>Introduction to Epidemiology Data Analysis With Computers</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>173:235 (EPID:6350)</td>
<td>Nutritional Epidemiology</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

DISSERTATION

Students working on a dissertation register for the following course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
</table>

Admission

Admission to the department's graduate programs is based on grade-point average and score on the Graduate Record Examination (GRE) General Test. Applicants to the M.S. program must have an undergraduate g.p.a. of at least 3.00. Applicants to the Ph.D. program must have a g.p.a. of at least 3.00 on undergraduate work and previous graduate work.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Application deadline is February 1 for admission the following fall semester.

Facilities

Classroom and research laboratories are located in the Field House and in other buildings on campus. They provide excellent facilities for instruction and research at both the undergraduate and graduate levels.

Cooperative efforts with other units facilitate specialization by allowing health and human physiology students to use additional special facilities and research equipment in other departments on campus (e.g., biology, biochemistry, molecular physiology and biophysics, orthopaedic surgery, internal medicine, pharmacology, and the College of Engineering).

Courses

Primarily for Undergraduates

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:029 (HHP:1000)</td>
<td>First-Year Seminar</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:030 (HHP:2210)</td>
<td>Principles of Exercise Leadership</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Exercise standards, guidelines for aerobic/exercise instructors; aerobic workout components, contraindicated exercises, injury prevention and treatment. Prerequisites: 027:039 (HHP:2200).
American Red Cross certification: basic first aid, CPR procedures.

027:036 (ATEP:2010) Practicum in Athletic Training I 2 s.h.
Basic clinical skill instruction, evaluation, and integration for athletic trainers. Requirements: athletic training major.

027:037 (ATEP:2020) Practicum in Athletic Training II 2 s.h.
Integration of basic physical skills and orientation to traditional settings; clinical experience for first-year students arranged through the athletic training program. Requirements: grade of C or higher in 027:036 (ATEP:2010).

027:039 (HHP:2200) Physical Activity and Health 3 s.h.
Physical activity determinants in society; school, workplace, community-based health promotion interventions to improve activity levels. GE: Values, Society, and Diversity.

027:040 (HHP:2310) Nutrition and Health 3 s.h.
Physiology, biochemistry of human nutrition; appropriate food sources; qualitative and quantitative evaluation of diets using standard references. GE: Natural Sciences without Lab.

027:044 (HHP:2130) Human Development Through the Life Span 3 s.h.
Overview of human developmental theories across the life-span; aspects of cognitive, physical, and personality development from birth to death; the role of culture, environment, health, and economic factors over the developmental process and life continuum.

027:050 (HHP:1300) Fundamentals of Human Physiology 3 s.h.
Introduction to function and regulation of the human body. Recommendations: high school chemistry and basic biology. GE: Natural Sciences without Lab.

027:051 (HHP:1310) Human Physiology Laboratory 1 s.h.
Introductory laboratory course illustrating principles of human physiology through fundamental experimental measurements and computer simulation. Recommendations: one semester of biology.

027:053 (HHP:1100) Human Anatomy 3 s.h.
General human anatomy covering most systems of the body. GE: Natural Sciences without Lab.

027:054 (HHP:1110) Human Anatomy Laboratory 1 s.h.
All major systems of the human body, understood through computer-generated images, models, histological slides, anatomical specimens. GE: Natural Sciences Lab only.

027:056 (ATEP:1000) First Aid and CPR 2 s.h.
American Red Cross certification: basic first aid, CPR procedures.

027:057 (ATEP:2030) Basic Athletic Training 3 s.h.
Basic pathology, epidemiology, materials biology for prevention and immediate care of athletic injuries.

027:076 (HHP:2500) Psychological Aspects of Sport and Physical Activity 3 s.h.
Psychological theory and research related to sport and physical activity; motivation, aggression, attribution, socialization, competitive anxiety, leadership.

Exploration of professional preparation for athletic trainers; application, career opportunities, professional organizations, awareness of basic athletic training principles.

027:109 (HHP:3005) Scientific Reasoning 3 s.h.
Patterns of reasoning useful for understanding and evaluating scientific evidence, theory, controversy; historical and contemporary examples from the physical, biological, behavioral, biomedical sciences. GE: Quantitative or Formal Reasoning.

027:110 (HHP:3100) Health Literacy 3 s.h.
Community and clinical issues related to health literacy; focus on understanding individual and systemic factors that influence health literacy, including education, context, culture, and health care systems. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310).

027:117 (HHP:3300) Human Growth and Motor Development 3 s.h.
Human growth and biological maturation; focus on motor development from birth through puberty. Offered fall semesters. Recommendations: prior course in anatomy, human physiology, or biology.

027:120 (HHP:3000) Equity Issues in the Health Sciences 3 s.h.
 Examination of equity issues in the health sciences, including a review of the historical challenges that led to Human Subjects Review Boards, FDA oversight of drug development and clinical trials, inclusion of women in research; effect of situational ethics in the workplace; potential danger of making assumptions about clients/patients; importance of developing an inclusive communication style; assessing the effectiveness of family-friendly employment policies in providing equitable opportunities for career advancement for both women and men. Recommendations: junior or senior standing. Same as 145:120 (INTD:3020).

027:125 (HHP:3010) Contemporary Nutrition 3 s.h.
Introduction to nutrition; importance of understanding food choices and diet to fit individual needs. Same as 145:125 (INTD:3025).

027:127 (HHP:3020) Nutrition for Health, Fitness, and Sport 3 s.h.
Effects of exercise and nutrition on health- and sports-related fitness; for professionals in health and physical education. Same as 145:127 (INTD:3027).

027:131 (HHP:3030) Coaching for Health and Wellness 3 s.h.
Opportunities to expand knowledge and develop skills to help individuals change behavior and meet health-related goals; general health and wellness principles; principles and techniques for change; experience providing health-coaching services to clients. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310). Same as 145:130 (INTD:3030).

027:134 (HHP:4320) Nutrition Interventions 3 s.h.
Strategies that assist in assessment and evaluation of nutrition behaviors of individuals and groups; interventions to meet nutritional needs of individuals and groups with a variety of health issues. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310). Requirements: admission to health promotion track.

027:135 (HHP:4340) Global Health and Global Food 3 s.h.
Practices, patterns, and policies that contribute to the epidemics of obesity, diabetes, and heart disease in wealthy populations; environmental degradation, hunger, and malnutrition among impoverished populations; strategies to meet food and agricultural needs for the world; local/global aspects or perspectives on food/health concerns for Iowa and the international community. Same as 152:135 (GHS:4340).

027:136 (HHP:3200) Health Behavior and Health Promotion 3 s.h.
Principles of epidemiology and health behavior theories applied to multilevel frameworks for health promotion. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310).

027:137 (HHP:3430) Community and Worksite Health Promotion 3 s.h.
Management and organizational theories; assessment, planning, implementation, and evaluation of clinical and work-setting (targeted) health promotion programs. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310).

Basic techniques in physical fitness assessment, prescription of exercise for healthy and unhealthy adults, promotion of physical activity within communities; provides knowledge and skill competencies required for certification as American College of Sports Medicine health fitness instructor. Prerequisites: 027:039 (HHP:2200). Corequisites: 027:140 (HHP:3400) or 027:141 (HHP:4410). Requirements: admission to health promotion program.

027:139 (HHP:4210) Musculoskeletal Exercise Testing and Prescription 3 s.h.

027:144 (HHP:3420) College Health Education 3 s.h.
Foundation of theories and models that guide health behavior change in college settings; how health issues apply to individuals and to communities to which they belong; practical experience in planning, implementing, and evaluating health programs. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310).

027:147 (HHP:3440) Physical Activity and Healthy Communities 3 s.h.
Development, implementation, evaluation of effective health communication interventions; identification of health education resources for targeted groups. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310).

027:152 (HHP:4400) Health Promotion Clinical Practicum 1 s.h.
Experience in planning and implementing clinical health promotion programs focusing on nutrition, physical fitness, cardiac rehabilitation, and respiratory rehabilitation. Prerequisites: 027:136 (HHP:3200) and 027:138 (HHP:4200).

027:156 (HHP:4420) Planning and Evaluating Health Interventions 3 s.h.
Assessment, planning, implementation, and evaluation of health promotion programs. Prerequisites: 027:136 (HHP:3200). Requirements: admission to Health and Human Physiology health promotion program.

027:174 (HHP:3650) Advanced Sport and Exercise Psychology 3 s.h.
Application of sport and exercise psychological theory; theoretical and practical experience using psychological skills training for sport and exercise. Corequisites: 027:076 (HHP:2500).

027:176 (HHP:3850) Promoting Health Globally 3 s.h.
Major global health threats in the United States and abroad; impact of culture, history, economics on health disparities; approaches, programs, policies to remedy them. Requirements: junior or senior standing, or certificate student. Same as 152:158 (GHS:3850).

027:187 (HHP:4940) Health Promotion Honors Readings 1-2 s.h.
First step to complete an honors thesis; work with health and human physiology faculty member; comprehensive readings in a specific area (e.g., obesity in children, disabilities and sport); readings include primarily research reviews, popular press, and editorials; production of an annotated bibliography summarizing readings and presentation to faculty member at end of semester; brief research proposal summarizing background, research questions, and methods of selected area.

027:188 (HHP:4950) Health Promotion Honors Problems 3-4 s.h.
Continuation of 027:187 (HHP:4940); original research or creative project supervised by a faculty member.

027:190 (HHP:4920) Health Promotion Preinternship Seminar 1 s.h.
Preparation for internship experience.

027:191 (HHP:4930) Health Promotion Internship 3 s.h.
Directed practical field experience; program planning, implementation, evaluation, administrative procedures. Prerequisites: 027:134 (HHP:4320), 027:138 (HHP:4200), 027:139 (HHP:4210), 027:156 (HHP:4420), and 027:190 (HHP:4920).
027:198 (HHP:4800) Honors Research I 2 s.h.
Research for honors thesis; selection of faculty mentor, preparation of research proposal, written and oral presentations of research proposal, literature review, participation in experiments designed to develop laboratory skills for research, work with an active research tenure-track faculty member in a laboratory; first of a two-semester sequence. Requirements: honors standing.

027:199 (HHP:4900) Honors Research II 3 s.h.
Completion of honors research begun in 027:198 (HHP:4800), analysis of data, writing and oral presentation of honors thesis, work with an active research tenure-track faculty member in a laboratory; second of a two-semester sequence. Requirements: honors standing and grade of B or higher in 027:198 (HHP:4800).

For Undergraduate and Graduate Students

027:128 (HHP:3050) Obesity: Causes, Consequences, Prevention, and Treatment 3 s.h.
In-depth overview of biological, behavioral, and societal causes and consequences of obesity epidemic; potential solutions from primary and secondary prevention standpoints; causes of obesity, available treatments, and global impact that obesity epidemic presents to society. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310).

027:130 (HHP:3500) Human Physiology 3 s.h.
Organ system approach to physiology; focus on normal function of human body; information on all levels of integration from submolecular to whole organism; emphasis on how intact organism functions. Prerequisites: 002:021 (BIOL:1140) or 002:031 (BIOL:1411) or 027:050 (HHP:1300), and 004:007 (CHEM:1070) or 004:011 (CHEM:1110).

027:132 (HHP:3510) Advanced Human Physiology Laboratory 3 s.h.
Fundamental laboratory measurements; major physiological systems, experimental design, presentation of experimental data. Corequisites: 027:130 (HHP:3500), if not taken as a prerequisite.

027:133 (HHP:4310) Sport and Exercise Nutrition 3 s.h.
Relationship between nutrition, fitness and sport performance; basic nutrition, physiology, chemistry, psychology, food preparation. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310).

027:140 (HHP:3400) Fundamentals of Exercise Physiology 3 s.h.
Effects of acute exercise and chronic exercise training on different physiological systems (energy, neuromuscular, circulatory, respiratory, endocrine); overview of physiological principles necessary for more advanced study of fitness evaluation and exercise prescription; preparation for ACSM certification. Prerequisites: 027:050 (HHP:1300) or 027:130 (HHP:3500). Recommendations: at least one prior human physiology course.

027:141 (HHP:4410) Exercise Physiology 3 s.h.
Mechanisms responsible for the acute and chronic effects of exercise on the different organ systems of the body. Offered fall semesters. Prerequisites: 027:050 (HHP:1300) or 027:130 (HHP:3500).

027:142 (HHP:4430) Exercise Physiology Laboratory 2 s.h.
Supplements 027:141 (HHP:4410); principles of scientific investigation used to demonstrate acute and chronic effects of exercise.

027:143 (HHP:4440) Physiology of Nutrition 3 s.h.
Metabolic and biological aspects of human energy production, relationship to energy consumption; systems or integrative approach.

027:145 (HHP:4460) Cardiovascular Physiology 3 s.h.

027:146 (HHP:4450) Genetic Basis of Disease 3 s.h.
Changes in single molecules that lead to systemic physiological alterations in mammals; relationship of these changes to development, aging, exercise, and specific diseases; current methodologies for studying mammalian genetics and physiology. Prerequisites: 027:130 (HHP:3500).

027:148 (HHP:4470) Physiology of Aging 3 s.h.
Aging’s effects on cells, tissues, and organs; how aging influences function of major body organ systems and the whole organism; physiological mechanisms that underlie age-related changes in body function and performance; integrative approach with focus on human aging. Prerequisites: 027:053 (HHP:1100) and 027:130 (HHP:3500).

027:150 (HHP:4150) Clinical Exercise Physiology 3 s.h.
Recent advances in exercise physiology for clinical populations; emphasis on acute and chronic responses to exercise in healthy aged adults and in patients with cardiac, vascular, pulmonary, and metabolic diseases; basic and intermediate electrocardiography (ECG), pathophysiology of disease process, clinical assessment of disease severity, diagnostic testing, acute exercise responses, and exercise rehabilitation. Prerequisites: 027:130 (HHP:3500) and 027:141 (HHP:4410). Recommendations: 027:145 (HHP:4460).

027:151 (HHP:4390) Understanding Human Disease 3 s.h.
Introduction to process of human disease at cell, organ, and whole body level throughout the lifespan; pathophysiological changes occurring with disease, including risk factors, disease development, and overall effects of disease on the body; cancer, diabetes, obesity, cardiovascular, neurodegenerative diseases, and aging. Prerequisites: 027:050 (HHP:1300) or 027:130 (HHP:3500).

027:153 (HHP:4405) Health Promotion Community and Worksite Practicum 1 s.h.
Planning and implementing community and worksite health promotion programs. Prerequisites: 027:136 (HHP:3200) and 027:138 (HHP:4200).

027:154 (HHP:3110) Advanced Anatomy Laboratory 3 s.h.
Detailed gross anatomy of all major systems of the body; structure of the human body at organ, tissue, and cellular levels; examination of various human and other mammalian specimens. Prerequisites: 027:053 (HHP:1100) and 027:054 (HHP:1110).

027:155 (HHP:4130) Skeletal Muscle Physiology 3 s.h.
Skeletal muscle structure, contractile mechanisms, production of movement, biomechanical properties; adaptation to increased use, disuse, injury. Offered spring semesters.

027:158 (HHP:4230) Motor Learning: Theory and Application 3 s.h.
How skilled motor behavior is acquired; behavioral changes that occur during skill acquisition; structural and physiological changes that occur in central nervous system; principles of training and practice that yield efficient and effective motor learning; how this information is helpful to health professionals involved in motor rehabilitation, physical educators and coaches, music instructors and musicians, strength and conditioning professionals, fitness professionals, and athletes, among others. Prerequisites: 027:050 (HHP:1300). Recommendations: familiarity with basic neuroscience (neurons, synaptic transmission, basic anatomical organization of sensory and motor systems).

027:159 (HHP:4190) Scientific Basis of Training for Elite Performance 3 s.h.
Application of scientific principles to goal of improving strength, speed, endurance, and overall human function; general overview of structure and function of muscular, nervous, cardiovascular, and respiratory systems; bioenergetics of exercise; endocrine response to exercise; biomechanics of resistance exercise; adaptations to anaerobic and aerobic training programs; age and sex related considerations on training; nutrition and ergogenic aids. Prerequisites: 027:053 (HHP:1100), and 027:050 (HHP:1300) or 027:130 (HHP:3500).

027:160 (HHP:4300) Neural Control of Posture and Movement 3 s.h.
Neuroanatomical and neurophysiological bases of human motor control; mechanisms for locomotion and posture, control of arm and hand movements, role of sensory information. Offered spring semesters. Requirements: anatomy or human physiology course.

027:161 (HHP:4250) Human Pathophysiology 3 s.h.
In-depth study of human pathological processes and their effects on homeostasis; etiology, symptoms, and risk factors of various diseases; emphasis on major diseases impacting worldwide disability and death; how pathological processes are manifested and progress in the body. Prerequisites: 027:053 (HHP:1100) and 027:130 (HHP:3500).

027:162 (HHP:4415) Exercise Science Practicum 1 s.h.
Experience in planning and implementing exercise programs related to physical fitness, including strength and conditioning in healthy and diseased/injured populations, and in elite athletes. Prerequisites: 027:138 (HHP:4200) and 027:139 (HHP:4210).

027:165 (HHP:4480) Introduction to Human Pharmacology 3 s.h.
General pharmacology (e.g., administration, distribution, and elimination of drugs, dose response curves, adverse effects, placebos, homeopathy); pharmacotherapy of selected human diseases, pathophysiologic aspects of the disease, how different classes of drugs modify pathophysiologic effects to restore health or reduce disease's impact; focus on mechanisms of drug actions in humans; adverse effects, pharmacokinetic considerations, drug interactions; how to write prescriptions. Prerequisites: 027:130 (HHP:3500).

027:170 (HHP:3860) Leadership Theory for Health and Fitness 3 s.h.
Theories and applications of current scholarship in group and individual leadership relevant for health, sport, fitness, and exercise leadership; areas of study include group dynamics, humanist leadership, leader-member exchange theory, transformational leadership, contingency/reinforcement leadership models, path-goal leadership, and multi-dimensional leadership models; approaches to leadership contextualized to build skills in cultural competence and ethics of leadership.

027:171 (ATEP:4010) Administration of Athletic Training Programs 2 s.h.
Health care supervision, professional athletic training responsibilities, philosophies in athletic health care. Offered fall semesters. Prerequisites: 027:057 (ATEP:2030).

027:172 (ATEP:2040) Clinical Sciences I 2 s.h.
Theoretical knowledge base in therapeutic modalities. Offered spring semesters. Requirements: grade of C or higher in 027:036 (ATEP:2010).

027:175 (HHP:3655) Emotional and Psychological Aspects of Health 3 s.h.
Interfaces among emotional, psychological, and physical aspects of health; examination of how individuals with healthy psychological profiles engage in health behaviors; health-related implications of negative emotional and psychological states; strategies for promoting healthy psychological patterns; designed for health promotion, health studies students, and others interested in health-related careers. Prerequisites: 027:039 (HHP:2200).

027:177 (HHP:3450) Immunology in Health and Disease 3 s.h.
Overview of immunology, beginning at the molecular level and ending with the role of the immune system in disease: fundamental concepts of the immune system, innate and adaptive immunity, focusing on cell-mediated and humoral immune responses, in addition to effector mechanisms in both of these responses; concepts of immunologic tolerance; autoimmune disease; immunodeficiency syndromes; the inflammatory process in disease. Prerequisites: 027:130 (HHP:3500).

027:180 (ATEP:2060) Advanced Emergency Care for Athletic Trainers 1-2 s.h.
Coordinated initial professional emergency response certifications for athletic trainers; recertification for those holding valid certifications. Requirements: Red Cross First Aid and CPR certifications.
027:182 (ATEP:3010) Clinical Sciences III 3 s.h.
Theoretical and practical skill development in the areas of musculoskeletal evaluation for ankle, knee, shoulder, and upper extremity. Offered fall semesters. Prerequisites: 027:172 (ATEP:2040). Requirements: athletic training major.

027:183 (ATEP:3040) Clinical Sciences IV 3 s.h.
Continuation of musculoskeletal evaluation, completion of EENT, chest, abdomen, and dermatologic evaluation; integration of rehabilitation programs. Offered spring semesters. Requirements: grade of C or higher in 027:182 (ATEP:3010).

027:184 (ATEP:5010) Seminar in Athletic Training 1-4 s.h.
Educational issues faced by approved clinical instructors in athletic training education programs. Offered fall semesters. Requirements: graduate standing.

027:185 (ATEP:3020) Clinical Sciences V: Rehabilitation 2 s.h.

027:186 (ATEP:3030) Practicum in Athletic Training III 3 s.h.
Advanced clinical skill instruction, evaluation, and integration for athletic trainers. Requirements: grade of C or higher in 027:037 (ATEP:2020).

027:192 (HHP:4490) Diagnosing Diseases: Patient History and Physical Examination 3 s.h.
Different diseases studied by interacting with patients at Meenakshi Mission Hospital and Research Center in Madurai, India; formal lectures in mornings followed by bedside teaching in afternoons and grand rounds in evenings; for pre-health professional students.

027:193 (HHP:4935) Clinical Exercise Physiology Internship 3,6 s.h.
Directed practical field experience; program planning, implementation, evaluation, and administrative procedures.

Library or laboratory research related to a specific topic in human physiology, normally culminating with a written manuscript; work directed by a faculty member.

027:197 (HHP:4220) Biomechanics of Human Motion 3 s.h.
Application of the principles of mechanics to investigation of human motion in two dimensions; system modeling, force system and equilibrium analysis, particle and rigid body kinematics, Newton’s and Euler’s equations of motion, work-energy and impulse-momentum integral principles. Offered spring semesters.


Primary for Graduate Students

027:201 (HHP:6000) Research 1,3 s.h.
Research and interpretation of studies, selection of measures to fit research questions. Same as 173:245 (EPID:6245).

027:202 (HHP:7000) Practicum in College Teaching arr.

027:238 (HHP:6200) Advanced Metabolic Exercise Testing and Prescription 1,4 s.h.
Basic techniques in physical fitness assessment; prescription of exercise for healthy and unhealthy adults; promotion of physical activity within communities; knowledge and skill competencies required for certification as American College of Sports Medicine health fitness instructor. Prerequisites: 027:039 (HHP:2200), and 027:050 (HHP:1300) or 027:130 (HHP:3500).

027:240 (HHP:6410) Advanced Exercise Physiology 1,3 s.h.
Mechanisms responsible for acute and chronic effects of exercise on different organ systems of the body. Offered fall semesters. Prerequisites: 027:050 (HHP:1300) or 027:130 (HHP:3500).

027:241 (HHP:6400) Integrative Physiology Seminar 1 s.h.
Current topics in cardiovascular physiology, vascular biology, free radical biology.

027:244 (HHP:6220) Seminar in Health and Physical Activity Behavior 3 s.h.
Health behavior theories and their relevance to individual, interpersonal, and community-wide health promotion interventions.

027:245 (HHP:6460) Advanced Cardiovascular Physiology 1,3 s.h.

027:248 (HHP:6470) Advanced Physiology of Aging 3 s.h.
Effects of aging on cells, tissues, and organs; how aging influences function of major body organ systems and the whole organism; physiological mechanisms that underlie age-related changes in body function and performance; integrative approach with focus on human aging. Prerequisites: 027:053 (HHP:1100) and 027:130 (HHP:3500).

027:249 (HHP:6210) Epidemiology of Physical Activity 3 s.h.
Physical activity/disease relationships examined through application of epidemiologic methods, including research design, interpretation of studies, selection of measures to fit research questions. Same as 173:245 (EPID:6245).

027:250 (HHP:6150) Advanced Clinical Exercise Physiology 1,3 s.h.
Recent advances in exercise physiology for clinical populations; emphasis on acute and chronic responses to exercise in healthy aged adults and in patients with cardiac, vascular, pulmonary, and metabolic diseases; basic and intermediate electrocardiography (ECG), pathophysiology of disease process, clinical assessment of disease severity, diagnostic testing, acute exercise responses, and exercise rehabilitation. Prerequisites: 027:130 (HHP:3500) and 027:141 (HHP:4410). Recommendations: 027:145 (HHP:4460).
### Health and Physical Activity Skills

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>28S:006</td>
<td>Core Strengthening</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:007</td>
<td>Aerobics</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:011</td>
<td>Badminton</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:020</td>
<td>Fitness Walking</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:021</td>
<td>Flexibility</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:025</td>
<td>Hatha Yoga</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:029</td>
<td>Jogging I: Beginners</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:030</td>
<td>Jogging II</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:031</td>
<td>Karate</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:033</td>
<td>Kick Boxing</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:037</td>
<td>Lap Swimming I</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:038</td>
<td>Lap Swimming II</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:042</td>
<td>Personal Fitness</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:043</td>
<td>Pilates</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:045</td>
<td>Racquetball</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:047</td>
<td>Relaxation Techniques</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:049</td>
<td>Sand Volleyball</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:052</td>
<td>Self Defense</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:053</td>
<td>Slow-Pitch Softball</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:055</td>
<td>Outdoor Soccer</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:061</td>
<td>Resistance Training</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>28S:066</td>
<td>Table Tennis</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>
28S:071 (HPAS:1450) Tennis
1 s.h.

28S:075 (HPAS:1560) Ultimate Frisbee
1 s.h.

28S:077 (HPAS:1530) Volleyball I
1 s.h.

28S:078 (HPAS:1535) Volleyball II
Prerequisites: 28S:077 (HPAS:1530).
1 s.h.

28S:080 (HPAS:1080) Olympic Weightlifting
Introduction to Olympic weightlifting exercises including snatch, clean and jerk, power snatch, and power clean. Prerequisites: 28S:081 (HPAS:1070).
1 s.h.

28S:081 (HPAS:1070) Weight Training I
1 s.h.

28S:082 (HPAS:1075) Weight Training II
Prerequisites: 28S:081 (HPAS:1070).
1 s.h.

28S:085 (HPAS:1001) Alcohol and Your College Experience
Patterns of alcohol, drug use focused on college years; strategies for monitoring use, behavioral change plans for implementing lower-risk drinking practices; for drinkers and non-drinkers.
1 s.h.

28S:086 (HPAS:1002) Tobacco and Your College Experience
Current behavior change theories related to tobacco use, cessation; nicotine replacement therapies (NRT), non-NRT methods; triggers, relapse prevention, cognitive behavioral skills, support systems; for smokers and non-smokers.
1 s.h.

28S:087 (HPAS:1003) Resiliency and Your College Experience
Resiliency and psychological hardiness theories relevant to college life; resiliency and ability to cope with challenges; components of psychological fitness; skills for personal growth and emotional well-being.
1 s.h.

28S:088 (HPAS:1004) Food and Your College Experience
Sociocultural perspective on the forces that facilitate "junk" diets, particularly during young adulthood; basic components of nutrition; opportunity to develop skills in diet planning and healthy eating.
1 s.h.
History

Chair
- Stephen Vlastos

Professors
- Constance A. Berman, Jeffrey L. Cox, James L. Giblin, Colin Gordon, Paul Greenough, Elizabeth Heineman (History/Gender, Women’s, and Sexuality Studies), Leslie A. Schwalm (History/Gender, Women’s, and Sexuality Studies), H. Shelton Stromquist, Katherine Tachau, Stephen Vlastos

Associate professors
- Douglas Baynton (History/Communication Sciences and Disorders), Mariola Espinosa, Michel Gobat, Catherine Komisaruk, Michael E. Moore, Michaela Hoenicke Moore, H. Glenn Penny, Marshall Poe, Richard Tyler Priest (History/Geographical and Sustainability Sciences), Jacki Rand, Jennifer E. Sessions, Landon Storrs, Omar Valerio-Jiménez

Assistant professors
- Mérimi Belli, Shuang Chen, Stephanie Jones-Rogers (History/Gender, Women’s, and Sexuality Studies), Tom Arne Midtrad, Alyssa Park

Lecturers
- Kathleen Kamerick, Rosemary Moore (Classics/History)

Professors emeriti
- R. David Arkush, T. Dwight Bozeman, Sarah Hanley, Ellis W. Hawley, Henry G. Horwitz, Linda K. Kerber, Jaroslaw Pelenski, Malcolm J. Rohrbough, David Schoenbaum, Alan B. Spitzer

Associate professor emeritus
- Allen Steinberg

Undergraduate major: history (B.A.)
Undergraduate minor: history
Graduate degrees: M.A. in history; Ph.D. in history
Web site: http://clas.uiowa.edu/history

The Department of History’s purpose is to increase knowledge of human experience and provide students with opportunities to gain information about and learn methods for understanding their world in light of its past. In addition to offering these essential elements of a liberal education, the department trains professional historians and teachers of history and serves those who require knowledge of a period or aspect of history as background for their own specialized interests in other fields.

Faculty and students in the department participate in many of the University’s interdisciplinary departments and programs, including American studies, African American studies, ancient civilizations, Asian studies, international studies, Latin American studies, and gender, women’s, and sexuality studies.

Undergraduate Programs of Study
- Major in history (Bachelor of Arts)
- Minor in history

Students who major in history work in a variety of positions in business, education, public service, advertising, and journalism after graduation. Many go on to graduate study in history, law, religion, library and information science, or social work.

History majors are encouraged to take courses in other fields that illuminate and expand the meaning of history courses and that introduce information and a variety of approaches to understanding how societies and cultures work.

For example, students majoring in history are encouraged to complete the College of Liberal Arts and Sciences General Education Program (p. 306) foreign language requirement by choosing a language that fits their interests in history. The department’s faculty members particularly encourage study abroad programs that complement students’ foreign area interests. Majors also are encouraged to improve their writing and speaking skills.

Bachelor of Arts

The Bachelor of Arts with a major in history requires a minimum of 120 s.h., including 36 s.h. of work for the major. The program is designed for students with a general interest in history.

Requirements for the major include a history colloquium and a portfolio in addition to a range of course work in history. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

College Level Equivalency Program (CLEP) and Advanced Placement Program (APP) credit does not count toward the history major. Transfer work that is equivalent to University of Iowa course work may be accepted toward the major, but at least 18 s.h. of work for the major, including the colloquium, must be taken at The University of Iowa.

Students must maintain a g.p.a. of at least 2.00 in work for the major.

Undergraduate courses in history are divided into four areas: American history (prefix 16A), European history (prefix 16E), non-Western world history (prefix 16W), and courses that have no area designation (prefix 016).

Of the 36 s.h. in history courses required for the major, 30 s.h. must be earned in courses numbered 045 or above. A maximum of 18 s.h. earned in American history courses (prefix 16A) may be counted toward the major.

Students may count a maximum of 6 s.h. earned in the following courses toward the major. Courses on this list that are approved for General Education may be counted toward fulfillment of General Education Program requirements as well as toward requirements for the history major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>016.001</td>
<td>(HIST:2401) Western Civilization I</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>016.002</td>
<td>(HIST:2402) Western Civilization II</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>016.003</td>
<td>(HIST:2403) Western Civilization III</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>016.005</td>
<td>(HIST:2602) Civilizations of Asia: China</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016.006</td>
<td>(HIST:2604) Civilizations of Asia: Japan</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>016.007</td>
<td>(HIST:2606) Civilizations of Asia: South Asia</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>016.008</td>
<td>(HIST:2608) Civilizations of Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016.009</td>
<td>(HIST:2609) India Now! A Survey from Bollywood</td>
<td>3-4 s.h.</td>
</tr>
</tbody>
</table>

Films to Global Terror

The major in history requires the following course work.
**HISTORY COLLOQUIUM**

Students enroll in the colloquium as soon as possible after declaring the major in history. Every colloquium includes assigned papers; students must include at least one of their colloquium papers in their history portfolio (see "Portfolio" below).

One of these:

- 16A:051 (HIST:2251) Colloquium for History Majors (American) 3 s.h.
- 16E:051 (HIST:2451) Colloquium for History Majors (European) 3 s.h.
- 16W:051 (HIST:2151) Colloquium for History Majors (World) 3 s.h.

**HISTORY COURSES**

In addition to completing the history colloquium (3 s.h.), students must earn a minimum of 33 s.h. in history courses, including geographical area and era courses (American, European, non-Western world, and pre-1700 history). Students may count a maximum of 18 s.h. earned in American history courses toward the major.

Work for the major must include the following geographical area and era courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16E:100</td>
<td>(HIST:4400) Colonial England and the Ancient Near East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:101</td>
<td>(HIST:4401) Ancient Egypt and the Ancient Near East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:104</td>
<td>(HIST:4404) The World of Ancient Greece</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:105</td>
<td>(HIST:3405) Engineering and Technology in the Ancient Mediterranean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:106</td>
<td>(HIST:4406) Warfare in Ancient Mediterranean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:107</td>
<td>(HIST:4407) The Hellenistic World and Rome</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:109</td>
<td>(HIST:3409) Medieval Civilization I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:110</td>
<td>(HIST:3410) Medieval Civilization II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:111</td>
<td>(HIST:4417) Medieval Intellectual History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:112</td>
<td>(HIST:4418) Medieval Intellectual History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:113</td>
<td>(HIST:4411) Economic and Social History of Medieval Europe</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:116</td>
<td>(HIST:4423) Ireland in the Early Middle Ages</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:117</td>
<td>(HIST:4412) History of the Medieval Church</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:118</td>
<td>(HIST:4920) The Transition from Manuscript to Print</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:120</td>
<td>(HIST:4910) The Book in the Middle Ages</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:125</td>
<td>(HIST:4427) Society and Gender in Europe</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:120</td>
<td>(HIST:4710) Pre-Colonial African History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:124</td>
<td>(HIST:4724) Crossing the Indian Ocean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:172</td>
<td>(HIST:4610) Japan--Age of the Samurai</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**PORTFOLIO**

All history majors must complete a portfolio, enrolling in the following course during their final semester or summer session.

- 016:193 (HIST:3193) Undergraduate History Portfolio 0 s.h.

The portfolio must include at least three graded papers written for history courses the student has completed; one of the papers should be from the student’s history colloquium. The papers in the portfolio should show the development of the student’s skills.

Students should submit their portfolios on the University of Iowa ICON page for 016:193 (HIST:3193) early during the semester in which they plan to graduate.

**B.A. with Teacher Licensure**

History majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Course work required for licensure to teach social studies in secondary schools includes a minimum of 15 s.h. in U.S. history (prefix 16A), a minimum of 15 s.h. in non-U.S. history (prefixes 16E and 16W), and 15 s.h. in a related area outside of history chosen from economics, geography, anthropology, psychology, sociology, or American government. Courses taken as part of the history major, including the required history colloquium, may be counted toward the 15 s.h. in U.S. history and 15 s.h. in non-U.S. history required for certification.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

**Before the fifth semester begins:** three courses in the major (including Colloquium for History Majors)
Before the seventh semester begins: four more courses in the major and at least 90 s.h. earned toward the degree.

Before the eighth semester begins: three more courses in the major and submission of the portfolio of written work to the student's advisor.

During the eighth semester: enrollment in all remaining course work in the major (two courses), all remaining General Education courses, and a sufficient number of semester hours to graduate.

Honors in the Major
The department offers students the opportunity to graduate with honors in the history major. Departmental honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33. In order to graduate with honors in the major, they must write an honors thesis, which is an extended research paper (30-40 pages). Students usually complete the thesis during the spring semester of their junior year or fall semester of their senior year. Research for the thesis is done under the supervision of a faculty member who specializes in the field in which the student undertakes his or her research. Students register for 3 s.h. of 016:091 (HIST:3995) Honors Seminar and 016:092 (HIST:3996) Honors Thesis in each of two semesters. The 6 s.h. of credit counts toward the credit required for the history major.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University's honors program.

Minor
The minor in history requires a minimum of 15 s.h. in history courses, including 12 s.h. in advanced courses taken at The University of Iowa. All Department of History courses numbered 080 or above are considered advanced for the minor. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

Graduate Programs of Study
- Master of Arts in history
- Doctor of Philosophy in history

Graduate study in history prepares students for occupations such as high school or college teaching, publishing, commercial research, foundations and nongovernmental organizations, and government or other public service. With additional specialized training, students may become qualified for careers in archival work, library work, museum work, or historical site preparation and display. Some choose to pursue the Joint Master of Arts/Juris Doctor program, which leads to degrees in both law and history (see the College of Law (p. 962) section of the Catalog for information about the J.D. degree).

Students interested in graduate work should obtain a copy of the current Guide to Graduate Study at The University of Iowa from the Department of History office. The guide is revised every summer to include the latest faculty listing, research interests of faculty members, detailed regulations on study toward advanced degrees, and other information for students.

Master of Arts
The Master of Arts program in history requires a minimum of 30 s.h. of graduate credit and is offered with two options: one for students who plan to work toward the Ph.D., the other for students who do not. The two plans differ mainly in their concentration in fields: the Ph.D. track emphasizes development of research capabilities culminating in the essay; the non-Ph.D. track stresses breadth of learning.

The M.A. with Ph.D. track requires completion of a research essay. Students must earn at least 24 s.h. of the minimum of 30 s.h. required for the degree in Department of History courses, including at least two seminars, or one seminar and one readings course. One seminar or readings course must be taken in each of the first two semesters of residence. Students must earn 12 s.h. in the area of their essay topic and at least 6 s.h. in a second division, including either a seminar or a readings course.

The essay in the major division must be based on original research and should be approximately 10,000 to 15,000 words long. It usually begins as a term paper for the seminar in the major division and is completed the following semester under the supervisor's guidance. The finished product should emulate the character of articles in learned journals, just as the Ph.D. dissertation takes the form of a full-length scholarly monograph.

Requirements for the M.A. with non-Ph.D. track are similar to those for the Ph.D. track program. Students must earn 24 s.h. of the minimum of 30 s.h. required for the degree in Department of History courses. They earn 12 s.h. in one major division of history and must include at least one readings or seminar course. They earn an additional 12 s.h. in history by taking 6 s.h. in each of two other divisions of history, or by taking 6 s.h. in one other division of history plus 6 s.h. in a related department; the additional 12 s.h. in history must include at least one readings or seminar course.

After completing these requirements, or during the semester in which they will complete them, M.A. students must take an oral and written comprehensive examination in their major division.

Doctor of Philosophy
The Doctor of Philosophy program in history requires at least 72 s.h. of graduate credit, including credit for work done for the master's degree.

Students who earn the M.A. with research essay at Iowa are admitted to the Ph.D. program on the favorable recommendation of the examining committee. Students who earn an M.A. at another university must meet the admission requirements of the Graduate College and the Department of History (see “Admission” below). They must submit a writing sample, such as a seminar paper or an M.A. thesis. They also must take a research seminar during their first two semesters in residence at Iowa.

Ph.D. students must complete at least eight graduate-level Department of History courses numbered 200 (6000) or above, earning 4 s.h. of credit for each course. The courses must be research seminars (minimum of three) and graduate readings courses. At least five of the eight courses must be completed before the student takes
the comprehensive examination. Courses taken at the M.A. level may be counted toward this requirement. The student also must take a graduate course in the philosophy of history, historiography, or methods of historical research.

The department has no general language requirement for the Ph.D., but the supervising faculty member may require the student to demonstrate a reading knowledge of one or more foreign languages and proficiency in the use of other study tools. Students may not complete the comprehensive examination until these requirements have been met.

The comprehensive written and oral examination covers three distinct fields. Two of the fields must be in a major division chosen from the following divisions:

- Africa
- China
- Europe, early modern
- Europe, modern
- India
- Japan
- Latin America
- Medieval Europe
- Russia and the former Soviet Union
- The ancient world
- The Middle East
- The United States

Students may construct another field, subject to approval by the comprehensive exam committee.

The third field must be a division outside the student’s major division or a field from a related department outside history. The committee may define and delimit the individual fields for examination. It also may set, separately for each field, the character of the written portion of the comprehensive examination, which may take the form of a syllabus, a critical bibliography, a topical paper, or any other form or combination of forms that the committee deems suitable. The oral portion of the comprehensive examination focuses on issues and problems arising from the examination papers.

The candidate must submit to the dissertation committee a written prospectus for the dissertation no later than the semester following completion of the comprehensive exams. The committee consists of at least five members, including at least one member from outside the department. It considers the prospectus and may approve it, reject it, or require its revision. When the dissertation is completed in final form, the committee administers the final examination for the doctorate, a formal oral defense of the dissertation that usually lasts two hours.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Applicants must submit academic transcripts and Graduate Record Examination (GRE) General Test scores. They also must submit examples of original writing to the history department, such as a term paper, a seminar paper, an honors thesis, or a master’s essay (applicants to the Ph.D. program); letters of recommendation from three persons familiar with the student’s past academic work; and a one- or two-page personal statement of the applicant’s purpose for doing graduate work. All application materials are due by January 15 for entry the following August.

Facilities

University of Iowa Libraries has unusual strength in all aspects of U.S. history. The Main Library houses the Henry A. Wallace papers and related collections, the Iowa Women’s Archives, and other unique materials. In European history, special strengths include the fine collections of French and English materials. The State Historical Society of Iowa in Iowa City and the Herbert Hoover Presidential Library and Museum in West Branch also hold valuable research materials.

Courses

Many Department of History courses are approved for the CLAS General Education Program. Look for courses with prefixes 016 (HIST), 16A (HIST), 16E (HIST), and 16W (HIST) under "Historical Perspectives," "International and Global Issues," and "Values, Society, and Diversity" in the General Education Program (p. 306) section of the Catalog. History courses approved for General Education may not be taken pass/nonpass, even when they are taken as electives.

History majors should take 16A:051 (HIST:2251) Colloquium for History Majors (American), 16E:051 (HIST:2451) Colloquium for History Majors (European), or 16W:051 (HIST:2151) Colloquium for History Majors (World) during their sophomore year or the first semester after they declare the major.

Department of History courses numbered below 016:200/16A:200/16E:200/16W:200 (HIST:2500-5999) are open to first-year students who already have fulfilled the General Education Program Historical Perspectives requirement.

Courses numbered 016:200/16A:200/16E:200/16W:200 (HIST:6000) or above are offered as occasion demands.

For Undergraduates

016:001 (HIST:2401) Western Civilization I 3-4 s.h.
Ancient and medieval. GE: Historical Perspectives.

016:002 (HIST:2402) Western Civilization II 3-4 s.h.
Early modern world. GE: Historical Perspectives.

016:003 (HIST:2403) Western Civilization III 3-4 s.h.
The modern world. GE: Historical Perspectives; International and Global Issues.

016:005 (HIST:2602) Civilizations of Asia: China 3 s.h.
GE: Historical Perspectives; International and Global Issues. Same as 039:055 (ASIA:2602).

016:006 (HIST:2604) Civilizations of Asia: Japan 3-4 s.h.
GE: Historical Perspectives; International and Global Issues. Same as 039:056 (ASIA:2604).

016:007 (HIST:2606) Civilizations of Asia: South Asia 3-4 s.h.
GE: Historical Perspectives; International and Global Issues. Same as 039:057 (ASIA:2606).

016:008 (HIST:2608) Civilizations of Africa 3 s.h.
Introduction to the study of Africa; brief survey of African history; aspects of modern African life, including political and social issues, economic and health problems (including HIV-AIDS); classroom discussion of selected African films shown in class and selected African novels included in course reading. GE: Values, Society, and Diversity.

016:009 (HIST:2609) India Now! A Survey from Bollywood Films to Global Terror
Experience of change on adaptations made by India to global conditions in the last 50 years, and on contemporary Indian contributions to global conditions and culture; India environmentalism, Bollywood films and world music, celebrity culture and Nobel prizes, Gandhian activism, economic performance, the explosion of cricket, the place of English language, social movements among women and Untouchables, the Indian diaspora abroad, internal dissent, and the Indian war on terror. GE: Values, Society, and Diversity.

016:011 (HIST:1016) Issues in Human History: The Vietnam War in Historical Perspective
GE: Historical Perspectives; International and Global Issues.

016:012 (HIST:1004) Issues in Human History: Communities and Society in History
GE: Historical Perspectives.

016:014 (HIST:1012) Issues in Human History: Europe’s Expansion Overseas
GE: Historical Perspectives.

016:015 (HIST:1010) Issues in Human History: Gender in Historical Perspective
GE: Historical Perspectives.

016:017 (HIST:1014) Issues: Twentieth-Century Crisis
GE: Historical Perspectives.

016:020 (HIST:1002) Issues in Medieval Society
GE: Historical Perspectives.

016:022 (HIST:1006) Issues: Nature and Society in Historical Perspective
GE: Historical Perspectives.

016:023 (HIST:1008) Issues in European Politics and Society
GE: Historical Perspectives.

016:035 (HIST:1225) Medieval Religion and Culture
Religion in Europe from classical antiquity to dawn of the Reformation; the religious element in traditions such as art, architecture, literature. GE: Historical Perspectives. Same as 032:025 (RELS:1225).

016:036 (HIST:1250) Modern Religion and Culture
European and American religious life from Renaissance to 21st century; focus on specific themes, such as secularism, regionalism, pluralism. GE: Historical Perspectives. Same as 032:026 (RELS:1250).

016:040 (HIST:1040) Perspectives: Diversity in American History
People, cultures, behaviors, and values that have shaped American society and its past. GE: Values, Society, and Diversity.

016:045 (HIST:2461) Middle East and Mediterranean: Alexander to Suleiman
GE: Historical Perspectives. Same as 20E:071 (CLSA:2461), 032:061 (RELS:2361).

016:046 (HIST:2462) Middle East and Mediterranean: Saladin to Napoleon
Complement to 016:045 (HIST:2461); Mediterranean world from the age of Saladin (12th century) to Napoleon (early 19th century); history and imaginaries of the relationship between Europe and the Middle East.

016:049 (HIST:1000) First-Year Seminar
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

16A:051 (HIST:2251) Colloquium for History Majors (American)
Requirements: history major.

16E:051 (HIST:2451) Colloquium for History Majors (European)
Requirements: history major.

16W:051 (HIST:2151) Colloquium for History Majors (World)
Requirements: history major.

16E:058 (HIST:2050) Liturgy and Devotion in Christian Tradition
Liturical traditions and devotional practices in western Christianity; Medieval Christian tradition, changes in liturgy and devotion that occurred with reformations of the 16th and 17th centuries; overview of modern developments. Same as 032:058 (RELS:2050).

016:082 (HIST:3255) The World Since 1945
GE: International and Global Issues.

16E:085 (HIST:3385) Early Modern Catholicism
Same as 032:085 (RELS:3385).
For Undergraduate and Graduate Students

World and General History

016:100 (HIST:4100) Historical Background of Contemporary Issues  
arr.

016:101 (HIST:4101) History of Human Rights  
Survey of human rights literature, authored by historian Kenneth Cmiel; examination of legal-philosophical origins and changing meanings of human rights, human rights activism and social justice movements, creation of international human rights organizations and law; study of historically significant and unremembered cases of human rights violations; consideration of the question posed by Professor Cmiel: What, if anything, has been accomplished in the name of universal rights?

016:105 (HIST:4105) World Events in Historical Context  
Examination of current international news stories and their historical background; daily reading of The New York Times international news section and online international news stories in U.S. and international news outlets; creating informed world citizens.

016:106 (HIST:4501) Society and Revolution in Cuba  
Cuban society and revolutionary movements since the late colonial period, including the years since 1959.

016:107 (HIST:4502) History of Mexico  
Mexican history since the eve of the Spanish invasion, with focus on the national period; may include ethnic groups, conquest and demographic disaster, native survival, labor and migration, social protest and rebellions, nationhood, regional differences, religions, popular culture, economic growth and distribution, state building, international relations; survey. Same as 149:107 (AINS:4502).

Survey of major topics in modern Latin American history in relation to development of medicine and public health. Same as 152:109 (GHS:4508).

016:109 (HIST:4504) Latin American Studies Seminar  

016:110 (HIST:4505) Topics in Latin American History  
Cultural, institutional continuity from 16th century to independence.

016:111 (HIST:4510) Colonial Latin America  
Cultural, institutional continuity from independence to present.

016:112 (HIST:4515) Introduction to Modern Latin America  
Cultural, institutional continuity from independence to present.

016:114 (HIST:4520) Latin America and the U.S.: The Historical Perspective  

016:115 (HIST:3115) Policy Matters: Perspective on Contemporary Problems  
Public policy issues in scholarly perspective; UI experts provide background introduction to weekly issues; presentations of new policy initiatives, roundtable on policy options; panels representing local, state, and national options and experience involving policy practitioners, legislators, and advocates. Same as 030:129 (POLI:3115)

016:116 (HIST:4525) Latin American Revolution  
Dictatorships, truth commissions, politics of memory in modern Latin America; the political and socio-economic origins of authoritarian regimes as well as their forms of rule, sources of support, uses of violence, and eventual downfall; the experience of specific sectors of society under authoritarian regimes, forms of resistance to authoritarianism, memories of terror, efforts to forge peace and justice in the aftermath of horror; includes personal testimony, film, human rights, reports, historical studies.
016:120 (HIST:4130) Museum Literacy and Historical Memory
Concepts and methods for understanding the role of museums in shaping knowledge and collective memory of history; institutionally based exhibits and collections, historical markers and public monuments, public holidays and events, media and artistic works that interpret the past; how events, people, and civic ambitions are memorialized and how memories of them are shaped; appearance of museums and related practices in the non-Western world after 1850. Same as 024:115 (MUSM:4130).

016:128 (HIST:4728) Identity, Trade, and Diaspora
Identity of Swahili people on East African coast; trade networks and diaspora in Arabia and Persian Gulf over the centuries; Swahili civilization marked by urbanity, literacy, Islam, and cosmopolitanism; how scholars' views have changed (scholars originally could not reconcile their conception of Africa, the Dark Continent, with characteristics of this sophisticated culture). Same as 211:124 (SWAH:4000).

016:130 (HIST:4133) The Rise of Modern Science
Natural philosophy and science from Italian Renaissance through Scientific Revolution and into modern era, up to and potentially including the 20th century; scientific ideas, cultural and institutional contexts of science. Recommendations: junior or senior standing, and 016:001 (HIST:2401) or 016:002 (HIST:2402) or 016:003 (HIST:2403).

016:135 (HIST:4135) History of Medicine in Film
Examination of how American films depicted physicians and health care from the 1930s to the present; attention to what popular films tell us about cultural images of physicians and medicine in American society. Requirements: honors standing.

016:137 (HIST:4160) History of Public Health
State-endorsed measures to avert or control disease in society. Same as 152:137 (GHS:4160).

016:138 (HIST:4162) History of Global Health
Foremost problems of health and disease in colonial and postcolonial societies; topical approach. Same as 152:138 (GHS:4162).

016:140 (HIST:4605) Disease, Politics, and Health in South Asia
South Asia's long-term success lengthening lives and stopping disease, weighed against its continuing burden of infection, violence, pollution, and class-based suffering. Same as 152:140 (GHS:4605).

016:143 (HIST:3143) International Politics: The History of the Present
Historical approach to international relations; comprehensive overview of key developments and concepts in history of international politics.

016:144 (HIST:4125) War and Peace in the Twentieth Century

016:152 (HIST:4810) History of the Modern Middle East

016:153 (HIST:4815) Topics in the Modern Middle East

016:155 (HIST:3145) Europe and the U.S. in the Twentieth Century
United States–European transatlantic relationship over 20th century in historical perspective; sense of common heritage transformed into program of political purpose; alliances in defense of a shared civilization (the West) challenged by nations and ideologues from Wilhelmine Empire to Nazi Germany and from U.S.S.R. to Islamist groups; reluctant American involvement in Europe, East European claims of inclusion, mutual frustrations and suspicions, differences in interpreting shared tradition; diverging concepts of security, legitimacy, sovereignty, and history lessons underscored by U.S. role as sole superpower and European Union experiment in integration.

016:157 (HIST:3157) Gender, Sexuality, and Human Rights 3 s.h.
History of gender and sexuality as components in international human rights activism and law; current debates, representative topics. Same as 131:157 (GWSS:3157).

Interactions between peoples of Europe, Africa, and the Americas between the 15th and mid-19th centuries, interconnected system of exchange that defied national and imperial boundaries; encounters between Native Americans, Africans, and Europeans in different parts of the Americas; forced and voluntary resettlement of Africans and Europeans overseas; development of plantation slave societies; biological consequences of transatlantic contact; circulation of people, goods, and ideas; development of creole societies; era of revolutions; abolition of slavery. Same as 149:160 (AINS:4289).

16W:167 (HIST:4107) Contours of World History 3-4 s.h.
Contours of world history from 500 BCE to 1850 CE; political, economic, and environmental forces contributing to social transformations.

16W:168 (HIST:3140) Cooperation in World History 3 s.h.
Origins and role of human cooperation in world history, from human evolution to present; basic evolutionary theory, origins of humans, character of human nature, emergence of human cooperation, human cooperation in comparative zoological perspective; evolution of cooperative institutions such as family, tribe, market, state, mass religion, science, Internet.

16W:169 (HIST:4109) World History II 3-4 s.h.
World history from 16th century to globalization; colonialism, capitalism, and industrialization as forces of global social transformation.

16W:172 (HIST:4610) Japan--Age of the Samurai 3 s.h.
Society, culture, and politics of feudal Japan; social class, gender, norms, and political and economic developments explored through cinema and literature. Same as 39J:172 (JPNS:4610).

16W:173 (HIST:4615) Modern Japan 3 s.h.
Political, social, and cultural developments of Japanese feudalism; feature films, fiction. Same as 39J:173 (JPNS:4615).

16W:174 (HIST:4617) History, Memory, and Pacific War 3 s.h.
Contemporary meanings of the Pacific War in collective memory of Americans and Japanese.

16W:175 (HIST:4620) Japan--U.S. Relations 3 s.h.
Political, social, economic, and cultural developments in Japan mid-19th to late-20th century. Same as 39J:175 (JPNS:4620).

16W:178 (HIST:4166) Topics in Asian History 3 s.h.
Same as 039:175 (ASIA:4166).

16W:183 (HIST:4176) Vietnam War on Film 3-4 s.h.

016:185 (HIST:4145) The Internet in Historical Context 3 s.h.
History of media technologies (e.g., speech, writing, print, A/V devices, the Internet) from the evolution of speech to the present; ways in which technologies molded social groups and guided beliefs; impact of the Internet on contemporary society and culture.

16W:185 (HIST:4185) Modern Korean History 3 s.h.
Transformation of Choson Korea to North and South Koreas; local, regional, and global transformations in Korea from the late 19th century to present, including the severing of its historic ties with China; encounters with the West and Japan; new ideas of civilization and political community; the erasure of Choson as a country in 1910; the colonial experience; civil war; industrialization; creation of North Korea; democratic movement in South Korea and spread of diasporic communities abroad; Korean peninsula as a laboratory for analyzing compressed communist and capitalist modernities of the 20th century.

016:186 (HIST:4146) The History of Warfare 3 s.h.
World military history from evolution of human kind to present; development of weapons, tactics, and strategies.

016:192 (HIST:3190) Traditions of Religious Reform 3 s.h.
Same as 032:192 (RELS:3190).

016:193 (HIST:3193) Undergraduate History Portfolio 0 s.h.
Submission of required history portfolio. Requirements: history major and senior standing.

16W:194 (HIST:4640) Imperialism and Modern India 3 s.h.
Introduction to the political, economic, social, and cultural history of India from 1700 to present; historically India included the territories of present-day Pakistan and Bangladesh; at present India extends through diasporic Indian communities to East Africa, North America, Europe, and the Caribbean.

16W:197 (HIST:4650) Chinese History from 1600 to 1927 3 s.h.
Chinese history from the 17th to early 20th century, history of the Qing dynasty (1644-1911); Qing’s role in shaping aspects of today’s politics in China and the mentality of Chinese people; foundation of Manchu state in early 17th century, Qing-Qing transition in 1644, politics and society during the high Qing era, decline of the empire under foreign invasion and inner rebellions in the 19th century, collapse of the dynasty in 1911. Same as 039:197 (ASIA:4657).
16W:198 (HIST:4655) China Since 1927
3 s.h.
Communist revolution from 1920s to founding of People’s Republic of China in 1949; Mao Zedong’s radical policies, Cultural Revolution; Deng Xiaoping’s economic reforms; China today. GE: International and Global Issues. Same as 039:196 (ASIA:4655).

American History

16A:061 (HIST:2261) American History 1492-1877
3 s.h.
Discovery through Civil War, Reconstruction; emphasis on social history of colonial era and social, economic, political developments of Revolutionary, antebellum periods.

16A:062 (HIST:2262) American History 1877-Present
3 s.h.
Emphasis on social, political developments of Gilded Age, Progressive Era, Great Depression; the United States as a world power.

16A:065 (HIST:2265) Introduction to African American History
3 s.h.
GE: Values, Society, and Diversity. Same as 129:065 (AFAM:2265).

16A:066 (HIST:2266) Civil War and Reconstruction
3 s.h.

16A:069 (HIST:2288) Introduction to Mexican American History
3 s.h.
Introduction to major themes in Mexican American history from the 18th century to the present; settlement of Mexico’s Far North by Spanish Mexican residents, their incorporation into the United States after a war of conquest, and the growth of Mexican Americans into the nation’s largest Latino group. GE: Values, Society, and Diversity.

16A:102 (HIST:4202) Society and Health Care in American History
3 s.h.
Social and cultural history of health care in the United States from colonial period; social relationships between care providers and patients, disease theories and therapeutic procedures, historical understandings of ethics and health care frameworks.

16A:104 (HIST:4201) History of the American Deaf Community
3-4 s.h.
Creation of a distinct language and culture of deaf people in America during the 19th and 20th centuries. Taught in American Sign Language. Prerequisites: 158:014 (ASL:2002). Same as 158:100 (ASL:4201).

16A:105 (HIST:3105) International Events in Historical Context
3 s.h.
Current world events in themselves and as they enter into 2012 U.S. elections; daily readings of the New York Times; selective utilization of other news media, including daily newspapers (Wall Street Journal, Washington Post), major foreign newspapers, periodicals (Foreign Affairs, Foreign Policy), and electronic news media, including network and cable television news programs; gain understanding of the historical background of world events and how these events shape U.S. party politics.

16A:106 (HIST:4203) Disability in American History
3 s.h.

16A:107 (HIST:4205) American Cultural History 1820-1920
3 s.h.
Culture as contested terrain; creation of cultural hierarchy (high and popular culture); struggles over the cultural construction of meaning; competing stories of America; advent and significance of mass culture.

16A:110 (HIST:3002) Introduction to American Indian History and Policy
3 s.h.
Same as 149:102 (AINS:3002).

16A:112 (HIST:4216) Mexican American History
3 s.h.
Survey of Chicana/o (Mexican American) history from 18th century to present; Mexican American society’s diverse nature, explored through class, ethnic, gender, and regional divisions. GE: Values, Society, and Diversity.

16A:113 (HIST:4217) Latina/o Immigration
3 s.h.
Immigration experiences of people arriving in the United States from other regions of the Americas (e.g., Mexico, Central America, the Caribbean, South America); what has fueled immigration —social, political, and economic developments in the United States and other nations; territorial conquest, colonialism, real and imagined borders, chain migration, formation of immigrant communities, acculturation, circular migration, social networks; how migration restructures gender relations; immigrant communities and pan-Latino identity in the United States.

16A:115 (HIST:3211) Native North America I: Precontact-1789
3 s.h.
Same as 149:115 (AINS:3211).

16A:116 (HIST:3212) Native North America II: 1789-Present
3 s.h.
Same as 149:116 (AINS:3212).

16A:117 (HIST:4209) U.S. Indian Policy in the American Indian Family
3 s.h.

16A:119 (HIST:3219) Indian Wars: History and Poetics of Violence in the United States
3 s.h.
Cultural role of frontier violence, real and imagined, in settler society formations; use of historical accounts, art, literature, museum exhibitions, film, captivity tales, and discursive modes; historical and contemporary portrayals of Indian and settler violence, how these representations functioned, and how imagined violence compared to actual incidents of violence; exploration of violence involving other subalterns that speak to perceptions of the U.S. as a violent nation, often portrayed as a nation of laws; whether these competing legacies can be reconciled.

16A:122 (HIST:4241) Varieties of American Religion
3 s.h.
Examination of varied 20th- and 21st-century American religious individuals and groups; understand and analyze unique communities. Same as 032:141 (RELS:4741).

16A:129 (HIST:4228) Cold War America
3 s.h.
Key historical developments of the Cold War; examination of how the war shaped ideological, political, economic, and cultural aspects of American society.
16A:131 (HIST:4220) The Frontier in American History to 1840 3 s.h.

16A:132 (HIST:4221) The Frontier in American History 1840-Present 3 s.h.

16A:137 (HIST:4249) History of Iowa 3 s.h.


16A:141 (HIST:4250) Work and Society in Industrializing America 3 s.h.

16A:142 (HIST:4252) American Labor in the Twentieth Century 3-4 s.h.

16A:144 (HIST:3360) American Economic History 3 s.h.

16A:146 (HIST:4254) Immigrant America 1845-1925 3 s.h.

16A:147 (HIST:4275) History of Slavery in the U.S.A. 3-4 s.h.


16A:150 (HIST:4229) The United States as Empire 3 s.h.

16A:151 (HIST:4231) United States in World Affairs to 1900 3 s.h.

16A:152 (HIST:4232) United States in World Affairs 3-4 s.h.

16A:153 (HIST:4264) U.S.A. in a World at War 1931-1945 3 s.h.

16A:154 (HIST:3154) Sexuality in the United States 3 s.h.

16A:155 (HIST:4230) The Political Culture of U.S. Foreign Policy 3 s.h.

16A:156 (HIST:4236) Major Topics in U.S. Foreign Policy 3 s.h.

16A:157 (HIST:4270) Colonial North America, ca. 1600-1775 3 s.h.

16A:162 (HIST:4271) American Revolutionary Period 1740-1789 3 s.h.

16A:163 (HIST:4272) Native Americans in the Age of Empires, ca. 1500-1815 3 s.h.
Overview of major issues in Native American history during the period of European Imperialism in North America. Recommendations: junior or senior standing. Same as 149:163 (AINS:4272).

16A:165 (HIST:4255) The Gilded Age in America 3 s.h.
Emergence of industrial, urban America, from Civil War through 1890s; emphasis on social, political developments.

16A:166 (HIST:4256) The Progressive Era in America 3 s.h.
Protest and reform, imperialism, World War I, from 1890s to 1920.

United States between the wars; emphasis on New Era system, impact of the Great Depression and response by the Hoover administration, the New Deal.

16A:168 (HIST:4268) The Contemporary U.S. 1940-Present 3 s.h.
United States as a global power; emphasis on World War II and Cold War, recent patterns of social and economic change, politics of 1950s, 1960s.

16A:171 (HIST:4280) Women and Power in U.S. History Through the Civil War 3 s.h.
American history through women's eyes; emphasis on interaction of biology, economics, politics, ideology; how traditional historical generalizations change when women's experience is considered; legal history, women's education. Same as 131:171 (GWSS:4280).

16A:173 (HIST:4283) U.S. Women's History as the History of Human Rights 3-4 s.h.
History of human rights in the United States traced through the perspective of women; aspects of women's experience (social, political, intellectual) related to fundamental human rights—right to a nationality, right to life, liberty and personal security, right to freedom of movement, right to take part in the government of their country, right to own property; these and other rights specified by the United Nations in the Universal Declaration of Human Rights, 1948; different history of men and women enjoying these rights; how human rights have been constructed and experienced in the United States from the era of colonial settlement to present. Same as 045:173 (AMST:4283), 131:173 (GWSS:4283), 216:173 (HRTS:4283).

16A:175 (HIST:4285) Family, Gender, and Constitutional History 3 s.h.
Same as 091:252 (LAW:8551).

16A:176 (HIST:4286) U.S. Legal History 3 s.h.
History of the law in the United States, as it developed from era of the Revolution to present; interaction of courts and legislatures with social movements; readings on court decisions, social histories, fiction (film and prose).

16A:178 (HIST:4282) Women and Power in U.S. History Since the Civil War 3 s.h.
Major events and themes in U.S. women's history from late 19th century to present; how women's experiences have differed from men's; exploration of distinct, but interconnected histories of different groups of women; changing ideals of femininity; women's experience of industrialization, immigration, depression, war, and sexual revolution; women's activism for social reform, women's rights, labor, civil rights, peace, and the New Right. Same as 131:178 (GWSS:4282).

16A:179 (HIST:4287) The American Legal Experience 3-4 s.h.
Historical role of law in American society and its engagement with politics, social and biological science, economics. Same as 091:382 (LAW:8167).

16A:180 (HIST:4380) The Sixties in America 3 s.h.
The 1960s as a moment in American politics and culture, pivotal and romanticized; major events and conflicts, including the election and assassination of President Kennedy, LBJ and the Great Society, civil rights movement and Black Power, counterculture and the urban crisis, sexual revolution and second wave feminism, anti-war protest and silent majority; changing conceptions of the sixties and development of a fresh interpretation.

16A:185 (HIST:4294) Themes in African American History 3 s.h.
Same as 129:189 (AFAM:4295).

16A:187 (HIST:4295) African American History 1619-1865 3 s.h.
Race and African American history, from the rise of racial slavery to the Civil War; advanced course. Same as 129:170 (AFAM:4195).

16A:188 (HIST:4296) African American History 1865-Present 3 s.h.
African American history since Reconstruction; survey of African American politics and society from Reconstruction to present. Same as 129:187 (AFAM:4298).

European History

16E:065 (HIST:2465) Europe Since 1945 3 s.h.
Europe since World War II: recovery, cold war, social and economic change, global perspectives.

16E:100 (HIST:4400) The Roman Empire 3 s.h.
History of Roman empire from assassination of Julius Caesar through 5th century A.D.; political, economic, cultural, and social developments from the transition to imperial power to the shift of power from west to east. Same as 20E:100 (CLSA:4400).

16E:101 (HIST:4401) Ancient Egypt and the Ancient Near East 3 s.h.
Same as 20E:101 (CLSA:4101).

16E:102 (HIST:3436) Food in Ancient Mediterranean Society 3 s.h.
Practices and values influenced by consumption and production of food in ancient Mediterranean societies; varied topics, including methods of food production and distribution, hierarchies of status as associated with food, food and ethnic identity, food and health, food and religion; focus on classical Greek and Roman society, Egypt, the ancient Near East, and Persia. Recommendations: familiarity with Greek and Roman civilization and history. Same as 20E:136 (CLSA:3836).

16E:103 (HIST:4403) Alexander the Great 3 s.h.
History of Alexander the Great and the generals who succeeded him in ruling the lands he conquered; military, political, and social history.

16E:104 (HIST:4404) The World of Ancient Greece 3 s.h.

16E:105 (HIST:3405) Engineering and Technology in the Ancient Mediterranean 3 s.h.
Technologies developed and used in the ancient Mediterranean—primarily in Greece and Rome, also in Egypt and the Ancient Near East; agriculture and food preparation; construction and architecture; technologies related to warfare. Same as 20E:144 (CLSA:3144).

16E:106 (HIST:4406) Warfare in Ancient Mediterranean Society 3 s.h.
Same as 20E:106 (CLSA:4106).

16E:107 (HIST:4407) The Hellenistic World and Rome 3 s.h.
Social, economic, political, intellectual history of Graeco-Roman world, from fourth century B.C.E. to Justinian’s reign. GE: Historical Perspectives.

16E:108 (HIST:4408) The Twelfth-Century Renaissance 3 s.h.
Social, economic, intellectual, and cultural rebirth of Europe in the 12th century; Latin learning and education; developments in vernacular literature, art, architecture, new religious orders and institutions, pilgrimage and Crusade. Same as 162:108 (MDVL:4408).

16E:109 (HIST:3409) Medieval Civilization I 3 s.h.
Europe from the decline of Roman empire to the eleventh century; cultural, political, economic, artistic and architectural foundations of Western civilization. Same as 162:109 (MDVL:3409).

16E:110 (HIST:3410) Medieval Civilization II 3 s.h.
Europe from the eleventh century to the Italian Renaissance; cultural, political, economic, artistic, and architectural foundations of Western civilization. GE: Historical Perspectives. Same as 162:110 (MDVL:3410).

16E:111 (HIST:4417) Medieval Intellectual History 300-1150 3 s.h.
Philosophy, art, literature, religious culture of Europe from waning of classical intellectual modes of culture in late antiquity, to their recovery in 12th century. Same as 162:111 (MDVL:4417). 

16E:112 (HIST:4418) Medieval Intellectual History 1150-1500 3 s.h.
European philosophy, religion, literature, art from 12th-century rise of scholasticism; their transformation in period of Copernicus, Luther. Same as 162:112 (MDVL:4418).

16E:113 (HIST:4411) Economic and Social History of Medieval Europe 3 s.h.
Changes in western Europe from 300 to 1500 A.D.; feudalism, manorialism, revival of towns, heresy, women, monasticism, agricultural and commercial revolutions, Black Death. GE: Historical Perspectives. Same as 162:113 (MDVL:4411).

16E:114 (HIST:3112) Medieval Philosophy 3 s.h.
Main trends and major figures, such as Augustine and Aquinas. Requirements: sophomore or higher standing. Same as 026:112 (PHIL:3112).

16E:115 (HIST:3151) Roman Law 3 s.h.
Case-based introduction to Roman law; principles of Roman law ranging from standards of evidence to trial procedures to various topics in civil and criminal law, including family law and the law of delict. Recommendations: some background in Roman history. Same as 20E:151 (CLSA:3151).

16E:116 (HIST:4423) Ireland in the Early Middle Ages 3 s.h.
Ireland and the northern British islands 400-1000 CE, a region of small kingdoms and thin population, lacking natural resources, far from Rome and ancient centers of Mediterranean culture; development of civilization, including monastic, legal, theological, and scholarly traditions that had a major impact on continental Europe; early medieval Irish history; introduction to the world of historical scholarship. Same as 162:116 (MDVL:4423).

16E:117 (HIST:4412) History of the Medieval Church 3 s.h.
Development of Christianity to end of great schism: rise of Roman primacy, development of monasticism, orthodox and heterodox groups. GE: Historical Perspectives. Same as 162:117 (MDVL:4412).

16E:118 (HIST:4920) The Transition from Manuscript to Print 3 s.h.
Western manuscripts and books 1200-1600; changes in production and distribution methods and in how texts were used, in cultural context. Same as 108:183 (UICB:4920), 021:258 (SLIS:4920).

Same as 162:119 (MDVL:4426).

16E:120 (HIST:4910) The Book in the Middle Ages 3 s.h.
Relation of text, decoration, function, creators, and audience in different genres of medieval manuscript books 400-1500 A.D. Same as 108:182 (UICB:4910).

16E:121 (HIST:4421) The Middle Ages in Film 3 s.h.
How films that represent medieval events and literature may be analyzed to reveal the culture and times in which the films were made; Middle Ages and European nationalistic mythmaking as represented in film. Same as 162:121 (MDVL:4421).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16E:123 (HIST:4455)</td>
<td>Religious Conflict: Early-Modern Period</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Reformation of 16th century—Lutheran, Calvinist, Radical, English; readings from major representatives of each. Same as 032:154 (RELS:4155).</td>
<td></td>
</tr>
<tr>
<td>16E:125 (HIST:4427)</td>
<td>Society and Gender in Europe 1200-1789</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Social and gender ideologies as inscribed in patterns of authority (household, church, state); ranges of human endeavor (intellectual, psychological, biological); community organization (social, economic, legal, sexual); their influence on concept of community. GE: Historical Perspectives. Same as 131:181 (GWSS:4427).</td>
<td></td>
</tr>
<tr>
<td>16E:129 (HIST:4414)</td>
<td>Christianity and Empire (35-450 AD)</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Introduction to major topics in history of Europe and the church; relationship between Christian message and political power as evidenced in Christian writings from Paul to St. Augustine; examination of key historical moments.</td>
<td></td>
</tr>
<tr>
<td>16E:130 (HIST:4438)</td>
<td>Modern European Imperialism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Introduction to the history of European imperialism since the 18th century; major shifts in the nature of European empire examined through the Haitian Revolution, India, Australia, Congo, Algeria.</td>
<td></td>
</tr>
<tr>
<td>16E:131 (HIST:4431)</td>
<td>Early Modern England</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>History of England from the Wars of the Roses in the 15th century to the beginning of the 18th century; religious changes of the 16th and 17th centuries, evolution of the monarchy and other political institutions during the Tudor and Stuart dynasties and the English civil war, and the transformation of England into one of the wealthiest and most powerful nations in the world.</td>
<td></td>
</tr>
<tr>
<td>16E:132 (HIST:4435)</td>
<td>War and Society in Modern Europe</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Impact of war on European societies since the French Revolution.</td>
<td></td>
</tr>
<tr>
<td>16E:134 (HIST:4428)</td>
<td>Nineteenth-Century Europe</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Political, social, economic, and cultural factors.</td>
<td></td>
</tr>
<tr>
<td>16E:135 (HIST:4460)</td>
<td>Twentieth-Century Europe: The Nazi Era</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:136 (HIST:4461)</td>
<td>Twentieth-Century Europe: The Cold War and After</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:139 (HIST:4419)</td>
<td>Ancient and Medieval Science</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Greeks’ initiation of scientific inquiry; developments in astronomy, cosmology, optics, mathematics, physics, medicine, psychology in ancient and medieval societies of Middle East, Europe. Same as 162:139 (MDVL:4419).</td>
<td></td>
</tr>
<tr>
<td>16E:141 (HIST:4441)</td>
<td>Special Topics in European History</td>
<td>arr.</td>
</tr>
<tr>
<td></td>
<td>European history topics of current interest (i.e., food, environment, climate, water use). Recommendations: advanced history major or beginning graduate student.</td>
<td></td>
</tr>
<tr>
<td>16E:143 (HIST:4464)</td>
<td>Modern France 1789-1871</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:144 (HIST:4465)</td>
<td>Modern France 1870-Present</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:145 (HIST:4466)</td>
<td>France and Algeria from Pirates to Terrorism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Long, complex history of relationship between France and Algeria since 18th century; early modern conflicts over Barbary piracy, French invasion, and colonization of Algeria in 19th century; brutal Algerian War of Independence, postcolonial migration, and ongoing war of memory over shared Franco-Algerian history of colonization and decolonization. Taught in English. Same as 009:145 (FREN:4466).</td>
<td></td>
</tr>
<tr>
<td>16E:146 (HIST:4470)</td>
<td>France from 1815-Present</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:147 (HIST:4477)</td>
<td>Napoleon and His Afterlives</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Life and influence of Napoleon Bonaparte in France; Napoleon's personal background, his career during French Revolution, rise and fall of his European and global empire; examination of Emperor’s global legacy, from post-Napoleonic diplomatic settlement to spread of Napoleonic administrative and legal codes; Napoleonic legend that arose after his final defeat in 1815; weekly readings and discussions, individual research project, and participation in events being planned across campus to mark the bicentennial of Napoleon’s invasion of Russia.</td>
<td></td>
</tr>
<tr>
<td>16E:150 (HIST:4484)</td>
<td>Modern Britain: The Eighteenth Century</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Great Britain from Glorious Revolution of 1688 to end of the Napoleonic Wars in 1815; post-revolution political settlement, political conflict, growth of British empire, religious dissent, evangelical revival, Industrial Revolution, American Revolution, British response to the French Revolution.</td>
<td></td>
</tr>
<tr>
<td>16E:151 (HIST:4485)</td>
<td>Modern Britain: The Nineteenth Century</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td></td>
<td>Great Britain 1780-1914; evangelical revival, Industrial Revolution, growth of modern political parties, progress of political reform, scientific developments, influence of Darwin and Mill, growth of secularism, British Empire, Boer War, advent of World War I.</td>
<td></td>
</tr>
<tr>
<td>16E:152 (HIST:4486)</td>
<td>Modern Britain: The Twentieth Century</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Great Britain from Boer War to Tony Blair’s political triumph; liberal revival, World War I, rise of the Labour Party, the Depression, appeasement, World War II, Labour’s triumph after the war, rise of consensus politics, 1960s cultural changes, Margaret Thatcher’s political ascendancy, transformation of the Labour Party under Blair.</td>
<td></td>
</tr>
<tr>
<td>16E:155 (HIST:4473)</td>
<td>German History 1648-1914</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>History of German speaking lands 1648-1918.</td>
<td></td>
</tr>
<tr>
<td>16E:156 (HIST:4475)</td>
<td>Germany Since 1914: Weimar, Hitler, and After</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td></td>
<td>Continuity, change in 20th-century German politics, society, culture; creation, collapse of Weimar Republic; Nazism and Third Reich; East and West Germany since 1945; unification and its discontent. GE: International and Global Issues. Same as 13E:126 (GRMN:4475).</td>
<td></td>
</tr>
</tbody>
</table>
16E:158 (HIST:4978) Holocaust in History and Memory 3 s.h.
Origins and implementation of the Holocaust; perpetrators, victims, and bystanders; impact of the Holocaust on the post-World War II world.

16E:171 (HIST:4490) Russian History from 900-Present 3 s.h.
Introduction to history of polities and peoples of western Eurasia from 10th century to Russian Revolution; formation and vicissitudes of the Russian Empire; ethnogenesis in western Eurasia; origins of the Rus’, Kievan Rus’ and its competitors, the Mongol invasion of Rus’, rise of Muscovy, Muscovite political system, birth of the Russian empire, Russian empire during republicanism and nationalism.

16E:178 (HIST:4493) Soviet Union 1917-1945 3-4 s.h.
Revolution, foundation of Soviet Union; Leninism; major political, social, ideological developments during Stalinist period—collectivization, industrialization, terror; nationalities, foreign policy; World War II; Cold War; socialist state system. GE: Historical Perspectives.


16E:185 (HIST:4499) First World War 3-4 s.h.
Social, economic, political, technological, military aspects of causes, conduct, consequences of war of 1914-1918; fiction, contemporary documents, historical works, films.

For Graduate Students

016:200 (HIST:6002) History Research Methods 3 s.h.
Introduction to historical research methods. Prerequisites: 016:201 (HIST:6001). Requirements: first-year history graduate standing.

016:201 (HIST:6001) First-Year Graduate Colloquium 3 s.h.
Introduction to history graduate program.

016:202 (HIST:6110) Introduction to New Media in the Humanities and Social Sciences arr.
Use of New Media software in research, presentation, and instruction; includes HTML editors (Dreamweaver), wikis (Confluence), blogs (WordPress), collaborative mark-up programs (CommentPress), graphics editors (Illustrator), map editors (MapPoint, ArcView), photographic editors (Photoshop), audio editors (Garage Band, Soundbooth, Audio Hijack Pro), video editors (iMovie, Premiere Pro, Photo-To-Movie), and animation editors (Flash); projects.

016:203 (HIST:6003) History Theory and Interpretation 3 s.h.
Introduction to basic theoretical approaches to historical research.


016:207 (HIST:7208) The American Civil War in History and Memory 3 s.h.


016:210 (HIST:7411) Readings: Medieval Women 3 s.h.

016:211 (HIST:7418) Seminar: Medieval Intellectual History 3 s.h.

016:212 (HIST:7419) Readings: Medieval Intellectual History 3 s.h.

016:213 (HIST:7420) Seminar: History of Science 3 s.h.

016:214 (HIST:7421) Readings: Medieval and Early Modern Universities 3 s.h.

016:215 (HIST:7415) Graduate Readings: Monastic History 3 s.h.
History of Christian monasticism in the medieval west; the developing monastic and religious orders, nuns of those groups; tertiaries, beguines, other orthodox penitent movements from the development of Christianity to the Reformation.

016:217 (HIST:7412) Source Criticism for Medieval Studies 3 s.h.

016:218 (HIST:7422) Medieval Latin Paleography 3 s.h.

016:219 (HIST:7219) Seminar: Gender in Nineteenth-Century United States 3 s.h.

016:220 (HIST:7101) Research Seminar 3 s.h.
Research for students in all areas of history.

016:222 (HIST:7622) Readings in Modern Korean History 3 s.h.
Introduction to English-language scholarly works on modern Korean history; focus on nationalist discourse, social and cultural history, and complex interactions among Koreans and Japanese within space of empire; major historiographical issues in Korean and East Asian history.

016:223 (HIST:6475) Seminar: Reformation Culture and Theology 3 s.h.
Culture and theology of 16th-century Europe. Same as 032:223 (RELS:6475).

016:224 (HIST:7215) Seminar: History of Disability 3 s.h.

016:225 (HIST:7220) Readings: History of Sexuality 3 s.h.

Same as 129:205 (AFAM:7205), 131:206 (GWSS:7205).
History of sexuality within the family, its move into the marketplace; social customs and taboos, methods of birth control and abortion, religion, medical and psychological writings, state policies. Same as 131:225 (GWSS:7220).

016:226 (HIST:7126) Readings on the History of Human Rights
Survey of recent literature on history of human rights; development of bibliographies; readings from individual areas of interest (e.g., transitional justice, migration, gender and sexuality, labor).

016:227 (HIST:7227) Readings in American Environmental History
Introduction to historiography—classic texts and recent work—in American environmental history; topics from colonial period to recent past.

016:230 (HIST:7805) Readings in Middle East History

016:231 (HIST:7705) Seminar: African History
Themes in African precolonial and modern history.

016:232 (HIST:7706) Readings in African History

016:233 (HIST:7435) Readings: Women, Men, and Gender in Modern Europe
Same as 131:233 (GWSS:7435).

016:234 (HIST:7445) Readings: Colonialism and Empire in European History
Engagement of Europeans in an immense outward expansion of people, goods, and ideas, as well as more than a few germs since 1492; exploration of some of the implications of this expansion by focusing on a selection of different colonial encounters and some legacies of European empires.

016:235 (HIST:7455) Seminar: Modern Europe

016:236 (HIST:7456) Readings: Modern European History

016:238 (HIST:7460) Readings in the History of Modern France

016:239 (HIST:7458) Readings: War and Society in Modern Europe
Preparation, conduct, and aftermath of war; social-historical examination; conflicts on European territory, colonial wars, and wars of decolonization, from French Revolution through late 20th century.

016:240 (HIST:7440) Readings in Modern German History
Major problems in modern German history: historiographic debates organized thematically and proceeds chronologically from the French Revolution to the present; oral presentations and comparative essays.

016:241 (HIST:7241) Readings in U.S. Social Policy
History and historiography of social welfare policy, chiefly in the United States; proceeds chronologically with analysis of private and public efforts to address problems including poverty, unemployment, sickness, homelessness, and family violence.

016:244 (HIST:6632) Crossing Borders Proseminar

016:246 (HIST:7246) United States in the World
Historiographies that situate modern U.S. history in a global context; how historians study the American past beyond traditional, nation-centered frames; transnational histories of migration, nativism and exclusion; social movements; colonial empire-building; commercial and cultural Americanization; transfer of policy ideas; military occupations; decolonization; Cold War’s impact on social reform; post-9/11 moment.

016:247 (HIST:6635) Crossing Borders Seminar

016:248 (HIST:7212) Seminar: Research in Race and Ethnicity

016:249 (HIST:6120) Teaching Seminar: Graduate Instructors
Issues and methods for effective history teaching at the college level.

016:251 (HIST:7551) Readings: Globalizing Latin American Science and Medicine
Recent trends in Latin American history of science and medicine.

016:253 (HIST:7293) Graduate Readings in Public History
Overview of public history with attention to ways in which historians have engaged various publics; major theoretical constructs (memory, heritage, commemoration); public history methodologies (oral history, material culture, archival documentation); legal ethics; how history is communicated to the public; how public history sites contribute to public memory; how and why controversies emerge in public history settings; relationship between academic history and public history.

016:254 (HIST:6410) Teaching Proseminar
Preparation for leading undergraduate discussion sections for 016:001 (HIST:2401) - 016:003 (HIST:2403) Western Civilization I-III; specific subject matter preparation similar to that offered in graduate readings courses; for first-time graduate teaching assistants.
016:256 (HIST:7475) Theories of World History
Macrohistorical theories of world history; can a prominent theory or combination of theories explain the social evolution of humankind over hundreds of thousands of years; how to periodize world history; does history have a direction, and if so, what direction; the future of humankind.

Interpretations and methods applied by historians in various world regions to different forms of oral history, from old oral traditions to contemporary autobiographical testimony. Same as 129:259 (AFAM:7710).

016:260 (HIST:7150) Readings: Comparative Labor History

016:261 (HIST:7260) Seminar: American Colonial History

016:262 (HIST:7261) Readings: Early American History

016:263 (HIST:7197) The Art and Craft of Historical Writing
Focus on improving students' skills in historical writing; readings from exemplary texts, ancient to contemporary; all aspects of historical writing, from sentence composition and paragraph structure to evidence and narrative voice.

016:264 (HIST:7251) Seminar: Social History of the American Working Class

016:265 (HIST:7253) Seminar: American Social History

016:266 (HIST:7255) Readings: The Gilded Age and the Progressive Era

016:267 (HIST:7265) Seminar: Contemporary United States

016:270 (HIST:7275) Readings in the History of Women and Gender in the U.S.A.
Same as 131:270 (GWSS:7275).

016:273 (HIST:7254) Readings in American Social History

016:277 (HIST:7020) Feminist Research Seminar
Feminist research methodologies; how to conduct original research, write a research proposal and research paper, and read and criticize others' work. Same as 131:204 (GWSS:7020).

016:278 (HIST:7271) Seminar Research Transnational US History

016:280 (HIST:7235) Readings in Latina/o History
Introduction to major works and recent scholarship in Latina/Latino history.

016:281 (HIST:7236) Readings in Borderlands History
Comparative borderlands; articles on diverse topics from borderland regions worldwide (main focus on U.S.-Mexico borderlands, with inclusion of European, Asian, African, and Latin American borderlands); analysis of each article for its thesis, research questions, methodology, primary sources, and weaknesses; seminar.

016:284 (HIST:7287) Seminar: History of Women and Gender
Opportunity to pursue research for a single paper, M.A. thesis, or doctoral dissertation in the history of women and gender in the United States; interdisciplinary and internationally comparative projects; meetings and evaluations with attention to the craft of writing.

016:285 (HIST:7289) Readings: Gender in Latin American History
Same as 131:285 (GWSS:7289).

016:287 (HIST:7214) Readings: African American Women’s History

016:288 (HIST:7505) Readings: Latin American History
Same as 035:247 (SPAN:6400).

016:292 (HIST:7606) Readings in Chinese History
Same as 039:258 (ASIA:7606).

016:294 (HIST:7630) Readings: Japanese History
Same as 39J:257 (JPNS:7630).

016:295 (HIST:7660) Readings in Modern India

016:296 (HIST:7190) Individual Study: Graduate

016:297 (HIST:7193) Thesis

016:298 (HIST:7192) Predissertation Seminar
Preparing for dissertation work for students in all areas of history; thesis topic, relevant literature in the topic field, potential sources, primary research strategy, sources of research funding, research proposal; preparation for submitting applications for dissertation research fellowships and beginning of completing the thesis prospectus.
Interdepartmental Studies

Coordinator
• Andrew Tinkham

Undergraduate major: interdepartmental studies (B.A.)
Web site: http://www.uiowa.edu/~indepart/

The Interdepartmental Studies Program (ISP) provides an alternative to traditional undergraduate majors. It gives students the opportunity to design an individualized plan of study or to choose a preapproved plan in applied human services, business studies, or health science. Each track includes course work from a variety of departments.

Since the major in interdepartmental studies affords opportunities outside the traditional degree pattern, students must create or choose study programs that meet their individual educational and career objectives. Those who plan to seek employment immediately after graduation should familiarize themselves with the educational background and qualifications required by employers and should include appropriate courses in their study programs.

Students preparing for advanced study should become familiar with the admissions requirements of graduate or professional schools that interest them. The earlier students decide to pursue graduate or professional study, the easier it is to complete necessary prerequisites.

Undergraduate Program of Study
• Major in interdepartmental studies (Bachelor of Arts)

Bachelor of Arts
The Bachelor of Arts with a major in interdepartmental studies requires a minimum of 120 s.h., including at least 36-38 s.h. of work for the major. Students choose one of four tracks: individualized plan of study, applied human services, business studies, or health science. Credit required for the major depends on the student’s choice of track.

Students who choose the individualized plan of study track design their own major. Those who choose the applied human services track, business studies track, or health science track follow a preapproved study plan, which includes foundation courses and a selection of emphasis areas. The applied human services track offers three emphasis areas: aging services, community-based services, and corrections services. The business studies track offers three emphasis areas: workplace practices and perspectives, values and ethics, and arts management. The health science track offers five emphasis areas: multidisciplinary science, entrepreneurship, aging, global health, and cultures of healing.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Interdepartmental studies students who earn a second major may count a maximum of two courses from the second major toward the interdepartmental studies major. This policy applies no matter what degree is earned with the second major (Bachelor of Arts, Bachelor of Science, and so forth).

Students majoring in interdepartmental studies who earn minors in other departments or programs may not count courses from the minors toward the interdepartmental studies major.

The major in interdepartmental studies requires the following course work.

Individualized Plan of Study Track
The individualized plan of study track requires a minimum of 36 s.h. of work for the major, all taken at The University of Iowa. Students who choose this track build their own study plan, creating a unique major that speaks to interests across departments and that integrates varied approaches to a particular topic (e.g., aging studies, international business, children’s studies, environmental issues, health issues).

Students must submit their study plan for approval. The plan must include an essay that provides a clear statement of the area of intellectual focus; the reasons for preferring the ISP to any departmental program; a concrete discussion of how the advanced courses relate to each other, to personal interests, and to the central focus of the study plan; a description of academic goals for the bachelor’s degree; a list of advanced-level course work already completed; and a list of advanced-level course work planned for all remaining semesters.

Each study plan is approved by a faculty advisory committee. Reviews are held once a semester. Deadlines are posted on the Interdepartmental Studies Program web site.

If the advisory committee does not grant approval, the study plan may be returned to the student for revisions and resubmission at the next committee meeting. In some cases, the student may be referred to an appropriate departmental major.

Once the study plan is approved, the student is required to follow the plan, taking the courses approved for it. A limited number of substitutions may be allowed, but only if they are clearly consistent with the area of intellectual focus in the approved study plan, and only if they are approved in advance by the ISP advisor. Unauthorized substitutions may be designated as elective course work.

Significant changes in the focus of a student’s study plan require the submission and approval of a revised study plan. The student’s academic advisor determines whether changes warrant a revised plan.

See the Interdepartmental Studies Program web site for up-to-date information on the individualized plan of study track and rules for submission of study plans.

Students who choose the individualized plan of study track are advised by the Interdepartmental Studies Program coordinator; they work closely with the Interdepartmental Studies Program office while designing the study plan. Students who intend to submit a study plan should contact the Interdepartmental Studies Program coordinator as early as possible.

Applied Human Services Track
The applied human services track requires 37-38 s.h. of work for the major. It provides a preapproved plan of study that combines a generalized psychology background with a choice of three emphasis areas: aging services, community-based services, and corrections services. Students who choose this track also have the option of
proposing their own human services-related emphasis area to the faculty advisory committee.

Applied human services track students must complete foundation course work (25-26 s.h.) and one emphasis area (12 s.h.). They must complete a minimum of 15 s.h. of work for the major at The University of Iowa. The Academic Advising Center advises applied human services track students; contact the center for more information about requirements.

**FOUNDATION COURSES**

Psychology core—both of these:

031:001 (PSY:1001) Elementary Psychology 3 s.h.
031:010 (PSY:2810) Research Methods in Psychology 4 s.h.

Human relations core—both of these:

07C:195 (RCE:4195) Ethics in Human Relations and Counseling 3 s.h.
07C:199 (RCE:4199) Counseling for Related Professions 3 s.h.

Human relations core—one of these:

07C:197 (RCE:4197) Citizenship in a Multicultural Society 3 s.h.
208:120 (CCCC:2220) Foundations of Critical Cultural Competence 3 s.h.

Lower-level psychology electives—three of these:

031:002 (PSY:2701) Biological Psychology 4 s.h.
031:013 (PSY:2301) Introduction to Clinical Psychology 3 s.h.
031:014 (PSY:2401) Introduction to Developmental Science 3 s.h.
031:015 (PSY:2501) Introduction to Social Psychology 3 s.h.
031:016 (PSY:2601) Introduction to Cognitive Psychology 3 s.h.

**AGING SERVICES EMPHASIS**

Students must earn 12 s.h. in their chosen emphasis area. Students who choose the aging services emphasis complete the elective component (12 s.h.), and the internship (0 s.h.).

**Foundation Component**


**Elective Component**

Students complete 9 s.h. of electives from the following lists.

08C:107 (CW:3107)/145:107 (INTD:3107) Creative Writing for the Health Professions 3 s.h.
027:148 (HHP:4470) Physiology of Aging 3 s.h.
031:063 (PSY:2930) Abnormal Psychology: Health Professions 3 s.h.
042:186 (SSW:3786) Death/Dying: Issues Across the Life Span 3 s.h.
153:146 (ASP:3246)/096:146 (NURS:3246)/169:146 (LEIS:3246) Health Promotion for Older Adults 3 s.h.
153:150 (ASP:3150)/031:050 (PSY:2915) Psychology of Aging 3 s.h.
153:153 (ASP:3753)/042:153 (SSW:3753) Programs and Services for Aging Adults 3 s.h.
153:160 (ASP:3160) Biology of Aging 3 s.h.
153:168 (ASP:3168)/169:168 (LEIS:3168) Aging and Leisure 3 s.h.
153:195 (ASP:3501)/042:195 (SSW:3501) Introduction to Nursing Homes 3 s.h.

May include one of these:


**Internship**

409:145 (CCP:1145) Internship in Interdepartmental Studies 0 s.h.

**COMMUNITY-BASED SERVICES EMPHASIS**

Students must earn 12 s.h. in their chosen emphasis area. Students who choose the community-based services emphasis complete the elective component (12 s.h.) and the internship (0 s.h.).

**Elective Component**

Students complete 12 s.h. of electives from the following lists.

07C:162 (RCE:4162) Introduction to Couple and Family Therapy 3 s.h.
07C:163 (RCE:4163) Couple and Family Therapy Skills 3 s.h.
07C:173 (RCE:4173) Trauma Across the Lifespan 3 s.h.
07C:174 (RCE:4174) Positive Psychology 3 s.h.
07C:175 (RCE:4175) Motivational Interviewing 3 s.h.
07C:178 (RCE:4178) Microcounseling 1-3 s.h.
07C:179 (RCE:4179) Sexuality Within the Helping Profession 3 s.h.
07C:185 (RCE:4185) Introduction to Substance Abuse 3 s.h.
07C:187 (RCE:4187)/07U:187 (EDTL:4987) Introduction to Assistive Technology 3 s.h.
07C:190 (RCE:4190) Group Processes for Related Professions 3 s.h.
07C:192 (RCE:4192) Group Leadership in Human Sexuality 0-3 s.h.
07C:193 (RCE:4193) Individual Instruction-- Undergraduate 3 s.h.
07P:027 (PSQF:1027) Mindfulness Foundations in the Helping Professions 3 s.h.
031:063 (PSY:2930) Abnormal Psychology: Health Professions 3 s.h.
042:112 (SSW:3712) Human Sexuality, Diversity, and Society 1-3 s.h.
042:129 (SSW:3729) Substance Use and Abuse 3 s.h.

May include one of these:

145:199 (INTD:4099) Interdepartmental Studies Practicum

**Internship**

409:145 (CCP:1145) Internship in Interdepartmental Studies 0 s.h.

**CORRECTIONS SERVICES EMPHASIS**

Students must earn 12 s.h. from their chosen emphasis area. Students who chose the corrections services emphasis must complete the foundation component (3-4 s.h.), the elective component (9 s.h.), and the internship (0 s.h.).
s.h.). The elective component must include 6 s.h. earned in advanced courses (100 level or above).

**Foundation Component**

One of these:

- 034:001 (SOC:1010) Introduction to Sociology Principles (3-4 s.h.)
- 034:002 (SOC:1020) Social Problems (3-4 s.h.)

**Elective Component**

Students complete 9 s.h. from the following lists (“Lower-level courses” and “Advanced courses”), with a minimum of 6 s.h. from the advanced courses list.

Lower-level courses—no more than 3 s.h. from these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>06J:047 (MGMT:2000)</td>
<td>Introduction to Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>031:063 (PSY:2930)</td>
<td>Abnormal Psychology: Health Professions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:040 (SOC:1410)</td>
<td>Criminology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:045 (SOC:3415)</td>
<td>Global Criminology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:066 (SOC:2810)</td>
<td>Social Inequality</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:003 (ANTH:1101)</td>
<td>Cultural Anthropology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:010 (ANTH:2100)</td>
<td>Anthropology and Contemporary World Problems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:060 (ANTH:1305)</td>
<td>Forensic Anthropology and CSI</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:062 (ANTH:1003)</td>
<td>Anthropology of Violence</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Advanced courses—at least 6 s.h. from these:

- 034:128 (SOC:3220) Sociology of Mental Illness (3 s.h.)
- 034:141 (SOC:3420) Juvenile Delinquency (3 s.h.)
- 034:143 (SOC:4461)/131:161 (GWSS:4461) Gender and Violence (3 s.h.)
- 034:146 (SOC:3425) Deviance and Control (3 s.h.)
- 034:149 (SOC:4420) Sociology of Criminal Punishment (3 s.h.)
- 034:186 (SOC:3450) Criminal Legal System (3 s.h.)
- 042:196 (SSW:3796) Family Violence (2-3 s.h.)
- 113:112 (ANTH:3101)/131:112 (GWSS:3101) Anthropology of Sexuality (3 s.h.)

May include one of these:

- 145:198 (INTD:4098) Independent Study
- 145:199 (INTD:4099) Interdepartmental Studies Practicum

**Intership**

- 409:145 (CCP:1145) Internship in Interdepartmental Studies (0 s.h.)

**Business Studies Track**

The business studies track requires a minimum of 37 s.h. of work for the major. It provides a preapproved plan of study that combines a generalized business background with a choice of three emphasis areas: workplace practices and perspectives, values and ethics, and arts management. Students who choose this track also have the option of proposing their own business-related emphasis area to the faculty advisory committee.

**Foundation Courses**

- **22M:017 (MATH:1380) Calculus and Matrix Algebra for Business** (4 s.h.)

- **225:008 (STAT:1030) Statistics for Business** (4 s.h.)
- **225:025 (STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference** (3 s.h.)

- **Foundational economics—both of these:**
  - 06E:001 (ECON:1100) Principles of Microeconomics (4 s.h.)
  - 06E:002 (ECON:1200) Principles of Macroeconomics (4 s.h.)

- **Foundational accounting—one of these:**
  - 06A:001 (ACCT:2100) Introduction to Financial Accounting (3 s.h.)
  - 06T:050 (ENTR:1000) Foundations in Entrepreneurship (if not used as business elective) (2 s.h.)

**Business Electives**

Students complete two elective courses from the following lists.

- 06A:002 (ACCT:2200) Managerial Accounting (3 s.h.)
- 06E:071 (ECON:2800) Statistics for Strategy Problems (3 s.h.)
- 06F:100 (FIN:3000) Introductory Financial Management (3 s.h.)
- 06J:047 (MGMT:2000) Introduction to Law (3 s.h.)
- 06J:048 (MGMT:2100) Introduction to Management (3 s.h.)
- 06K:100 (MSCI:3000) Operations Management (3 s.h.)

- May include one of these:
  - 06K:070 (MSCI:2000) Computer Analysis (3 s.h.)
  - 22C:001 (CS:1020) Principles of Computing (3 s.h.)

- May include one of these:
  - 06M:100 (MKTG:3000) Introduction to Marketing Strategy (3 s.h.)
  - 06T:050 (ENTR:1000) Foundations in Entrepreneurship (if not used in foundational accounting requirement) (2 s.h.)

**Workplace Practices and Perspectives Emphasis**

Students must earn 15 s.h. in their chosen emphasis area. Students who choose the workplace practices and perspectives emphasis must complete at least one course from each of four components (speaking and writing, foundations and practices, cultural diversity, and entrepreneurship). The required 15 s.h. must include 9 s.h. earned in advanced courses (numbered 100 or above). Advanced courses for each component are listed below.

**Speaking and Writing Component**

At least one course from these or from the advanced courses:

- 08C:001 (CW:1800) Creative Writing Studio Workshop (3 s.h.)
- 08N:020 (CNW:1620) Introduction to Creative Nonfiction (3 s.h.)
- 036:012 (COMM:1112) Interpersonal Communication (3 s.h.)
- 036:017 (COMM:1117) Theory and Practice of Argument (4 s.h.)
- 036:021 (COMM:1821)/07E:021 (EDTL:1821) Oral Interpretation (3 s.h.)
- 036:030 (COMM:1130) The Art of Persuading Others (3 s.h.)

Advanced courses:

- 01J:115 (INTM:3755) What is Storytelling For? (4 s.h.)
- 06B:140 (BUS:3800) Business Writing (3 s.h.)
Courses:

Advanced courses:

At least one course from these or from the advanced Foundations and Practices Component

Latin American Studies

Introduction to Society

Gender and of Native Americans

Sacred World

Religion and Liberation

Jazz Cultures in America and Abroad

Introduction to History

Perspectives: Diversity in American

History

Introduction to American Deaf Community

History of the Native American Peoples

Introduction to African American Religions

Introduction to African American Society

Introduction to African American Culture

Introduction to Gender, Women’s, and Sexuality Studies

Gender, Race, and Class in the U.S.

Introduction to American Indian and Native Studies

Advanced courses:

Education, Race, and Ethnicity

The Culturally Different in Diverse Settings

Latin American Literature

History of the American Deaf Community

Disability in American History

Mexican American History

Entrepeneurship Component

At least one course from these (all are advanced courses):

Social Media Today

Media and Consumer Design

Family Institutions

Communication Theory in Everyday Life

Language, Culture, and Communication

Entrepreneurship: Advanced Business Planning

Entrepreneurship: Business Effectiveness I

Entrepreneurship: Legal Aspects of Entrepreneurship

Nonprofit Organizational Effectiveness I

Entrepreneurship: Nonprofit Organizational Effectiveness II

Entrepreneurship: Entrepreneurial Marketing

Entrepreneurship: Entrepreneurial Finance

Entrepreneurship: Entrepreneurship: Advanced Business Planning
VALUES AND ETHICS EMPHASIS
Students must earn 15 s.h. in their chosen emphasis area. Students who choose the values and ethics emphasis must complete at least two courses from each of the two components (values and theories, institutions and policies).

Values and Theories Component
At least two of these:
- 019:140 (JMC:3300) Media Law and Communication 3 s.h.
- 026:102 (PHIL:2402) Introduction to Ethics 3 s.h.
- 026:135 (PHIL:3435) Philosophy of Law 3 s.h.
- 030:030 (POLI:1300) Introduction to Political Thought and Political Action 3 s.h.
- 030:050 (POLI:1200) Introduction to Political Behavior 3 s.h.
- 030:136 (POLI:3301) Strategy in Politics 3 s.h.
- 030:137 (POLI:3400) Introduction to Political Economy 3 s.h.
- 030:151 (POLI:3417) Political Leadership 3 s.h.
- 034:150 (SOC:3520) Political Sociology 3 s.h.

Institutions and Policies Component
At least two of these:
- 026:001 (PHIL:2401) Matters of Life and Death 3 s.h.
- 026:132 (PHIL:3432) Introduction to Political Philosophy 3 s.h.
- 030:115 (POLI:3116) The Presidency 3 s.h.
- 030:116 (POLI:3101) American Constitutional Law and Politics 3 s.h.
- 030:118 (POLI:3108) American Political Development 3 s.h.
- 030:120 (POLI:3117) Public Administration and Bureaucratic Politics 3 s.h.
- 030:152 (POLI:3102) The U.S. Congress 3 s.h.
- 030:158 (POLI:3120) The Criminal Justice System 3 s.h.
- 034:040 (SOC:1410) Criminology 3 s.h.
- 034:066 (SOC:2810) Social Inequality 3 s.h.
- 034:175 (SOC:3840) Community and Urban Sociology 3 s.h.
- 034:186 (SOC:3450) Criminal Legal System 3 s.h.

ARTS MANAGEMENT EMPHASIS
Students must earn 15 s.h. in their chosen emphasis area. Students who choose the arts management emphasis must complete two courses from the administration component, one course from the history component, 3 s.h. from the production component, 3 s.h. from the elective component, and the internship (0 s.h.).

Administration Component
Students complete two courses from the following lists.

May include one of these:
- 06T:120 (ENTR:2000) Entrepreneurship and Innovation 3 s.h.

History Component
One of these:
- 01H:002 (ARTH:1040) Arts of Africa 3 s.h.
- 01H:005 (ARTH:1050) From Cave Paintings to Cathedrals: Survey of Western Art I 3 s.h.
- 01H:006 (ARTH:1060) From Mona Lisa to Modernism: Survey of Western Art II 3 s.h.
- 01H:008 (ARTH:1030) Themes in Global Art 3 s.h.
- 01H:016 (ARTH:1070)/039:016 (CHIN:1070) Asian Art and Culture 3 s.h.
- 008:037 (ENGL:2160) Introduction to Drama 3 s.h.
- 025:014 (MUS:1302) Great Musicians 3 s.h.
- 025:080 (MUS:1009) Jazz Cultures in America and Abroad 3 s.h.
- 025:103 (MUS:3310) World Music 3 s.h.
- 025:104 (MUS:3311) Music of Latin America and the Caribbean 3 s.h.
- 025:141 (MUS:3720) History of Jazz 3 s.h.
- 045:075 (AMST:1075) American Popular Music 3 s.h.
- 049:002 (THTR:1400) Theatre and Society: Ancients and Moderns 3 s.h.
- 049:003 (THTR:1401) Theatre and Society: Romans and Rebels 3 s.h.
- 137:080 (DANC:2060)/188:080 (DPA:2060) Dance and Society: U.S. Forms in Global and Critical Contexts 3 s.h.

Production Component
Students complete 3 s.h. of courses from the following list.
- 01A:003 (ARTS:1510) Basic Drawing 3 s.h.
- 01A:004 (ARTS:1520) Design Fundamentals 3 s.h.
- 01B:001 (ARTS:1010) Elements of Art 3 s.h.
- 024:104 (MUSM:3004) Exhibition Planning 3 s.h.
- 025:059 (MUS:1020) Performance Instruction for Nonmajors 1 s.h.
- 025:173 (MUS:3154)/188:173 (DPA:3154) Introduction to Afro-Cuban Drums (only one enrollment may count toward major) 1 s.h.
- 049:001 (THTR:1010) Art of the Theatre 3 s.h.
- 049:020 (THTR:1140) Basic Acting 3 s.h.
- 049:043 (THTR:2200) Elements of Design 3 s.h.
- 049:044 (THTR:2215) Introduction to Theatrical Production Technology 3 s.h.
- 049:147 (THTR:3221) Technology for the Entertainment Industry 3 s.h.
- 137:001 (DANC:1010) Beginning Tap (only one enrollment may count toward major) 1-2 s.h.
- 137:002 (DANC:1020) Beginning Jazz (only one enrollment may count toward major) 1-2 s.h.
- 137:003 (DANC:1030) Beginning Ballet (only one enrollment may count toward major) 1-2 s.h.
- 137:004 (DANC:1040) Beginning Modern Dance (only one enrollment may count toward major) 1-2 s.h.
- 137:012 (DANC:1120) Continuing Jazz (only one enrollment may count toward major) 1-2 s.h.
- 137:013 (DANC:1130) Continuing Ballet (only one enrollment may count toward major) 1-2 s.h.
- 137:014 (DANC:1140) Continuing Modern Dance (only one enrollment may count toward major) 1-2 s.h.
- 137:034 (DANC:1050) Beginning/Contact Improvisation (only one enrollment may count toward major) 1-2 s.h.
for more information about requirements.

advises health science track students; contact the center at The University of Iowa. The Academic Advising Center

They must complete a minimum of 15 s.h. for the major

course work (22 s.h.) and one emphasis area (15 s.h.).

Health science track students must complete foundation

emphasis area to the faculty advisory committee.

option of proposing their own health science-related

healing. Students who choose this track also have the

entrepreneurship, aging, global health, and cultures of

choice of emphasis areas: multidisciplinary science,

combines a generalized health background with a varied

the major. It provides a preapproved plan of study that

Internship

Or 3 s.h. from these:

049:045 (THTR:2220) Production Lab 1–3 s.h.
025:064 (MUS:1210) Recital Attendance for Non-Majors 1 s.h.
025:074 (MUS:1210) Recital Attendance 1 s.h.
137:051 (DANC:2220) Production Run Crew 1-2 s.h.

Internship

409:145 (CCP:1145) Internship in Interdepartmental Studies 0 s.h.

Health Science Track

The health science track requires 37 s.h. of work for

the major. It provides a preapproved plan of study that

combines a generalized health background with a varied

choice of emphasis areas: multidisciplinary science,

entrepreneurship, aging, global health, and cultures of

healing. Students who choose this track also have the

option of proposing their own health science-related

emphasis area to the faculty advisory committee.

Health science track students must complete foundation

course work (22 s.h.) and one emphasis area (15 s.h.).

They must complete a minimum of 15 s.h. for the major

at The University of Iowa. The Academic Advising Center

advises health science track students; contact the center

for more information about requirements.

Elective Component

Students complete 3 s.h. of electives from the following

lists.

One of these:

01H:182 (ARTH:4040) Art, Law, and Ethics 3 s.h.
01P:185 (ARTS:3400) Grant Writing in the Arts 3 s.h.
06J:048 (MGMT:2100) Introduction to Management (if not already used to fulfill foundation course work requirement) 3 s.h.
06J:133 (ENTR:3100) Entrepreneurial Finance 3 s.h.
06J:134 (ENTR:3200) Entrepreneurial Marketing 3 s.h.
008:145 (ENGL:3277)/049:184 (THTR:3277) English Renaissance Drama 3 s.h.
019:140 (JMC:3300) Media Law and Communication 3 s.h.
025:178 (MUS:3312) Music, Culture, and Identity 3 s.h.
113:003 (ANTH:1101) Cultural Anthropology 3 s.h.
145:101 (INTD:3001)/08C:101 (CW:3001) Creative Writing for Business 3 s.h.

Or 3 s.h. from these:

049:045 (THTR:2220) Production Lab 1-3 s.h.
025:064 (MUS:1010) Recital Attendance for Non-Majors 1 s.h.
025:074 (MUS:1210) Recital Attendance 1 s.h.
137:051 (DANC:2220) Production Run Crew 1-2 s.h.

Internship

409:145 (CCP:1145) Internship in Interdepartmental Studies 0 s.h.

Health Science Track

The health science track requires 37 s.h. of work for

the major. It provides a preapproved plan of study that

combines a generalized health background with a varied

choice of emphasis areas: multidisciplinary science,

entrepreneurship, aging, global health, and cultures of

healing. Students who choose this track also have the

option of proposing their own health science-related

emphasis area to the faculty advisory committee.

Health science track students must complete foundation

course work (22 s.h.) and one emphasis area (15 s.h.).

They must complete a minimum of 15 s.h. for the major

at The University of Iowa. The Academic Advising Center

advises health science track students; contact the center

for more information about requirements.

FOUNDATION COURSES

Foundational chemistry—one of these:
004:007 (CHEM:1070) General Chemistry I 3 s.h.
004:011 (CHEM:1110) Principles of Chemistry I 4 s.h.

Foundational chemistry—and one of these:
004:008 (CHEM:1080) General Chemistry II 3 s.h.
004:012 (CHEM:1120) Principles of Chemistry II 4 s.h.

Foundational biology—one of these:
002:002 (Biol:1141) Introductory Animal Biology 4 s.h.
002:021 (Biol:1140) Human Biology 4 s.h.
002:031 (Biol:1411) Foundations of Biology 4 s.h.

Foundational math and statistics—one of these:
22S:008 (STAT:1030) Statistics for Business 4 s.h.
22M:009 (MATH:1020) Elementary Functions 4 s.h.
22S:025 (STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference 3 s.h.
22M:015 (MATH:1440) Mathematics for the Biological Sciences 5 s.h.
22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
22M:017 (MATH:1380) Calculus and Matrix Algebra for Business 4 s.h.
22M:025 (MATH:1850) Calculus I 5 s.h.
22S:101 (STAT:3510) Biostatistics 3 s.h.
22S:102 (STAT:5143)/07P:143 (PSQF:5143) Introduction to Statistical Methods 3 s.h.
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

Foundational social science—one of these:
031:001 (PSY:1001) Elementary Psychology 3 s.h.
034:001 (SOC:1010) Introduction to Sociology Principles 3-4 s.h.
034:002 (SOC:1020) Social Problems 3-4 s.h.
113:003 (ANTH:1101) Cultural Anthropology 3 s.h.
113:010 (ANTH:2100) Anthropology and Contemporary World Problems 3 s.h.

Foundational science elective—one of these:
002:032 (Biol:1412) Diversity of Form and Function 4 s.h.
027:053 (HHP:1100) Human Anatomy 3 s.h.
060:110 (ACB:3110) Principles of Human Anatomy 3 s.h.
060:113 (ACB:3113) Human Anatomy Online 4 s.h.

Foundational elective—one of these:
027:040 (HHP:2310) Nutrition and Health 3 s.h.
027:050 (HHP:1300) Fundamentals of Human Physiology 3 s.h.
027:120 (HHP:3000)/145:120 (INTD:3020) Equity Issues in the Health Sciences 3 s.h.
027:130 (HHP:3500) Human Physiology 3 s.h.
027:140 (HHP:3400) Fundamentals of Exercise Physiology 3 s.h.
031:014 (PSY:2401) Introduction to Developmental Science 3 s.h.
096:030 (NURS:1030) Human Development and Behavior 3 s.h.
169:045 (LEIS:1045) Health for Living 3 s.h.
or
027:143 (HHP:4440) Physiology of Nutrition 3 s.h.
MULTIDISCIPLINARY SCIENCE EMPHASIS
Students must earn 15 s.h. in their chosen emphasis area. Students who choose the multidisciplinary science emphasis must complete 15 s.h. from the following lists.

002:114 (BIOL:2723) Cell Biology 3 s.h.
002:128 (BIOL:2512) Fundamental Genetics 4 s.h.
002:145 (BIOL:2753) Introduction to Neurobiology 3 s.h.
002:150 (BIOL:2254) Endocrinology 3 s.h.
08C:107 (CW:3107)/145:107 (INTD:3107) Creative Writing for the Health Professions 3 s.h.
027:040 (HHP:2310) Nutrition and Health (if not used to fulfill foundation requirement) 3 s.h.
061:157 (MICR:2157) General Microbiology 5 s.h.
099:110 (BIOL:3110) Biochemistry 3 s.h.
099:120 (BIOL:3120) Biochemistry and Molecular Biology I 3 s.h.
099:130 (BIOL:3130) Biochemistry and Molecular Biology II 3 s.h.

May include one of these:
145:199 (INTD:4099) Interdepartmental Studies arr. Practicum

May include one of these:
004:121 (CHEM:2210) Organic Chemistry I 3 s.h.
004:123 (CHEM:2230) Organic Chemistry I for Majors 3 s.h.

May include one of these:
004:122 (CHEM:2220) Organic Chemistry II 3 s.h.
004:124 (CHEM:2240) Organic Chemistry II for Majors 3 s.h.

May include one of these:
004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.
004:142 (CHEM:2420) Organic Chemistry Laboratory for Majors 3 s.h.

May include one of these:
061:112 (MICR:3112) Pharmacy Microbiology 4 s.h.
061:164 (MICR:3164) Nursing Microbiology 4 s.h.

May include one of these:
027:125 (HHP:3010)/145:125 (INTD:3025) Contemporary Nutrition (if not used to fulfill foundation requirement) 3 s.h.
027:143 (HHP:4440) Physiology of Nutrition (if not used to fulfill foundation requirement) 3 s.h.

May include one of these:
029:011 (PHYS:1511) College Physics I 4 s.h.
029:081 (PHYS:1611) Introductory Physics I 4 s.h.

May include one of these:
029:012 (PHYS:1512) College Physics II 4 s.h.
029:082 (PHYS:1612) Introductory Physics II 3-4 s.h.

ENTREPRENEURSHIP EMPHASIS
Students must earn 15 s.h. in their chosen emphasis area. Students who choose the entrepreneurship emphasis must complete 15 s.h. from the following lists.

06A:001 (ACCT:2100) Introduction to Financial Accounting 3 s.h.
06B:140 (BUS:3800) Business Writing 3 s.h.
06T:113 (ECON:3180) Health Economics 3 s.h.
06T:119 (ECON:3220) Policy Analysis 3 s.h.
06T:048 (MGMT:2100) Introduction to Management 3 s.h.
06T:147 (MGMT:3500)/024:147 (MUSM:3500) 3 s.h.
032:127 (RELS:3700)/042:157 (SSW:3500)/096:168 (NURS:3595)/06T:144 (ENTR:3595) Nonprofit Organizational Effectiveness I 3 s.h.
06M:100 (MKTG:3000) Introduction to Marketing Strategy 3 s.h.
06T:050 (ENGR:1000) Foundations in Entrepreneurship 2 s.h.
06T:120 (ENGR:2000) Entrepreneurship and Innovation 3 s.h.
06T:125 (ENGR:3520) New Ventures in the Arts 3 s.h.
06T:133 (ENGR:3100) Entrepreneurial Finance 3 s.h.
06T:134 (ENGR:3200) Entrepreneurial Marketing 3 s.h.
06T:144 (ENTR:3595) Nonprofit Organizational Effectiveness I 3 s.h.
06T:145 (ENTR:3300) Legal Aspects of Entrepreneurship 3 s.h.
06T:146 (ENTR:3400) Strategic Management of Technology and Innovation 3 s.h.
06T:147 (ENTR:3500) Social Entrepreneurship 3 s.h.
06T:148 (ENTR:3600) E-Commerce Strategies for Entrepreneurs 3 s.h.
06T:150 (ENGR:4400) Managing the Growth Business 3 s.h.
06T:151 (ENGR:4450) Professional Sports Management 3 s.h.
06T:152 (ENGR:4460) Entrepreneurship and Global Trade 3 s.h.
06T:155 (ENGR:4510) Arts Leadership Seminar 3 s.h.
06T:190 (ENGR:4000) Seminar in Entrepreneurship Consulting 2-3 s.h.
06T:192 (ENGR:4200) Entrepreneurship: Business Consulting 3 s.h.
06T:194 (ENTR:4300) Entrepreneurship: Advanced Business Planning 3 s.h.
08N:113 (CNW:3640) Writing for Business and Industry 3 s.h.
145:101 (INTD:3001) Creative Writing for Business 3 s.h.

May include one of these:
145:199 (INTD:4099) Interdepartmental Studies arr. Practicum

AGING EMPHASIS
Students must earn 15 s.h. in their chosen emphasis area. Students who choose the aging emphasis must complete 15 s.h. from the following lists.

08C:107 (CW:3107)/145:107 (INTD:3107) Creative Writing for the Health Professions 3 s.h.
153:144 (ASP:5750) Medicare and Medicaid Policy 3 s.h.
153:146 (ASP:3246)/096:146 (NURS:3246)/169:146 (LEIS:3246) Health Promotion for Older Adults 3 s.h.
153:150 (ASP:3150)/031:050 (PSY:2915) Psychology of Aging 3 s.h.
153:151 (ASP:3151) The Anthropology of the Beginnings and Ends of Life 3 s.h.
153:153 (ASP:3753)/042:153 (SSW:3753) Programs and Services for Aging Adults 3 s.h.
153:160 (ASP:3160) Biology of Aging 3 s.h.
153:168 (ASP:3168)/169:168 (LEIS:3168) Aging and Leisure 3 s.h.
153:181 (ASP:2181) The Anthropology of Aging 3 s.h.
153:195 (ASP:3501)/042:195 (SWS:3501) Introduction to Nursing Homes 3 s.h.

May include one of these:

GLOBAL HEALTH EMPHASIS

Students must earn 15 s.h. in their chosen emphasis area. Students who choose the global health emphasis must complete 15 s.h. from the following lists.

152:107 (GHS:3070) Hungry Planet: Global Geographies of Food 3 s.h.
152:111 (GHS:4210) International Health 3 s.h.
152:119 (GHS:3040) Health in Mexico 3 s.h.
152:120 (GHS:4600) Global Health and Human Rights 2-3 s.h.
152:121 (GHS:3110)/113:121 (ANTH:3110)/149:121 (AINS:3110) Health of Indigenous Peoples 3 s.h.
152:125 (GHS:4100) Topics in Global Health 1-3 s.h.
152:131 (GHS:4111)/044:131 (GEOG:3110) Geography of Health 3 s.h.
152:139 (GHS:4150) Health and Environment: GIS Applications 3 s.h.
152:140 (GHS:4605) Disease, Politics, and Health in South Asia 2-4 s.h.
152:141 (GHS:4141) Design for the Developing World 3 s.h.
152:145 (GHS:3113) Religion and Healing 3 s.h.
152:150 (GHS:3010) Research Design in Global Health (only one enrollment may count toward major) 2-3 s.h.
152:152 (GHS:3030) Global Health Conference (only one enrollment may count toward major) 1 s.h.
152:153 (GHS:3050) Global Aging 3 s.h.
152:154 (GHS:3060) Studies in Complementary and Alternative Medicine 3 s.h.
152:158 (GHS:3850)/027:176 (HHP:3850) Promoting Health Globally 3 s.h.
152:160 (GHS:3720) Global Health Seminar (only one enrollment may count toward major) 3 s.h.
152:170 (GHS:3131)/041:104 (SLAV:3131) Health Care and Health Reforms in Russia 3 s.h.
152:180 (GHS:3760) Hazards and Society 3 s.h.
152:182 (GHS:4230) Health Experience of Immigrants, Migrants, and Refugees 3 s.h.
152:184 (GHS:5415)/113:184 (ANTH:5415)/172:131 (CBH:5415) Anthropology and International Health 3 s.h.
152:185 (GHS:3102)/113:185 (ANTH:3102)/172:173 (CBH:5125) Medical Anthropology 3 s.h.
152:199 (GHS:4990) Special Projects in Global Health (only one enrollment may count toward major) arr.

May include one of these:
145:198 (INTD:4098) Independent Study (only 3 s.h. may count toward major) 3 s.h.
145:199 (INTD:4099) Interdepartmental Studies Practicum (only 3 s.h. may count toward major) 3 s.h.

CULTURES OF HEALING EMPHASIS

Students must earn 15 s.h. in their chosen emphasis area. Students who choose the cultures of healing emphasis must complete the foundation component (3 s.h.) and the elective component (12 s.h.). The elective must include 6 s.h. earned in advanced courses (100 level or above).

Foundation Component
One of these:
20E:081 (CLSA:1181)/152:081 (GHS:1181) Ancient Medicine 3 s.h.
20E:181 (CLSA:4181) History of Western Medicine 3 s.h.

Elective Component
Students complete 12 s.h. from the following lists ("Lower-level courses" and "Advanced courses"), with a minimum of 6 s.h. from the advanced courses list.

Lower-level courses—no more than 6 s.h. from these:
032:060 (RELS:2700)/149:060 (AINS:1600) Sacred World of Native Americans 3 s.h.
032:071 (RELS:2771)/131:071 (GWSS:1710) Sexual Ethics 3 s.h.
032:076 (RELS:3976)/149:076 (AINS:3276) American Indian Environmentalism 3 s.h.
032:078 (RELS:2078) American Indian Women: Myth, Ritual, and Sacred Power 3 s.h.

May include one of these:
113:003 (ANTH:1101) Cultural Anthropology 3 s.h.
113:010 (ANTH:2100) Anthropology and Contemporary World Problems 3 s.h.

Advanced courses—at least 6 s.h. from these:
16A:104 (HIST:4201)/158:100 (ASL:4201) History of the American Deaf Community 3-4 s.h.
16A:106 (HIST:4203) Disability in American History 3 s.h.
16W:140 (HIST:4605) Disease, Politics, and Health in South Asia 3 s.h.
20E:103 (CLSA:3750) Medical and Technical Terminology 2 s.h.
20E:104 (CLSA:3440)/302:109 (RELS:3340) The Development of the Afterlife in Judaism and Christianity 3 s.h.
20E:181 (CLSA:4181) History of Western Medicine (if not used to fulfill foundation requirement) 3 s.h.
032:166 (RELS:3666) The History of a Religious and Spiritual Practice: Yoga in Asia and Beyond 3 s.h.
032:180 (RELS:3580)/113:145 (ANTH:3113) Religion and Healing 3 s.h.
113:105 (ANTH:3300)/131:142 (GWSS:3300) Mothers and Motherhood 3 s.h.
113:112 (ANTH:3101)/131:112 (GWSS:3101) Anthropology of Sexuality 3 s.h.
113:113 (ANTH:2261) Human Impacts on the Environment 3 s.h.
113:119 (ANTH:3111)/152:119 (GHS:3040) Health in Mexico 3 s.h.
131:121 (ANTH:3110)/149:121 (AINS:3110)/152:121 (GHS:3110) Health of Indigenous Peoples 3 s.h.
113:126 (ANTH:3282) Animals, Culture, and Food 3 s.h.
113:133 (ANTH:4140)/131:133 (GWSS:4140)/172:133 (CBH:5140) The Anthropology of Women’s Health 3 s.h.
113:143 (ANTH:3103) Environment and Culture 3 s.h.
113:182 (ANTH:3141)/131:143 (GWSS:3141) Women, Health, and Healing 3 s.h.
145:107 (INTD:3107)/08C:107 (CW:3107) Creative Writing for the Health Professions 3 s.h.
145:120 (INTD:3202)/027:120 (HHP:3000) Equity Issues in the Health Sciences 3 s.h.

May include one of these:
145:199 (INTD:4099) Interdepartmental Studies Practicum

Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major.)

Note: The Four-Year Graduation Plan is available only to ISP students in the individualized plan of study track.

Before the seventh semester begins: an approved plan of study, at least six courses in the plan of study, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: a total of at least nine courses in the plan of study

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major
Students who wish to graduate with honors in the interdepartmental studies major usually complete the honors requirements of a particular department or program appropriate to their area of study. They also must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

Students should initiate inquiries about graduating with honors in the interdepartmental studies major by contacting the ISP coordinator; they should inquire early in their junior year to allow time for foundation course work. Students must submit an honors project approval form to the ISP coordinator.

Courses
145:101 (INTD:3001) Creative Writing for Business 3 s.h.
Opportunity to broaden understanding of literature, improve writing, and enhance ability to approach business problems in a creative and inspired manner; close reading and creative writing exercises used to develop appreciation of the written word, improve ability to express thoughts and ideas, and become more conscious of the quality of students' own written work. Requirements: rhetoric. Same as 08C:101 (CW:3001).

145:105 (INTD:3005) Professional and Creative Business Communication 3 s.h.
Solid foundation for creative and professional communication in today’s modern work world; exploration of techniques, strategies, and craft of writing resumes, letters of interest, email and its related etiquette, and organization of ideas into presentable form; semester-long creative project that builds a bridge between office and the world using modern technology and social media; readings and discussions of literature to better understand issues of ethics, leadership, conflict, moral judgment, decision making, and human nature; how to navigate and succeed in business or any professional field. Prerequisites: 010:003 (RHET:1030). Same as 08C:105 (CW:3005).

145:107 (INTD:3107) Creative Writing for the Health Professions 3 s.h.
Same as 08C:107 (CW:3107).

145:108 (INTD:3200) Creative Writing for New Media 3 s.h.
Prepares creative writers for evolving marketplace of electronic text, media; experience writing in varied media such as the Internet, e-books, video games, mobile devices, emergent social narratives. Same as 08C:108 (CW:3218).

145:109 (INTD:3510) Introduction to Arts Management 3 s.h.
Nonprofit performing arts management and administrative principles; practical applications, trends in the field; focus on arts organizations and their key administrative positions. Same as 049:109 (THTR:3510), 188:109 (DPA:3510).

145:110 (INTD:3210) Creative Writing and the Natural World 3 s.h.
How humans tether to their environment through stories; students write stories and through writing explore if there is a new tie to sustainable history. Same as 08C:110 (CW:3210).

145:111 (INTD:3520) New Ventures in the Arts 3 s.h.
Arts administration principles and trends as applied to creation of an arts-related enterprise; case studies; students create business plan for a new arts organization. Duplicates 06j:125 (MGMT:3100) and 06T:120 (ENTR:3100). Corequisites: 06T:050 (ENTR:1000), or 06A:001 (ACCT:2100) and 06M:100 (MGIT:3000). Same as 049:111 (THTR:3520), 06T:125 (ENTR:3520), 188:111 (DPA:3520).

145:115 (INTD:3300) Creative Writing and Popular Culture 3 s.h.
Creative writing through the lens of popular culture; topics include television, film writing, adaptations, commercials, advertising, magazines, newspapers, comic books, song lyrics, billboards, and backs of cereal boxes. Same as 08C:115 (CW:3215).

145:120 (INTD:3202) Equity Issues in the Health Sciences 3 s.h.
Examination of equity issues in the health sciences, including a review of the historical challenges that led to Human Subjects Review Boards, FDA oversight of drug development and clinical trials, inclusion of women in research; effect of situational ethics in the workplace; potential danger of making assumptions about clients/patients; importance of developing an inclusive communication style; assessing the effectiveness of family-friendly employment policies in providing equitable opportunities for career advancement for both women and men. Recommendations: junior or senior standing. Same as 027:120 (HHP:3000).
145:125 (INTD:3025) Contemporary Nutrition  3 s.h.
Introduction to nutrition; importance of understanding food choices and diet to fit individual needs. Same as 027:125 (HHP:3010).

145:127 (INTD:3027) Nutrition for Health, Fitness, and Sport  3 s.h.
Effects of exercise and nutrition on health- and sports-related fitness; for professionals in health and physical education. Same as 027:127 (HHP:3020).

145:130 (INTD:3030) Coaching for Health and Wellness  3 s.h.
Opportunities to expand knowledge and develop skills to help individuals change behavior and meet health-related goals; general health and wellness principles; principles and techniques for change; experience providing health-coaching services to clients. Prerequisites: 027:039 (HHP:2200) and 027:040 (HHP:2310). Same as 027:131 (HHP:3030).

145:195 (INTD:4510) Arts Leadership Seminar  3 s.h.

Individual study of issues or topics related to a specific interdepartmental focus chosen by the student.

Opportunity to relate a student’s chosen area of study to practical application. Requirements: interdepartmental studies student.
International Business

Coordinators

- Patricia Mason-Browne (College of Liberal Arts and Sciences), Matthew C. Edwards (Tippie College of Business)

Undergraduate certificate: international business Web site: http://tippie.uiowa.edu/undergraduate/programs/ibc.cfm

Undergraduate Program of Study

- Certificate in International Business

The Tippie College of Business and the College of Liberal Arts and Sciences offer the undergraduate Certificate in International Business. The program is designed for students who intend to pursue careers in international business as well as those interested in gaining a better understanding of the global economy and a broader awareness of the political, historical, and social environment in which international business operates.

Certificate

The Certificate in International Business requires 29 s.h. and satisfaction of the certificate’s language requirement (total credit depends on which language the student decides to study). The program includes study of international business and economics, international relations and institutions, a language, and the contemporary art, literature, culture, and/or politics of the geographical region in which the language is spoken. The range of courses permits students to tailor areas of specialization suited to their individual interests and to complement majors in business and in liberal arts and sciences.

The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

Students should declare their intention to earn the certificate as early as possible and talk with an advisor about certificate requirements. They must submit an individual plan of study. Tippie College of Business students should talk with the advising staff at the college’s Undergraduate Program Office; College of Liberal Arts and Sciences students should talk with a Certificate in International Business advisor at the Academic Advising Center. Individuals who hold a bachelor's degree from another institution should contact the University’s Office of Admissions.

A minimum of 20 s.h. of certificate course work (other than language courses) must be completed at The University of Iowa or in approved study abroad programs. Students who plan to count study abroad credit toward the certificate should consult a Certificate in International Business advisor before leaving campus. University of Iowa Guided Independent Study Courses are accepted toward the certificate.

Certificate courses may not be taken pass/nonpass. A course may not be used to satisfy more than one certificate requirement.

The Certificate in International Business requires the following course work.

INTERNATIONAL BUSINESS

These courses provide students with an essential understanding of economics, which is central to all business operation. They also help students develop knowledge of the functional areas of international business.

Both of these:

- 06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
- 06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.

Three of these (total of 9 s.h.):

- 06E:125 (ECON:3240) Global Economics and Business 3 s.h.
- 06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
- 06E:173 (ECON:3500) International Economics 3 s.h.
- 06F:130 (FIN:4240) International Finance 3 s.h.
- 06J:146 (MGMT:4500) International Business Environment 3 s.h.

One of these may be counted toward the 9 s.h. requirement above:

- 06J:145 (MKTG:4300) International Marketing 3 s.h.
- 06J:152 (ENTR:4460) Entrepreneurship and Global Trade 3 s.h.
- 091:282 (LAW:8600) International Business Transactions 3 s.h.

INTERNATIONAL RELATIONS AND INSTITUTIONS

These courses familiarize students with comparative politics, social geography, foreign policy, and issues related to world population and the environment—topics relevant to decision making in the international business world.

Two of these (total of 6 s.h.):

- 016:143 (HIST:3143) International Politics: The History of the Present 3-4 s.h.
- 016:144 (HIST:4125) War and Peace in the Twentieth Century 3 s.h.
- 016:157 (HIST:3157) Gender, Sexuality, and Human Rights 3 s.h.
- 16A:152 (HIST:4232) United States in World Affairs 3 s.h.
- 16W:155 (HIST:3145) Europe and the U.S. in the Twentieth Century 3 s.h.
- 019:156 (JMC:3700) Comparative Communication Systems 3 s.h.
- 030:041 (POLI:1401) Introduction to the Politics of Russia and Eurasia 3 s.h.
- 030:043 (POLI:1403) Introduction to Politics in the Muslim World 3 s.h.
WORLD LANGUAGES

Certificate students develop intermediate-level competence in a language that is spoken in one of six geographic regions. Through world language study, they gain insight into the culture of another region of the world and develop a deeper understanding of their own language and culture.

Students must complete one of the approved language sequences below. For questions about languages not listed or about study abroad course work, see a Certificate in International Business advisor.

Arabic

All of these:
195:102 (ARAB:1002) Elementary Modern Standard Arabic II 5 s.h.

Chinese

All of these:

Czech

All of these:
041:141 (SLAV:1211) Conversational Czech I 4 s.h.
041:142 (SLAV:1212) Conversational Czech II 3 s.h.
041:143 (SLAV:2211) Conversational Czech III 3 s.h.
041:144 (SLAV:2212) Conversational Czech IV 3 s.h.

French

One of these sequences:
009:001 (FREN:1001)-009:002 (FREN:1002) Elementary French I-II 10 s.h.
009:010 (FREN:1010) First-Year French Review 5 s.h.

All of these:

One course for which 009:012 (FREN:2002) is prerequisite (may include Iowa Regents Program credit)
German
One of these:
- 013:011 (GRMN:1001)-013:012 (GRMN:1002) Elementary German I-II (both courses) 8 s.h.
- 013:014 (GRMN:1010) First-Year German Review 5 s.h.
All of these:
One course for which 013:022 (GRMN:2002) is prerequisite

Hindi
All of these:
- 039:123 (SOAS:2101) First-Year Hindi-Urdu: First Semester 5 s.h.
- 039:124 (SOAS:2102) First-Year Hindi: Second Semester 5 s.h.
- 039:126 (SOAS:3101) Second-Year Hindi: First Semester 4 s.h.
- 039:127 (SOAS:3102) Second-Year Hindi: Second Semester 4 s.h.

Italian
One of these:
- 018:001 (ITAL:1101)-018:002 (ITAL:1102) Elementary Italian-II (both courses) 10 s.h.
- 018:103 (ITAL:3002) Intensive Elementary Italian 6 s.h.
All of these:
One course for which 018:012 (ITAL:2204) is prerequisite

Japanese
All of these:

Korean
All of these:

Portuguese
One of these:
- 038:102 (PORT:3050) Portuguese for Spanish Speakers 3 s.h.
And:
One course for which 038:101 (PORT:3020) or 038:102 (PORT:3050) is prerequisite

Russian
All of these:
- 041:001 (SLAV:1111)-041:002 (SLAV:1112) First-Year Russian I-II 10 s.h.
- 041:003 (SLAV:2111)-041:004 (SLAV:2112) Second-Year Russian I-II 8 s.h.
And:
One course for which 041:004 (SLAV:2112) is prerequisite

Spanish
035:001 (SPAN:1001)-035:002 (SPAN:1002) Elementary Spanish I-II (both courses) 10 s.h.

Swahili
All of these:
- 211:125 (SWAH:3001)-211:126 (SWAH:3002) Elementary Swahili I-II 6-8 s.h.
- 211:127 (SWAH:3003)-211:128 (SWAH:3004) Intermediate Swahili I-II 6-8 s.h.

AREA STUDIES
These courses help students learn about the culture, contemporary history, art, literature, and politics of the geographic region in which their chosen world language is spoken. Area studies topics are critical to students’ understanding of how society and culture influence the people with whom they share the world and may conduct business.

Students complete 6 s.h. from one geographic area. They should select an area that is appropriate for the world language they have chosen to satisfy the certificate’s language requirement.

Asia
Appropriate for these languages: Chinese, Hindi, Japanese, or Korean
01H:016 (ARTH:1070)/039:016 (CHIN:1070) Asian Art and Culture 3 s.h.
01H:031 (ARTH:2220)/039:028 (ASIA:2231) Introduction to the Art of China 3 s.h.
01H:033 (ARTH:2250)/039:033 (JPNS:2250) Introduction to the Art of Japan 3 s.h.
01H:119 (ARTH:3220)/039:159 (ASIA:3219) Chinese Art and Culture 3 s.h.
01H:120 (ARTH:3230)/039:120 (ASIA:3220) Chinese Painting I: Pagodas and Palaces 3 s.h.
01H:123 (ARTH:3260)/039:123 (JPNS:3260) Japanese Painting 3 s.h.
01H:124 (ARTH:3270) Themes in Asian Art History 3 s.h.
008:132 (ENGL:3540) Literature of the Indian Subcontinent 3 s.h.
016:005 (HIST:2602)/039:055 (ASIA:2602) Civilizations of Asia: China 3 s.h.
016:006 (HIST:2604)/039:056 (ASIA:2604) Civilizations of Asia: Japan 3 s.h.
016:007 (HIST:2606) Civilizations of Asia: South Asia 3-4 s.h.
016:009 (HIST:2609) India Now! A Survey from Bollywood to Global Terror 3-4 s.h.
16W:087 (HIST:2887) Perspectives on Korea 3 s.h.
16W:140 (HIST:4605) Disease, Politics, and Health in South Asia 3 s.h.
16W:174 (HIST:4617) History, Memory, and Pacific War 3 s.h.
16W:175 (HIST:4620/39:175 (JPNS:4620) Japan--U.S. Relations 3 s.h.
16W:183 (HIST:4176) Vietnam War on Film 3-4 s.h.
16W:185 (HIST:4185) Modern Korean History 3 s.h.
16W:194 (HIST:4640) Imperialism and Modern India 3 s.h.
16W:198 (HIST:4655)/039:196 (ASIA:4655) China Since 1927 3 s.h.
026:143 (PHIL:3143) Philosophy East and West 3 s.h.
026:145 (PHIL:3845)/039:175 (JPNS:3845) Buddhism 3 s.h.
030:102 (POLI:3420) Southeast Asia: Democracy, Identity, and Development 3 s.h.
030:143 (POLI:3414)/039:178 (ASIA:3414) Government and Politics of the Far East 3 s.h.
032:004 (RELS:1404)/039:006 (ASIA:1040) Living Religions of the East 3 s.h.
032:006 (RELS:1506)/039:006 (ASIA:1060) Introduction to Buddhism 3 s.h.
032:014 (RELS:1410) Introduction to Indian Religions 3 s.h.
032:017 (RELS:1610)/039:117 (JPNS:1115) Japanese Religions 3 s.h.
032:081 (RELS:2681) Hindu Religion and Art 3 s.h.
032:131 (RELS:3431) Gender and Sexuality in East Asia 3 s.h.
032:163 (RELS:4620)/039:162 (ASIA:4620) Turning East 3 s.h.
032:166 (RELS:3666) The History of a Religious and Spiritual Practice: Yoga in Asia and Beyond 3 s.h.
032:188 (RELS:3655)/039:170 (ASIA:3655) Zen Buddhism 3 s.h.
039:018 (SOAS:1502) Asian Humanities: India 3 s.h.
039:019 (CHIN:1504) Asian Humanities: China 3 s.h.
039:020 (JPNS:1506) Asian Humanities: Japan 3 s.h.
039:032 (CHIN:1702) Chinese Popular Culture 3 s.h.
039:034 (ASIA:1704) The Languages of Asia in Cultural and Historical Perspective 3 s.h.
039:036 (ASIA:1706) Understanding Korean Culture Wave 3 s.h.
039:044 (ASIA:2444) Envision India 3 s.h.
039:057 (ASIA:2606)/016:007 (HIST:2606) Civilizations of Asia: South Asia 3 s.h.
039:087 (ASIA:2887) Perspectives on Korea 3 s.h.
039:135 (ASIA:1135) Korean Language in Culture and Society 3 s.h.
039:140 (CHIN:4204)/032:186 (RELS:4404) The Literature of Daoism 3 s.h.
039:141 (CHIN:3341)/048:141 (CCL:3341) Chinese Literature: Poetry 3 s.h.
039:142 (CHIN:3202) Chinese Literature: Prose 3 s.h.
039:173 (CHIN:4206) Transnational Chinese Cinemas 3 s.h.
039:180 (CHIN:4203)/048:183 (CCL:4203) Modern Chinese Writers 3 s.h.
39:129 (JPNS:3402) Japan: Culture and Communication 3 s.h.
39:135 (JPNS:3135) Postmodern Aesthetics and Japanese Culture 3 s.h.
39:141 (JPNS:3202)/048:143 (CCL:3204) Traditional Japanese Literature in Translation 3 s.h.
39:142 (JPNS:3203)/048:142 (CCL:3203) Modern Japanese Fiction in Translation 3 s.h.
39:144 (JPNS:3205) Major Authors in Modern Japanese Literature 3 s.h.
39:146 (JPNS:3206) Warriors Dreams 3 s.h.
39:147 (JPNS:3208) Introduction to Japanese Film 3 s.h.
39:155 (JPNS:3601) Contemporary Japanese Culture 3 s.h.
39:162 (JPNS:3700) Topics in Global Cinema 3 s.h.
044:060 (GEOG:1060) Geography of Asia: From Japan to Pakistan 3 s.h.
048:026 (CCL:2625) Introduction to Asian Film 3 s.h.
048:106 (CCL:4606)/039:145 (ASIA:4606) Topics in Asian Cinema 3 s.h.
113:107 (ANTH:2108)/131:107 (GWSS:2108) Gendering India 4 s.h.
113:118 (ANTH:3108) North Korea and Totalitarianism 3 s.h.
113:127 (ANTH:3121) South Asian Sexual Cultures 3 s.h.

Europe

Appropriate for these languages: Czech, French, German, Italian, Portuguese, or Spanish

01H:157 (ARTH:3020)/009:130 (FREN:3030) Paris and the Art of Urban Life 3 s.h.
008:065 (ENGL:2360) Twentieth-Century British Literature 3 s.h.
008:066 (ENGL:2361) Twenty-first-Century British Literature 3 s.h.
008:091 (ENGL:2330) Topics in Modern British Literature After 1900 3 s.h.
008:110 (ENGL:3350) Literature and Culture of 20th- and 21st-Century Britain 3 s.h.
009:030 (FREN:1510) Cultural Misunderstandings: France and U.S.A. 3 s.h.
009:114 (FREN:3120) French Civilization 3 s.h.
009:119 (FREN:3225) Studies in Modern France 3 s.h.
009:120 (FREN:3130) French-Speaking Cultures 3 s.h.
009:146 (FREN:3530) Francophone Cinema 3-4 s.h.
009:147 (FREN:3510)/048:105 (CCL:3605) French Cinema 3 s.h.
009:148 (FREN:3540)/048:167 (CCL:3647)/131:167 (GWSS:3540) Gender and Sexuality in French Cinema 3 s.h.
009:168 (FREN:4080)/048:168 (CCL:4368) Post-Colonial Literature in France 3 s.h.
013:101 (GRMN:3501) Introduction to German Literature 3 s.h.
013:105 (GRMN:3405) German Cultural History 3 s.h.
013:115 (GRMN:4315) Contemporary German Civilization 3 s.h.
013:135 (GRMN:3250) Brief Texts About Big Events 3 s.h.
13E:075 (GRMN:2775) Scandinavian Crime Fiction 3 s.h.
13E:118 (GRMN:2618)/048:148 (CCL:4348) The Third Reich and Literature 3 s.h.
13E:119 (GRMN:2819) German Film 3 s.h.
13E:120 (GRMN:2720) Germany in the World 3 s.h.
013:140 (GRMN:4540) Literature in Film 3 s.h.
16E:065 (HIST:2465) Europe Since 1945 3 s.h.
16E:130 (HIST:4438) Modern European Imperialism 3 s.h.
16E:132 (HIST:4435) War and Society in Modern Europe 3 s.h.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16E:135</td>
<td>Twentieth-Century Europe: The Nazi Era</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:136</td>
<td>Twentieth-Century Europe: The Cold War and After</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:144</td>
<td>Modern France 1870-Present</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:145</td>
<td>France and Algeria from Pirates to Terrorism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:146</td>
<td>France from 1815-Present</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:152</td>
<td>Modern Britain: The Twentieth Century</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:156</td>
<td>Germany Since 1914: Weimar, Hitler, and After</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:158</td>
<td>Holocaust in History and Memory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:116</td>
<td>Dictatorships of Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:115</td>
<td>Latin American Revolution</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:114</td>
<td>Latin America and the U.S.: The Twentieth Century</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:112</td>
<td>Introduction to Modern Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:107</td>
<td>History of Mexico</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:106</td>
<td>Society and Revolution in Cuba</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:107</td>
<td>History of Mexico</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:110</td>
<td>Topics in Latin American History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:112</td>
<td>Introduction to Modern Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:136</td>
<td>Latin America and the U.S.: The Historical Perspective</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:115</td>
<td>Latin American Revolution</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:116</td>
<td>Dictatorships of Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:104</td>
<td>Music of Latin America and the Caribbean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:144</td>
<td>Latin American Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:020</td>
<td>Contemporary Spanish American Narrative</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:107</td>
<td>Music of the Hispanic World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:111</td>
<td>Readings in Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:113</td>
<td>Screening Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:114</td>
<td>Introduction to Spanish American Cultures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:130</td>
<td>Cultures of Spanish America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:131</td>
<td>Contemporary Spanish American Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:132</td>
<td>Spanish American Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:134</td>
<td>Spanish American Short Story</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:135</td>
<td>Latino Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:140</td>
<td>Contemporary Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:144</td>
<td>Latin American Women Writers</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:146</td>
<td>Pan-Caribbean Literary Currents</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:148</td>
<td>Topics in Cinema and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:171</td>
<td>Twentieth-Century Spanish American Theater and Performance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:174</td>
<td>Latino/a Popular Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:175</td>
<td>Cultural Identity in Caribbean Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:177</td>
<td>Literature and Mass Culture in Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:193</td>
<td>Narratives of Underdevelopment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>038:020</td>
<td>Contemporary Brazilian Narrative</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>038:077</td>
<td>Brazil: The Erotic/Exotic Lure</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>038:106</td>
<td>Brazilian Literature After 1900</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>038:112</td>
<td>Topics in Luso-Brazilian Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>038:115</td>
<td>Writing Brazil in the U.S.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:024</td>
<td>Introduction to Latin American Film</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:178</td>
<td>Topics in Latin American Cinema</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:196</td>
<td>Cuban American Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:119</td>
<td>Health in Mexico</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:131</td>
<td>Latin American Economy and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>130:070</td>
<td>Introduction to Latin American Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>130:176</td>
<td>African Literature Study</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:114</td>
<td>Caribbean Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:133</td>
<td>Inter-American Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16A:069</td>
<td>Introduction to Mexican American History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16A:112</td>
<td>Mexican American History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16A:113</td>
<td>Latina/o Immigration</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:106</td>
<td>Society and Revolution in Cuba</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:107</td>
<td>History of Mexico</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:110</td>
<td>Topics in Latin American History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:112</td>
<td>Introduction to Modern Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:135</td>
<td>Latin America and the U.S.: The Historical Perspective</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:115</td>
<td>Latin American Revolution</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:116</td>
<td>Dictatorships of Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:104</td>
<td>Music of Latin America and the Caribbean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:144</td>
<td>Latin American Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:020</td>
<td>Contemporary Spanish American Narrative</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:107</td>
<td>Music of the Hispanic World</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### Latin America

Appropriate for these languages: Portuguese or Spanish

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>008:114</td>
<td>Caribbean Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:133</td>
<td>Inter-American Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16A:069</td>
<td>Introduction to Mexican American History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16A:112</td>
<td>Mexican American History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16A:113</td>
<td>Latina/o Immigration</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:106</td>
<td>Society and Revolution in Cuba</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:107</td>
<td>History of Mexico</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:110</td>
<td>Topics in Latin American History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:112</td>
<td>Introduction to Modern Latin America</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### Middle East/Africa

Appropriate for these languages: Swahili, or proficiency in another contemporary Middle Eastern or African language

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>01H:002</td>
<td>Arts of Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:107</td>
<td>Art of West Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:116</td>
<td>The Art of Central Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:125</td>
<td>Kings, Gods, and Heroes: Art of the Ancient Near East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:119</td>
<td>African Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:157</td>
<td>Topics in African Cinema</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08G:014</td>
<td>Literatures of the African Peoples</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>009:120</td>
<td>French-Speaking Cultures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>009:145</td>
<td>France and Algeria from Pirates to Terrorism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>009:146</td>
<td>Francophone Cinema</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>009:163</td>
<td>Francophone Literature of the African Diaspora</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST:2608</td>
<td>Civilizations of Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4715/129:164 (AFAM:4715)</td>
<td>African History Since 1880</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4723</td>
<td>Slavery, Gender, and Identity in East Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4724</td>
<td>Crossing the Indian Ocean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4715/129:164 (AFAM:4715)</td>
<td>African History Since 1880</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4723</td>
<td>Slavery, Gender, and Identity in East Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4724</td>
<td>Crossing the Indian Ocean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4730</td>
<td>Slavery, Jihads, and Saints in Islamic Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4728</td>
<td>Identity, Trade, and Diaspora</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4810</td>
<td>History of the Modern Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>HIST:4815</td>
<td>Topics in the Modern Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>POLI:1403</td>
<td>Introduction to Politics in the Muslim World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>POLI:3421</td>
<td>The Politics of Southern Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>POLI:3419</td>
<td>War in the Muslim World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>POLI:3406</td>
<td>Ethnic and Religious Conflict in the Muslim World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RELS:1130</td>
<td>Introduction to Islamic Civilization</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RELS:2852</td>
<td>Women in Islam and the Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RELS:4133</td>
<td>Special Topics: Islamic and Middle Eastern Societies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RELS:3855</td>
<td>Human Rights and Islam</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RELS:3020</td>
<td>Religion and Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RELS:4859</td>
<td>Comparative Islamic Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>RELS:4768</td>
<td>Islamic Sects</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ASIA:1770</td>
<td>Asian Humanities: Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ASIA:3120</td>
<td>Autobiography in Islamic Literary Cultures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ASIA:3550</td>
<td>Islam, Secularity, Modernity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GEOG:2404</td>
<td>African Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>GEOG:4960</td>
<td>The Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARAB:1050</td>
<td>Topics in Middle East/Muslim World Studies I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARAB:2050</td>
<td>Topics in Middle East/Muslim World Studies II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>ARAB:2025</td>
<td>Study Abroad: Culture and Society</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>SLAV:1450</td>
<td>Diversities of Eastern Europe: Culture, Art, and Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SLAV:3082</td>
<td>Youth Subcultures After Socialism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SLAV:3086</td>
<td>Russian Media Today</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SLAV:1531</td>
<td>Slavic Folklore</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SLAV:1532</td>
<td>Religion and Culture of Slavs</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SLAV:1131</td>
<td>Introduction to Russian Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SLAV:1132</td>
<td>Russia Today</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SLAV:3202</td>
<td>Russian Literature in Translation 1860-1917</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>SLAV:3131</td>
<td>Health Care and Health Reforms in Russia</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
International Studies

Chair
• Helena Dettmer (Classics)

Undergraduate major: international studies (B.A.)
Undergraduate minor: international studies
Web site: http://clas.uiowa.edu/international-studies

The International Studies major encourages students to integrate theoretical knowledge about broad global processes and the methods used to study them, requiring an in-depth examination of a particular geographical region or a major theme in international studies. The major affords students the opportunity to integrate the study of history, politics, economics, expressive arts, culture, beliefs, and social systems.

Undergraduate Programs of Study

• Major in international studies (Bachelor of Arts)
• Minor in international studies

The international studies major is interdisciplinary. It is designed to help students learn to appreciate world cultures, focus on themes of global significance, and master varied disciplinary approaches used to study international issues. The program complements a wide range of academic degree programs and is an appropriate choice for many students who plan to pursue a double major.

The major prepares students for careers in business, government, international development agencies, nongovernmental organizations, philanthropic agencies, and the arts. It is excellent preparation for graduate training in the social sciences, the arts, law, business, journalism, international affairs, area studies, and public health.

Bachelor of Arts

The Bachelor of Arts with a major in international studies requires a minimum of 120 s.h., including at least 42 s.h. of work for the major. The program is flexible, drawing on courses across the humanities and social sciences. Students work closely with an academic advisor to plan their program of study.

Work for the major includes two introductory courses, three foundation courses, language study beyond that required by the General Education Program, requirements for one of the major’s three program options (A, B, or C), and required course work in one of the major’s tracks. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

International studies students must complete course work from at least four different departments and/or programs; they may count a maximum of 12 s.h. from any department or program toward the major.

Students may apply up to 12 s.h. of course work from each additional major, minor, or certificate they earn toward the international studies major. Transfer credit approved by the International Studies Program may be applied to the major. Students must complete at least 15 s.h. of work for the major at The University of Iowa.

Students must maintain a g.p.a. of at least 2.00 in order to graduate.

The major in international studies requires the following course work.

INTRODUCTORY COURSES

Both of these:
187:010 (IS:1000) Designing Your International Studies 1 s.h. Major

FOUNDATION COURSES

Students earn a minimum of 9 s.h. in foundation courses chosen from the following lists. Foundation courses provide an overview of global issues and introduce a disciplinary approach to global topics, laying the groundwork for continuing study.

01H:008 (ARTH:1030) Themes in Global Art 3 s.h.
030:045 (POLI:1405) Introduction to Comparative Politics 3 s.h.
113:003 (ANTH:1101) Cultural Anthropology 3 s.h.
137:080 (DANC:2060) Dance and Society: U.S. Forms in Global and Critical Contexts 3 s.h.

May include one of these:
016:003 (HIST:2403) Western Civilization III 3-4 s.h.
016:082 (HIST:3255) The World Since 1945 3 s.h.

May include one of these:
032:001 (RELS:1001) The Judeo-Christian Tradition 3 s.h.
032:004 (RELS:1404) Living Religions of the East 3 s.h.
032:015 (RELS:1015) Religions in a Global Context: The Critical Role of Religion in International Affairs 3 s.h.

May include one of these:
044:010 (GEOG:1090) Globalization and Geographic Diversity 3 s.h.
044:030 (GEOG:2910) The Global Economy 3 s.h.

May include one of these:
048:040 (CCL:1240) Major Texts of World Literature, Antiquity to 1700 3 s.h.
048:041 (CCL:1241) World Literature and World Film 3 s.h.

LANGUAGE REQUIREMENT

All students must complete a minimum of two semesters of language study beyond that required by the General Education Program (p. 306). This additional language requirement may be met either by completing two semesters of upper-level study in the same language used to fulfill the General Education Program’s World Languages requirement or by completing two semesters, or the equivalent, of a second world language at any level.

In fulfilling the language requirement, most students are eligible to receive an additional 4 s.h. of ungraded credit under the Furthering Language Incentive Program (FLIP). This credit may be applied to the minimum 120 s.h. required for graduation, but it does not count toward requirements for the international studies major.

TRACKS

Students complete their choice of one of the major’s tracks. Each track requires a minimum of 18 s.h. of course work, including at least 12 s.h. earned in upper-level
courses. Students may not count their foundation courses toward track requirements.

Students may petition the International Studies Program for permission to include a course that is not on the list of courses approved for their track; they must submit their petition by the semester’s specified deadline date.

With the International Studies Program’s approval, students may develop other tracks for which sufficient courses exist. Students interested in developing a unique track should discuss their ideas with the international studies advisor as soon as possible.

International studies majors completing the Certificate in Global Health Studies, Human Rights, International Business, or Latin American Studies or the minor in global health studies or Latin American studies may not choose an international studies track that corresponds with those certificate(s) or minor(s).

Tracks are listed under “Tracks and Approved Courses” below.

**PROGRAM OPTIONS**

International studies students complete all of the requirements for one of the major’s three program options: A, B, or C. Program option requirements are not interchangeable.

**Program option A**: Students complete 6 s.h. of additional upper-level course work chosen from a second international studies track.

**Program option B**: Students complete a senior project and must take the following two courses.

187:095 (IS:3010) Creating a Proposal for International Research 2 s.h.
187:199 (IS:4990) International Studies Senior Project 3 s.h.

Students prepare for the senior project by completing 187:095 (IS:3010) Creating a Proposal for International Research, in which they learn research methodologies and prepare a project proposal. During their last year of study, they enroll in 187:199 (IS:4990) International Studies Senior Project and complete a semester-long individual research project that culminates in a substantial written or creative work focusing on a topic related to course work in their track. They complete the course and project under the supervision of a faculty mentor.

**Program option C**: Students complete an experiential learning activity (credit or noncredit), such as study abroad or related volunteer work, and complete two writing courses, one from each list below. They also submit a piece of original creative nonfiction writing during their last year, usually written during their enrollment in the more advanced writing course. Students interested in choosing program option C should speak with the international studies advisor about procedures for the option.

One of these:
08N:020 (CNW:1620) Introduction to Creative Nonfiction 3 s.h.
08N:080 (CNW:2680) Nonfiction Writing 3 s.h.

One of these:
08N:090 (CNW:2690) Intermediate Nonfiction Writing 3 s.h.
08N:120 (CNW:3630) Advanced Nonfiction Writing 3 s.h.
08N:150 (CNW:4631) Undergraduate Essay Workshop 3 s.h.
035:119 (SPAN:3020) Journalistic Writing in Spanish 3 s.h.
035:120 (SPAN:3060) Taller Basico de Escritura Creativa 3 s.h.

**TRACKS AND APPROVED COURSES**

**African Studies Track**

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

01H:002 (ARTH:1040) Arts of Africa 3 s.h.
01H:020 (ARTH:2130) Introduction to African Architecture 3 s.h.
01H:107 (ARTH:3150) Art of West Africa 3 s.h.
01H:108 (ARTH:3160) Themes in African Art 3 s.h.
01H:116 (ARTH:3170) The Art of Central Africa 3 s.h.
008:157 (ENGL:3555)/129:158 (AFAM:3555) Topics in African Cinema 3 s.h.
08G:014 (ENGL:1365)/129:008 (AFAM:1365) Literatures of the African Peoples 3 s.h.
009:120 (FREN:3130) French-Speaking Cultures 3 s.h.
009:163 (FREN:4110) Francophone Literature of the African Diaspora 3 s.h.
016:008 (HIST:2608) Civilizations of Africa 3 s.h.
16E:130 (HIST:4438) Modern European Imperialism 3 s.h.
16W:120 (HIST:4710)/129:163 (AFAM:4310) Pre-Colonial African History 3 s.h.
16W:121 (HIST:4715)/129:164 (AFAM:4715) African History Since 1880 3 s.h.
16W:124 (HIST:4724) Crossing the Indian Ocean 3 s.h.
16W:125 (HIST:4725)/131:125 (GWSS:4725) Women and Gender in African History 3 s.h.
16W:126 (HIST:4730) Slavery, Jihads, and Saints in Islamic Africa 3 s.h.
16W:128 (HIST:4728) Identity, Trade, and Diaspora 3 s.h.
030:103 (POLI:3421) The Politics of Southern Africa 3 s.h.
044:161 (GEOG:2404) African Development 3 s.h.
113:196 (ANTH:3275)/20E:196 (CLSA:3596) The Archaeology of Ancient Egypt 3 s.h.
137:080 (DANC:2060)/188:080 (DPA:2060) Dance and Society: U.S. Forms in Global and Critical Contexts 3 s.h.
187:155 (IS:3555)/152:155 (GHS:3555) Introduction to Africa for Health Sciences 3 s.h.

**Caribbean Studies Track**

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

008:113 (ENGL:3525) Literature and Culture of the Americas 3 s.h.
008:114 (ENGL:3530) Caribbean Literature and Culture 3 s.h.
16W:106 (HIST:4501) Society and Revolution in Cuba 3 s.h.
16W:112 (HIST:4515) Introduction to Modern Latin America 3 s.h.
16W:115 (HIST:4525) Latin American Revolution 3 s.h.
16W:120 (HIST:4710)/129:163 (AFAM:4310) Pre-Colonial African History 3 s.h.
16W:121 (HIST:4715)/129:164 (AFAM:4715) African History Since 1880 3 s.h.
025:104 (MUS:3311) Music of Latin America and the Caribbean 3 s.h.
025:163 (MUS:3163) Steel Band 1 s.h.
035:143 (SPAN:3420)/040:196 (CCL:3396) Cuban American Literature and Culture 3 s.h.
035:146 (SPAN:3270)/048:162 (CCL:3262) Pan-Caribbean Literary Currents 3 s.h.
035:171 (SPAN:4350) Twentieth-Century Spanish American Theater and Performance 3 s.h.
035:175 (SPAN:4310) Cultural Identity in Caribbean Literature 3 s.h.
035:178 (SPAN:4390) Topics in Spanish American Literature 3 s.h.

**East Asian Studies Track**

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>01H:016</td>
<td>ARTH:1070</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:019</td>
<td>ARTH:2220</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:033</td>
<td>ARTH:2250</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:119</td>
<td>ARTH:3220</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:120</td>
<td>ARTH:3230</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:123</td>
<td>ARTH:3260</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:124</td>
<td>ARTH:3270</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:104</td>
<td>EPLS:5104</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>016:005</td>
<td>HIST:2602</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:006</td>
<td>HIST:2604</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>16W:087</td>
<td>HIST:2887</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:172</td>
<td>HIST:4610</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:173</td>
<td>HIST:4615</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:174</td>
<td>HIST:4617</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:175</td>
<td>HIST:4620</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:178</td>
<td>HIST:4166</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:183</td>
<td>HIST:4176</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:185</td>
<td>HIST:4185</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:197</td>
<td>HIST:4650</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:198</td>
<td>HIST:4655</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:143</td>
<td>POLI:3414</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:148</td>
<td>POLI:3408</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:004</td>
<td>RELS:1404</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:006</td>
<td>RELS:1506</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:010</td>
<td>RELS:1510</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:017</td>
<td>RELS:1610</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:116</td>
<td>RELS:3660</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

032:131 (RELS:3431)/131:131 (GWSS:3131) Gender and Sexuality in East Asia 3 s.h.
032:156 (RELS:4660)/039:156 (ASIA:4660) Buddhist Poetry 3 s.h.
032:163 (RELS:4620)/039:162 (ASIA:4620) Turning East 3 s.h.
032:166 (RELS:3666) The History of a Religious and Spiritual Practice: Yoga in Asia and Beyond 3 s.h.
032:170 (RELS:3560)/039:168 (ASIA:3560) Topics in Asian Religions 3 s.h.
032:175 (RELS:3645)/026:145 (PHIL:3845) Buddhist Philosophy 3 s.h.
032:178 (RELS:3575)/039:188 (ASIA:3775) East Meets West: The Western Reception of Eastern Religion 3 s.h.
032:186 (RELS:4404)/039:140 (CHIN:4204) The Literature of Daoism 3 s.h.
032:188 (RELS:3655)/039:170 (ASIA:3655) Zen Buddhism 3 s.h.
039:019 (CHIN:1504) Asian Humanities: China 3 s.h.
039:020 (JPNS:1506) Asian Humanities: Japan 3 s.h.
039:032 (CHIN:1702) Chinese Popular Culture 3 s.h.
039:034 (ASIA:1704) The Languages of Asia in Cultural and Historical Perspective 3 s.h.
039:036 (ASIA:1706) Understanding Korean Culture Wave 3 s.h.
039:135 (ASIA:1135) Korean Language in Culture and Society 3 s.h.
039:139 (CHIN:3301)/103:139 (LING:3301) Chinese Historical Phonology 3 s.h.
039:141 (CHIN:3341)/048:141 (CCL:3341) Chinese Literature: Poetry 3 s.h.
039:142 (CHIN:3202) Chinese Literature: Prose 3 s.h.
039:144 (CHIN:3302)/103:144 (LING:3302)/164:181 (SLA:3302) Introduction to Chinese Linguistics 3 s.h.
039:145 (ASIA:4606)/048:106 (CCL:4606) Topics in Asian Cinema 3 s.h.
039:171 (CHIN:5103) Readings in Chinese Literature 3 s.h.
039:180 (CHIN:4203)/048:183 (CCL:4203) Modern Chinese Writers 3 s.h.
039:198 (ASIA:4507) Topics in Asian Studies arr.
39:129 (JPNS:3402) Japan: Culture and Communication 3 s.h.
39:130 (JPNS:3201) Workshop in Japanese Literary Translation 3 s.h.
39:135 (JPNS:3135) Postmodern Aesthetics and Japanese Culture 3 s.h.
39:141 (JPNS:3202)/048:143 (CCL:3204) Traditional Japanese Literature in Translation 3 s.h.
39:142 (JPNS:3203)/048:142 (CCL:3203) Modern Japanese Fiction in Translation 3 s.h.
39:143 (JPNS:3204) Topics in Japanese Literature in Translation 3 s.h.
39:144 (JPNS:3205) Major Authors in Modern Japanese Literature 3 s.h.
39:145 (JPNS:4201)/048:144 (CCL:4201) The Tale of Genji 3 s.h.
39:146 (JPNS:3206)/048:147 (CCL:3206) Warriors Dreams 3 s.h.
39:155 (JPNS:3601) Contemporary Japanese Culture 3 s.h.
044:060 (GEOG:1060) Geography of Asia: From Japan to Pakistan 3 s.h.
048:026 (CCL:2625) Introduction to Asian Film 3 s.h.
108:132 (UICB:5110) Islamic/Asian Papemaking History and Technique 3 s.h.
European Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

01H:004 (ARTH:1020) Masterpieces: Art in Historical and Cultural Perspectives 3 s.h.
01H:005 (ARTH:1050) From Cave Paintings to Cathedrals: Survey of Western Art I 3 s.h.
01H:006 (ARTH:1060) From Mona Lisa to Modernism: Survey of Western Art II 3 s.h.
01H:026 (ARTH:2320)/20E:026 (CLSA:2226) Introduction to Ancient Art 3 s.h.
01H:040 (ARTH:2420) Introduction to Medieval Art 3 s.h.
01H:047 (ARTH:2520) Introduction to Italian Renaissance Art 3 s.h.
01H:053 (ARTH:2620) Introduction to Baroque Visual Culture 3 s.h.
01H:062 (ARTH:2730) Introduction to Nineteenth-Century Art 3 s.h.
01H:073 (ARTH:2820) Introduction to Modern/Contemporary Art 3 s.h.
01H:084 (ARTH:2920) Introduction to Western Architecture 3 s.h.
01H:127 (ARTH:3330)/20E:124 (CLSA:3227) Classical Greek Art 3 s.h.
01H:131 (ARTH:3520) The Sculptural Origins of Michelangelo 3 s.h.
01H:133 (ARTH:3360)/20E:130 (CLSA:3233) Art of the Ancient Roman Empire 3 s.h.
01H:134 (ARTH:3370)/20E:129 (CLSA:3234) Art and Culture in Ancient Pompeii 3 s.h.
01H:135 (ARTH:3380) City of Rome: Image and Ideology 3 s.h.
01H:137 (ARTH:3391) Themes in Medieval Art 3 s.h.
01H:138 (ARTH:3420) Gothic Architecture 3 s.h.
01H:140 (ARTH:3530) The World of Giotto and Dante 3 s.h.
01H:141 (ARTH:3540) Masaccio to Leonardo da Vinci 3 s.h.
01H:142 (ARTH:3550) Leonardo, Raphael, and Their Contemporaries 3 s.h.
01H:146 (ARTH:3630) Themes in Renaissance Art 3 s.h.
01H:147 (ARTH:3640) The Artist in the Studio: Allegory and Reality from Renaissance to Modern 3 s.h.
01H:150 (ARTH:3650) Seventeenth-Century Dutch and Flemish Painting 3 s.h.
01H:152 (ARTH:3700) David to Delacroix: Art in the Age of Revolutions 3 s.h.
01H:155 (ARTH:3720) The Romantic Revolution 3 s.h.
01H:158 (ARTH:3730) Realism, Impressionism, Post-Impressionism 3 s.h.
01H:159 (ARTH:3740) Manet to Matisse 3 s.h.
01H:164 (ARTH:3864) Nazi and Stalinist Art: Aesthetics of Power 3 s.h.
01H:171 (ARTH:3820) Modern Art 3 s.h.
01H:172 (ARTH:3830) Late Modern Art 3 s.h.
01H:174 (ARTH:3197) Themes in Modern and Contemporary Art 3 s.h.
01H:178 (ARTH:3850) Pop Art 3 s.h.
01H:183 (ARTH:3030) History of Prints 3 s.h.
01H:184 (ARTH:3870) History of Photography 3 s.h.
01H:185 (ARTH:3880) Modern Architecture 3 s.h.
008:008 (ENGL:2206) Classical and Biblical Literature 3 s.h.
008:060 (ENGL:2216) Selected Works of the Middle Ages 3 s.h.
008:062 (ENGL:2338) Eighteenth-Century British Literature 3 s.h.
008:063 (ENGL:2348) British Romanticism 3 s.h.
008:064 (ENGL:2359) Victorian Literature 3 s.h.
008:065 (ENGL:2360) Twentieth-Century British Literature 3 s.h.
008:066 (ENGL:2361) Twenty-first-Century British Literature 3 s.h.
008:076 (ENGL:2236) Selected Early Authors 3 s.h.
008:078 (ENGL:2309) Selected British Authors Before 1900 3 s.h.
008:079 (ENGL:2310) Selected British Authors After 1900 3 s.h.
008:085 (ENGL:2369) Topics in British Culture and Identity 3 s.h.
008:090 (ENGL:2329) Topics in Modern British Literature Before 1900 3 s.h.
008:091 (ENGL:2330) Topics in Modern British Literature After 1900 3 s.h.
008:100 (ENGL:3237) Literature and Culture of Seventeenth-Century England 3 s.h.
008:101 (ENGL:3226)/162:101 (MDVL:3226) Literature and Culture of the Middle Ages 3 s.h.
008:102 (ENGL:3236) Literature and the Culture of the Renaissance 3 s.h.
008:103 (ENGL:3329) Literature and Culture of Eighteenth-Century Britain 3 s.h.
008:104 (ENGL:3339) Literature and Culture of Nineteenth-Century Britain 3 s.h.
008:107 (ENGL:3348) Literature and Culture of Nineteenth-Century Scotland 3 s.h.
008:110 (ENGL:3350) Literature and Culture of 20th- and 21st-Century Britain 3 s.h.
008:111 (ENGL:3228) Literature and Culture of the Restoration 3 s.h.
008:112 (ENGL:3338) Literature and Culture of the Romantic Period 3 s.h.
008:121 (ENGL:3355) British Poetry 3 s.h.
008:122 (ENGL:3246) 16th- and 17th-Century Poetry 3 s.h.
008:126 (ENGL:3010) Children’s Literature 3 s.h.
008:131 (ENGL:3349)/048:109 (CCL:3309) European Literature of the Nineteenth Century 3 s.h.
008:141 (ENGL:3257) Old English Beowulf 3 s.h.
008:143 (ENGL:3267) Medieval Norse Literature 3 s.h.
008:144 (ENGL:3276)/049:181 (THTR:3276) Medieval Drama 3 s.h.
008:145 (ENGL:3277)/049:184 (THTR:3277) English Renaissance Drama 3 s.h.
008:146 (ENGL:3286) Chaucer 3 s.h.
008:147 (ENGL:3287)/049:072 (THTR:3287) Shakespeare 3 s.h.
008:148 (ENGL:3296) Milton 3 s.h.
008:150 (ENGL:3216) Topics in Medieval and Renaissance Literature 3 s.h.
008:167 (ENGL:3519) Literature and Culture of Empire 3 s.h.
008:178 (ENGL:3320) Modern British Drama 3 s.h.
08A:135 (ENNM:3320) British Novel: Scott to Conrad 3 s.h.
008:130 (ENGL:3390) Topics in British Culture and Literature 3 s.h.
009:030 (FREN:1510) Cultural Misunderstandings: France and U.S.A. 3 s.h.
009:113 (FREN:3110) French Civilization 3 s.h.
009:114 (FREN:3120) French Civilization 3 s.h.
009:117 (FREN:3215) Studies in Medieval and Early Modern France 3 s.h.
009:118 (FREN:3250) Topics in French Studies I 3 s.h.
009:119 (FREN:3225) Studies in Modern France 3 s.h.
Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

**Latin American Studies Track**

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:160 (SPAN:3700)</td>
<td>The Cid in History and Legend</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:161 (SPAN:3820)</td>
<td>Modern and Contemporary Spanish Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:164 (SPAN:3500)</td>
<td>Topics in Culture of the Hispanic World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:170 (SPAN:4860)</td>
<td>The Spanish Civil War</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:179 (SPAN:4870)/032:179 (RELS:4870)</td>
<td>Islamic Cultural Presence in Spain</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:180 (SPAN:4620)</td>
<td>Spanish Golden Age Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:181 (SPAN:4690)</td>
<td>Topics in Spanish Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:183 (SPAN:4650)</td>
<td>Don Quijote</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:143 (COMM:4143)</td>
<td>Classical Rhetoric and Greek Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>038:107 (PORT:3500)</td>
<td>Introduction to Portuguese Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>038:120 (PORT:4100)</td>
<td>Topics in Luso-Brazilian Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:055 (GEOG:2130)</td>
<td>World Cities</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:021 (CCL:2621)</td>
<td>Introduction to European Film</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:040 (CCL:1240)</td>
<td>Major Texts of World Literature, Antiquity to 1700</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:041 (CCL:1241)</td>
<td>World Literature and World Film</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:104 (CCL:4604)</td>
<td>Topics in European Film</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:116 (CCL:3223)</td>
<td>Reading European Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:163 (CCL:3263)</td>
<td>Studies in 20th Century European Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>049:194 (THTR:4421)</td>
<td>Dramaturgy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>108:133 (UCIB:5130)</td>
<td>Western Papermaking History and Technique</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:130 (ANTH:3238)</td>
<td>Archaeology of the Iberian Peninsula</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:150 (ANTH:3239)</td>
<td>Tribes and Chiefdoms of Ancient Europe</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>131:152 (GWSS:3650)/20E:150 (CLSA:3650)</td>
<td>Gender and Sexuality in the Ancient World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>131:181 (GWSS:4427)/16E:125 (HIST:4427)</td>
<td>Society and Gender in Europe 1200-1789</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>137:080 (DANC:2060)/16W:114 (HIST:4520)</td>
<td>Dance and Society: U.S. Forms in Global and Critical Contexts</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>187:007 (IS:2112)</td>
<td>The European Union</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>025:104</td>
<td>Music of Latin America and the Caribbean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:108</td>
<td>Immigration Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:144</td>
<td>Latin American Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:020</td>
<td>Contemporary Spanish American Narrative</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:107</td>
<td>Music of the Hispanic World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:111</td>
<td>Readings in Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:113</td>
<td>Screening Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:114</td>
<td>Introduction to Spanish American Cultures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:130</td>
<td>Cultures of Spanish America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:131</td>
<td>Contemporary Spanish American Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:132</td>
<td>Spanish American Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:134</td>
<td>Spanish American Short Story</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:135</td>
<td>Latino Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:138</td>
<td>Modern Mexico</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:140</td>
<td>Contemporary Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:144</td>
<td>Latin American Women Writers</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:149</td>
<td>Visual Culture: Colonial Spanish America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:171</td>
<td>Twentieth-Century Spanish American Theater and Performance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:173</td>
<td>Colonial Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:176</td>
<td>Middle East and Mediterranean: Alexander to Suleiman</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

### Middle Eastern and Islamic Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>016:046</td>
<td>Middle East and Mediterranean: Saladin to Napoleon</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:139</td>
<td>Ancient and Medieval Science</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:145</td>
<td>France and Algeria from Pirates to Terrorism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:124</td>
<td>Crossing the Indian Ocean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:126</td>
<td>Slavery, Jihads, and Saints in Islamic Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:128</td>
<td>Identity, Trade, and Diaspora</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:152</td>
<td>History of the Modern Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:153</td>
<td>Topics in the Modern Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:081</td>
<td>CLSA:1181/152:081 (GHS:1181) Ancient Medicine</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:082</td>
<td>Ancient Mediterranean Religions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:144</td>
<td>Engineering and Technology in the Ancient Mediterranean</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:145</td>
<td>Mythology of Otherworldly Journeys</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>20E:181</td>
<td>History of Western Medicine</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:043</td>
<td>Introduction to Politics in the Muslim World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:145</td>
<td>War in the Muslim World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:156</td>
<td>Ethnic and Religious Conflict in the Muslim World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:011</td>
<td>Introduction to the Hebrew Bible/Old Testament</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:030</td>
<td>Introduction to Islamic Civilization</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:052</td>
<td>Women in Islam and the East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:062</td>
<td>Religion in the Public Sphere</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:063</td>
<td>African American Islam</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:089</td>
<td>Jerusalem from the Bronze to the Digital Age</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:104</td>
<td>ARTH:3320 Egyptian Art</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:105</td>
<td>The World of the Old Testament</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:109</td>
<td>The Development of the Afterlife in Judaism and Christianity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:133</td>
<td>Special Topics: Islamic and Middle Eastern Societies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:143</td>
<td>Early Christianity: From Jesus to the Rise of Islam</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:152</td>
<td>Qumrar and the Dead Sea Scrolls</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:155</td>
<td>Human Rights and Islam</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:157</td>
<td>Religion and Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:159</td>
<td>Comparative Islamic Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:179</td>
<td>Islamic Cultural Presence in Spain</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:017</td>
<td>Asian Humanities: Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>041:165</td>
<td>West and East: Women in the Slavic World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:164</td>
<td>The Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>091:307</td>
<td>Law in the Muslim World</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>108:132</td>
<td>Islamic/Asian Papermaking History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:196</td>
<td>The Archaeology of Ancient Egypt</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>195:050</td>
<td>Topics in Middle East/Muslim World Studies I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>195:125</td>
<td>Topics in Middle East/Muslim World Studies II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>195:126</td>
<td>Study Abroad: Culture and Society</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>
Russian, East European, and Eurasian Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

01H:164 (ARTH:3864) Nazi and Stalinist Art: Aesthetics of Power 3 s.h.
16E:178 (HIST:4493) Soviet Union 1917-1945 3-4 s.h.
030:041 (POLI:1401) Introduction to the Politics of Russia and Eurasia 3 s.h.
030:141 (POLI:3413) Russian Politics 3 s.h.
030:146 (POLI:3410) Russian Foreign Policy 3 s.h.
041:058 (SLAV:1450) Diversities of Eastern Europe: Culture, Art, and Politics 3 s.h.
041:082 (SLAV:3082) Youth Subcultures After Socialism 3 s.h.
041:086 (SLAV:3086) Russian Media Today 3 s.h.
041:093 (SLAV:1531) Slavic Folklore 3 s.h.
041:094 (SLAV:1532) Religion and Culture of Slavs 3 s.h.
041:098 (SLAV:1131) Introduction to Russian Culture 3 s.h.
041:099 (SLAV:1132) Russia Today 3 s.h.
041:104 (SLAV:3131)/152:170 (GHS:3131) Health Care and Health Reforms in Russia 3 s.h.
041:150 (SLAV:2100) Secrets of Russian Mentality 3 s.h.
041:155 (SLAV:3122)/048:149 (CCL:3122) Tolstoy and Dostoevsky 3-4 s.h.
041:160 (SLAV:2131) Women in Russian Society 3 s.h.
041:164 (SLAV:2531)/048:164 (CCL:2531) Topics in Russian, East European, and Eurasian Studies 3 s.h.
041:165 (SLAV:3100) West and East: Women in the Slavic World 3 s.h.
041:168 (SLAV:3221)/048:154 (CCL:3221) Twentieth-Century Czech Authors 3 s.h.
041:190 (SLAV:3250) Readings in Russian Literature 3 s.h.

South Asian Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

078:104 (EPLS:5104) Education in the Third World 2-3 s.h.
088:132 (ENGL:3540) Literature of the Indian Subcontinent 3 s.h.
088:161 (ENGL:3570)/048:161 (CCL:3570) Transnational and Postcolonial Writing by Women 3 s.h.
088:165 (ENGL:3590) People on the Move 3 s.h.
086:007 (HIST:2606)/039:057 (ASIA:2606) Civilizations of South Asia 3-4 s.h.
086:009 (HIST:2609) India Now! A Survey from Bollywood Films to Global Terror 3 s.h.
16W:124 (HIST:4724) Crossing the Indian Ocean 3 s.h.
16W:140 (HIST:4605) Disease, Politics, and Health in South Asia 2-4 s.h.
16W:194 (HIST:4640) Imperialism and Modern India 3 s.h.
032:004 (RELS:1404)/039:064 (ASIA:1040) Living Religions of the East 3 s.h.
032:006 (RELS:1506)/039:006 (ASIA:1060) Introduction to Buddhism 3 s.h.
032:014 (RELS:1410) Introduction to Indian Religions 3 s.h.
032:170 (RELS:3560)/039:168 (ASIA:3560) Topics in Asian Religions 3 s.h.
032:178 (RELS:3575)/039:188 (ASIA:3775) East Meets West: The Western Reception of Eastern Religion 3 s.h.
032:180 (RELS:3580) Religion and Healing 3 s.h.
039:018 (SOAS:1502) Asian Humanities: India 3 s.h.
039:145 (ASIA:4606)/048:106 (CCL:4606) Topics in Asian Cinema 3 s.h.
044:060 (GEOG:1060) Geography of Asia: From Japan to Pakistan 3 s.h.
113:107 (ANTH:2108)/131:107 (GWSS:2108) Gendering India 4 s.h.
113:127 (ANTH:3121)/131:127 (GWSS:3121) South Asian Sexual Cultures 3 s.h.

Development Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
06E:173 (ECON:3500) International Economics 3 s.h.
07B:104 (EPLS:5104) Education in the Third World 2-3 s.h.
16W:140 (HIST:4605) Disease, Politics, and Health in South Asia 2-4 s.h.
030:041 (POLI:1401) Introduction to the Politics of Russia and Eurasia 3 s.h.
030:102 (POLI:3420) Southeast Asia: Democracy, Identity, and Development 3 s.h.
030:173 (POLI:3510) State Failure in the Developing World 3 s.h.
030:177 (POLI:3504) Globalization 3 s.h.
035:193 (SPAN:4380) Narratives of Underdevelopment 3 s.h.
044:030 (GEOG:2910) The Global Economy 3 s.h.
044:060 (GEOG:1060) Geography of Asia: From Japan to Pakistan 3 s.h.
044:104 (GEOG:2410) Environment and Development 3 s.h.
044:107 (GEOG:3070)/152:107 (GHS:3070) Hungry Planet: Global Geographies of Food 3 s.h.
044:125 (GEOG:4750)/102:125 (URP:4750) Environmental Impact Analysis 4 s.h.
044:161 (GEOG:2404) African Development 3 s.h.
044:194 (GEOG:3910) Geographic Perspectives on Development 3 s.h.
046:126 (PHAR:8788)/053:126 (CEE:4788)/152:126 (GHS:4126) International Perspectives: Xicotepec 2 s.h.
102:140 (URP:3140) Planning for Sustainability 3 s.h.
113:010 (ANTH:2100) Anthropology and Contemporary World Problems 3 s.h.
113:113 (ANTH:2261) Human Impacts on the Environment 3 s.h.
113:131 (ANTH:2110) Latin American Economy and Society 3 s.h.
152:154 (GHS:3060) Studies in Complementary and Alternative Medicine 3 s.h.
187:006 (IS:2111) Developed and Developing Places 3 s.h.
187:180 (IS:3910)/216:180 (HRTS:3910) Human Rights Advocacy 3 s.h.
216:174 (HRTS:3895) Human Rights and Community Development 3 s.h.

Global Artistic Tradition and Change Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

01H:164 (ARTH:3864) Nazi and Stalinist Art: Aesthetics of Power 3 s.h.
01H:001 (ARTH:1010) Art and Visual Culture 3 s.h.
01H:002 (ARTH:1040) Arts of Africa 3 s.h.
01H:004 (ARTH:1020) Masterpieces: Art in Historical and Cultural Perspectives 3 s.h.
01H:008 (ARTH:1030) Themes in Global Art 3 s.h.
01H:016 (ARTH:1070)/039:016 (CHIN:1070) Asian Art and Culture 3 s.h.
01H:031 (ARTH:2220)/039:028 (ASIA:2231) Introduction to the Art of China 3 s.h.
01H:033 (ARTH:2250)/039:033 (JPN:2250) Introduction to the Art of Japan 3 s.h.
01H:047 (ARTH:2520) Introduction to Italian Renaissance Art 3 s.h.
01H:084 (ARTH:2020) Introduction to Western Architecture 3 s.h.
01H:107 (ARTH:3150) Art of West Africa 3 s.h.
01H:108 (ARTH:3160) Themes in African Art 3 s.h.
01H:110 (ARTH:3320)/032:104 (RELS:3704) Egyptian Art 3 s.h.
01H:119 (ARTH:3320)/039:159 (ASIA:3219) Chinese Art and Culture 3 s.h.
01H:120 (ARTH:3320)/039:120 (ASIA:3220) Chinese Painting I: Pagodas and Palaces 3 s.h.
01H:123 (ARTH:3360)/039:123 (JPN:3260) Japanese Painting 3 s.h.
01H:133 (ARTH:3360)/20E:130 (CLSA:3233) Art of the Ancient Roman Empire 3 s.h.
01H:140 (ARTH:3530) The World of Giotto and Dante 3 s.h.
01H:141 (ARTH:3540) Masaccio to Leonardo da Vinci 3 s.h.
01H:146 (ARTH:3630) Themes in Renaissance Art 3 s.h.
01H:147 (ARTH:3640) The Artist in the Studio: Allegory and Reality from Renaissance to Modern 3 s.h.
01H:164 (ARTH:3864) Nazi and Stalinist Art: Aesthetics of Power 3 s.h.
01H:174 (ARTH:3197) Themes in Modern and Contemporary Art 3 s.h.
008:031 (ENGL:2505) Introduction to Postcolonial Studies 3 s.h.
008:064 (ENGL:2359) Victorian Literature 3 s.h.
008:065 (ENGL:2360) Twentieth-Century British Literature 3 s.h.
008:075 (ENGL:2510) Selected Transnational Authors 3 s.h.
008:079 (ENGL:2310) Selected British Authors After 1900 3 s.h.
008:084 (ENGL:2560) Topics in Culture and Identity 3 s.h.
008:090 (ENGL:2329) Topics in Modern British Literature Before 1900 3 s.h.
008:091 (ENGL:2330) Topics in Modern British Literature After 1900 3 s.h.
008:114 (ENGL:3530) Caribbean Literature and Culture 3 s.h.
008:122 (ENGL:3246) 16th- and 17th-Century Poetry 3 s.h.
008:150 (ENGL:3216) Topics in Medieval and Renaissance Literature 3 s.h.
008:157 (ENGL:3555)/129:158 (AFAM:3555) Topics in African Cinema 3 s.h.
008:164 (ENGL:3510) Topics in Transnational Literature 3 s.h.
009:118 (FREN:3250) Topics in French Studies I 3 s.h.
009:130 (FREN:3030)/01H:157 (ARTH:3020) Paris and the Art of Urban Life 3 s.h.
009:146 (FREN:3530) Francophone Cinema 3 s.h.
Global Resources and the Environment Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

06E:113 (ECON:3180) Health Economics 3 s.h.
16W:140 (HIST:4605) Disease, Politics, and Health in South Asia 2-4 s.h.
20E:081 (CLSA:1181)/152:081 (GHS:1181) Ancient Medicine 3 s.h.
20E:181 (CLSA:4181) History of Western Medicine 3 s.h.
032:180 (RELS:3580) Religion and Healing 3 s.h.
044:107 (GEOG:3070)/152:107 (GHS:3070) Hungry Planet: Global Geographies of Food 3 s.h.
044:125 (GEOG:4750)/102:125 (URP:4750) Environmental Impact Analysis 4 s.h.

Global Health Studies Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

06E:113 (ECON:3180) Health Economics 3 s.h.
16W:140 (HIST:4605) Disease, Politics, and Health in South Asia 2-4 s.h.
20E:081 (CLSA:1181)/152:081 (GHS:1181) Ancient Medicine 3 s.h.
20E:181 (CLSA:4181) History of Western Medicine 3 s.h.
032:180 (RELS:3580) Religion and Healing 3 s.h.
044:107 (GEOG:3070)/152:107 (GHS:3070) Hungry Planet: Global Geographies of Food 3 s.h.
113:184 (ANTH:5415)/172:131 (CBH:5415)/152:184 (GHS:5415) Anthropology and International Health
113:185 (ANTH:3102)/152:185 (GHS:3102)/172:173 (CBH:5125) Medical Anthropology
152:120 (GHS:4600) Global Health and Human Rights
152:121 (GHS:3110)/113:121 (ANTH:3110) Health of Indigenous Peoples
152:125 (GHS:4100) Topics in Global Health
152:150 (GHS:3010) Research Design in Global Health
152:151 (GHS:3020) Proseminar in Global Health
152:152 (GHS:3030) Global Health Conference
152:154 (GHS:3060) Studies in Complementary and Alternative Medicine
152:158 (GHS:3850) Promoting Health Globally
152:160 (GHS:3720) Global Health Seminar
152:170 (GHS:3131)/041:104 (SLAV:3131) Health Care and Health Reforms in Russia
152:182 (GHS:4230) Health Experience of Immigrants, Migrants, and Refugees
175:111 (OEH:4210)/152:111 (GHS:4210) International Health
173:111 (EPID:4210) International Health
187:155 (IS:3555)/152:155 (GHS:3555) Introduction to Africa for Health Sciences
213:090 (ANTH:2320) Anthropological Perspectives on Human Infectious Disease: Origins and Evolution

Human Rights Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

07B:104 (EPLS:5104) Education in the Third World
016:101 (HIST:4101) History of Human Rights
16W:116 (HIST:4526) Dictatorships of Latin America
16W:174 (HIST:4617) History, Memory, and Paciﬁc War
20E:084 (CLSA:2384) Killers, Crooks, and Deviants: Ancient Law and Society
026:034 (PHIL:1034) Philosophy and the Just Society
026:182 (PHIL:5482) History of Ethics
030:197 (POLI:3513) Politics of International Human Rights Law
032:016 (RELS:1810) Religion and Liberation
032:062 (RELS:2962) Religion in the Public Sphere
032:150 (RELS:2775) The Bible and the Holocaust
032:155 (RELS:3855) Human Rights and Islam
034:045 (SOC:3415) Global Criminology
039:017 (ASIA:1770) Asian Humanities: Middle East
044:164 (GEOG:4960) The Middle East
044:177 (GEOG:4770) Environmental Justice
091:193 (LAW:8570) Human Rights in the World Community
091:307 (LAW:8698) Law in the Muslim World
103:045 (LING:1040)/113:045 (ANTH:1040) Language Rights
152:120 (GHS:4600) Global Health and Human Rights

International Business Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

06E:125 (ECON:3240) Global Economics and Business
06E:129 (ECON:3260) Economic Growth and Development
06E:133 (ECON:3330) Environmental and Natural Resource Economics
06E:173 (ECON:3500) International Economics
06F:130 (FIN:4240) International Finance
06J:146 (MGMT:4500) International Business Environment
06M:151 (MKTG:4300) International Marketing
06T:152 (ENTR:4460) Entrepreneurship and Global Trade
06F:130 (FIN:4240) International Finance
035:118 (SPAN:3040) Business Spanish
035:168 (SPAN:3080) Advanced Business Spanish
036:042 (COMM:2042) Intercultural Communication
036:142 (COMM:4142) Advanced Intercultural Communication
039:117 (CHIN:3103) Business Chinese I
039:118 (CHIN:3104) Business Chinese II
039:130 (CHIN:3260) Conversational Business Chinese
044:030 (GEOG:2910) The Global Economy

International Communication and Information Track

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

07B:104 (EPLS:5104) Education in the Third World
009:030 (FREN:1510) Cultural Misunderstandings: France and U.S.A.
009:197 (FREN:4890)/218:197 (TRNS:4497) Techniques of Translation
010:170 (RHET:3700) Rhetoric of Sustainability
013:107 (GRMN:3214) Business German
016J:146 (MGMT:4500) International Business
030:118 (RELS:3850) Image of America in German Literature and Film
031:165 (GRMN:3865) History of the German Language
039:117 (CHIN:3103) Business Chinese I
039:118 (CHIN:3104) Business Chinese II
039:130 (CHIN:3260) Conversational Business Chinese
044:030 (GEOG:2910) The Global Economy
Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:119</td>
<td>(SPAN:3020) Journalistic Writing in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>035:121</td>
<td>(SPAN:3100) Introduction to Hispanic Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>035:124</td>
<td>(SPAN:3130) Introduction to Bilingualism</td>
<td>3</td>
</tr>
<tr>
<td>035:126</td>
<td>(SPAN:3150) Spanish Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>035:129</td>
<td>(SPAN:3050) Translation Workshop: Spanish to English</td>
<td>3</td>
</tr>
<tr>
<td>035:169</td>
<td>(SPAN:4940) Writing Narrative Journalism in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>035:177</td>
<td>(SPAN:4370) Literature and Mass Culture in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>036:071</td>
<td>(COMM:2071) Communication and Critical/Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>036:074</td>
<td>(COMM:1174) Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>036:086</td>
<td>(COMM:2086) Global Media Studies</td>
<td>3</td>
</tr>
<tr>
<td>036:142</td>
<td>(COMM:4142) Advanced Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>036:152</td>
<td>(COMM:4152) Latin American Media</td>
<td>3</td>
</tr>
<tr>
<td>036:173</td>
<td>(COMM:4173) Social Media, Culture, and Politics</td>
<td>3</td>
</tr>
<tr>
<td>039:135</td>
<td>(ASIA:1135) Korean Language in Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>39:129</td>
<td>(JPN:3402) Japan: Culture and Communication</td>
<td>3</td>
</tr>
<tr>
<td>39:130</td>
<td>(JPN:3201) Workshop in Japanese Literary Translation</td>
<td>3</td>
</tr>
<tr>
<td>041:086</td>
<td>(SLAV:3086) Russian Media Today</td>
<td>3</td>
</tr>
<tr>
<td>048:152</td>
<td>(CCL:3152)/181:152 (IWP:3152) America in Other Words</td>
<td>1-3</td>
</tr>
<tr>
<td>103:011</td>
<td>(LING:1010) Language and Society</td>
<td>3</td>
</tr>
<tr>
<td>103:020</td>
<td>(LING:1020) Introduction to the Study of Language</td>
<td>3</td>
</tr>
<tr>
<td>103:055</td>
<td>(LING:1060) Languages of the World</td>
<td>3</td>
</tr>
<tr>
<td>103:150</td>
<td>(LING:3100) Language and Gender</td>
<td>3</td>
</tr>
<tr>
<td>113:014</td>
<td>(ANTH:1401) Language, Culture, and Communication</td>
<td>3</td>
</tr>
<tr>
<td>187:042</td>
<td>(IS:2042)/036:042 (COMM:2042)/042:042 (SSW:2042) Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>210:180</td>
<td>(TRNS:3480) Literature and Translation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Postcolonial and Diasporic Studies Track**

Students must complete a minimum of 18 s.h. for the track, chosen from the following list. They must include at least 12 s.h. in upper-level courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>008:031</td>
<td>(ENGL:2505) Introduction to Postcolonial Studies</td>
<td>3</td>
</tr>
<tr>
<td>008:113</td>
<td>(ENGL:3525) Literature and Culture of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>008:132</td>
<td>(ENGL:3540) Literature of the Indian Subcontinent</td>
<td>3</td>
</tr>
<tr>
<td>008:133</td>
<td>(ENGL:3535) Inter-American Studies</td>
<td>3</td>
</tr>
<tr>
<td>008:138</td>
<td>(ENGL:3515) Topics in Postcolonial Studies</td>
<td>3</td>
</tr>
<tr>
<td>008:161</td>
<td>(ENGL:3570)/048:161 (CCL:3570) Transnational and Postcolonial Writing by Women</td>
<td>3</td>
</tr>
<tr>
<td>008:164</td>
<td>(ENGL:3510) Topics in Transnational Literature</td>
<td>3</td>
</tr>
<tr>
<td>008:165</td>
<td>(ENGL:3590) People on the Move</td>
<td>3</td>
</tr>
<tr>
<td>009:120</td>
<td>(FREN:3130) French-Speaking Cultures</td>
<td>3</td>
</tr>
<tr>
<td>009:146</td>
<td>(FREN:3530) Francophone Cinema</td>
<td>3</td>
</tr>
<tr>
<td>009:163</td>
<td>(FREN:4110) Francophone Literature of the African Diaspora</td>
<td>3</td>
</tr>
<tr>
<td>16A:112</td>
<td>(HIST:4216) Mexican American History</td>
<td>3</td>
</tr>
<tr>
<td>16A:163</td>
<td>(HIST:4272) Native Americans in the Age of Empires, ca. 1500-1815</td>
<td>3</td>
</tr>
<tr>
<td>16E:130</td>
<td>(HIST:4438) Modern European Imperialism</td>
<td>3</td>
</tr>
<tr>
<td>16E:145</td>
<td>(HIST:4466)/009:145 (FREN:4466) Algeria from Pirates to Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>16W:114</td>
<td>(HIST:4520) Latin America and the U.S.: The Historical Perspective</td>
<td>3</td>
</tr>
<tr>
<td>16W:128</td>
<td>(HIST:4728) Identity, Trade, and Diaspora</td>
<td>3</td>
</tr>
<tr>
<td>16W:153</td>
<td>(HIST:4815) Topics in the Modern Middle East</td>
<td>3</td>
</tr>
<tr>
<td>16W:194</td>
<td>(HIST:4640) Imperialism and Modern India</td>
<td>3</td>
</tr>
<tr>
<td>025:104</td>
<td>(MUS:3311) Music of Latin America and the Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>030:108</td>
<td>(POLI:3104) Immigration Politics</td>
<td>3</td>
</tr>
<tr>
<td>031:104</td>
<td>(POLI:3508) Race in World Politics</td>
<td>3</td>
</tr>
<tr>
<td>035:135</td>
<td>(SPAN:3440) Latino Literature and Culture</td>
<td>3</td>
</tr>
<tr>
<td>035:171</td>
<td>(SPAN:4350) Twentieth-Century Spanish American Theater and Performance</td>
<td>3</td>
</tr>
<tr>
<td>038:120</td>
<td>(PORT:4100) Topics in Luso-Brazilian Culture</td>
<td>3</td>
</tr>
<tr>
<td>039:017</td>
<td>(ASIA:1770) Asian Humanities: Middle East</td>
<td>3</td>
</tr>
<tr>
<td>113:067</td>
<td>(ANTH:1008) Anthropology of Immigration</td>
<td>3</td>
</tr>
<tr>
<td>113:124</td>
<td>(ANTH:3237) Politics of the Archaeological Past</td>
<td>3</td>
</tr>
<tr>
<td>131:149</td>
<td>(GWSS:2150)/113:115 (ANTH:2150) Transnational Feminism</td>
<td>3</td>
</tr>
<tr>
<td>149:085</td>
<td>(AINS:2085) Native American Material Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete in order to stay on the University’s Four-Year Graduation Plan.

Note: Students who intend to study abroad in their junior year should schedule an appointment during their fourth semester to meet with an advisor from Study Abroad; those who intend to study abroad in their senior year should schedule an appointment during their sixth semester.

**Before the fifth semester begins:** at least two introductory courses and one foundation course

**Before the seventh semester begins:** at least nine courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** at least 12 courses in the major, including the required research preparation course for program option B students or the first writing course for program option C students

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**

Students may work toward graduation with honors in the international studies major. Honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and a p.g.a. of at least 3.33 in all course work for the major and in all course work that may be applied to the major.

To graduate with honors in the international studies major, students must complete a minimum of 45 s.h. for the major (an additional 3 s.h.), including at least 15 s.h. in upper-level course work and at least 6 s.h. in courses designated as honors courses. Students may meet this requirement in one of two ways. They may complete 21 s.h. in a single track, with at least 15 s.h. in upper-level...
courses. Or they may select courses from two tracks, completing at least 12 s.h. in the first track, including 9 s.h. in upper-level courses; and completing at least 9 s.h. in the second track, including 6 s.h. in upper-level courses.

Honors students completing the Certificate in Global Health Studies, Human Rights, International Business, or Latin American Studies or the minor in global health studies or Latin American studies may not choose an international studies track that corresponds with those certificate(s) or minor(s). Those who choose the two-track option may not choose a first track that corresponds with those certificate(s) or minor(s).

Honors students must choose program option B for the major. Instead of taking 187:199 (IS:4990) International Studies Senior Project, they take 187:198 (IS:4991) Honors Thesis in International Studies, and they present their research in a poster session.

In addition to pursuing honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program. Learn about the program by visiting Honors at Iowa.

Minor

The minor in international studies requires a minimum of 15 s.h. in courses approved for the international studies major, including 12 s.h. in upper-level course work taken at The University of Iowa. The minor must include 187:020 (IS:2000) Introduction to International Studies or one of the major’s foundation courses. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. To preserve the interdisciplinary nature of the minor, students may count a maximum of 6 s.h. from a single department or program, from the Tippie College of Business, or from a major, another minor, or a certificate toward the minor in international studies.

Courses

187:003 (IS:2012) Issues in International Studies 1 s.h.
Modules focusing on varied topics, taught by international studies faculty members.

187:004 (IS:2013) Issues in International Studies 1 s.h.
Modules focusing on varied topics, taught by international studies faculty members.

187:006 (IS:2111) Developed and Developing Places 3 s.h.
Geography and the world distribution of key cultural factors—population, religion, and per capita income; economic and demographic differences between developed and developing countries.

187:007 (IS:2112) The European Union 3 s.h.
Brief history and rationale for the European Union; environmental, economic, social, and political aspects of this potential superpower.

187:008 (IS:1101) Cultural Anthropology 3 s.h.
Comparative study of culture, social organization. GE: Social Sciences; Values, Society, and Diversity. Same as 113:003 (ANTH:1101).

187:010 (IS:1000) Designing Your International Studies Major 1 s.h.
Importance of interdisciplinarity, global perspectives, and world language study for 21st-century liberal education; intentional planning of courses and other out-of-class experiences to prepare students for life and career after college. Requirements: international studies major.

187:012 (IS:2014) Germany and the Amanas 1 s.h.
Contemporary issues of Germany, patterns of immigration to Amana, Iowa.

187:013 (IS:2015) Poland and the Czech Republic 1 s.h.
Contemporary issues of Poland, the Czech Republic, and Slovakia; immigration paths to the United States, and Iowa settlements.

187:014 (IS:2016) The Netherlands and Pella 1 s.h.
History and culture of the Netherlands; immigration pattern of the Dutch who came to Pella, Iowa.

Introduction to the interdisciplinary field of international studies.

187:042 (IS:2042) Intercultural Communication 3 s.h.
Culture defined as a system of taken-for-granted assumptions about the world that influence how people think and act; cultural differences that produce challenges and opportunities for understanding and communication; those differences from several theoretical perspectives; opportunities to examine culture and cultural differences in practical, experience-driven ways. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 042:042 (SSW:2042), 036:042 (COMM:2042).

187:070 (IS:2700) Introduction to Latin American Studies 3 s.h.
Cultures of Latin American countries with emphasis on cultural history and cultural production; interdisciplinary survey. Same as 035:070 (SPAN:2700), 038:070 (PORT:2700), 130:070 (LAS:2700).

187:080 (IS:2115) Introduction to Human Rights 3 s.h.
Analysis and evaluation of the international human rights program; relationship between human rights and international law. Same as 216:080 (HRTS:2115).

187:095 (IS:3010) Creating a Proposal for International Research 2 s.h.
Major components of research process; development of intellectually challenging and personally engaging topics of international research. Requirements: junior or higher standing.

187:096 (IS:3011) Library Strategies for International Research 1 s.h.
Skill development in international research; academic projects; work with research librarian; activity-based introduction to article, statistical, and governmental databases; research and popular materials; information discovery process (tools and search strategies); enhancement of critical thinking skills. Same as 417:096 (ULIB:3011).

Research on a topic of international significance. Requirements: international studies major.

187:140 (IS:3400) International Studies Internship 1-3 s.h.
Professional work experience in internationally-focused positions; faculty supervised. Requirements: junior or senior standing in international studies.

187:155 (IS:3555) Introduction to Africa for Health Sciences 3 s.h.
Cultural, historical, and political framework for the delivery of health care services in African nations. Recommendations: junior or higher standing. Same as 152:155 (GHS:3555).

187:175 (IS:3900) Child Labor and International Human Rights 3 s.h.
Complexity of child labor in global, regional, national, and local contexts; international human rights system, current programs and strategies for reducing or eliminating abusive child labor. Same as 216:175 (HRTS:3900).

187:176 (IS:3905) Topics in Human Rights 1-3 s.h.
Examination of emerging human rights issues from an interdisciplinary and international perspective. Same as 216:176 (HRTS:3905).

187:180 (IS:3910) Human Rights Advocacy 3 s.h.
Theoretical foundations and critical issues for international human rights advocacy and international humanitarian movements. Same as 216:180 (HRTS:3910).

187:198 (IS:4991) Honors Thesis in International Studies 3 s.h.
Prerequisites: 187:095 (IS:3010). Requirements: international studies major.

187:199 (IS:4990) International Studies Senior Project 3 s.h.
Prerequisites: 187:095 (IS:3010). Requirements: international studies major.
Journalism and Mass Communication

Interim director
• Julie Andsager

Professors
• Julie Andsager, Daniel A. Berkowitz, Stephen G. Bloom, Meenakshi Gigi Durham, Judy Polubma

Associate professors
• Stephen Berry, Venise Berry, Frank Durham, Lyombe Eko, Donald McLeeese, Jane Singer, Sujatha Sosale

Assistant professors
• Kaja Dalrymple, Petya Eckler, Brian Ekdale, Thomas Oates (American Studies/Journalism and Mass Communication), Melissa Tully, Travis Vogan (Journalism and Mass Communication/American Studies), Rachel Young

Professors emeriti
• Joseph Ascroft, Gilbert Cranberg, Pamela J. Creedon, Carolyn Stewart Dyer, John Kimmich, Kenneth Starck, Al Talbott

Associate professors emeriti
• John Erickson, John Kottman, Sue Lafky

Undergraduate major: journalism and mass communication (B.A., B.S.)

Undergraduate minor: mass communication

Graduate degrees: M.A. in journalism; M.A. in strategic communication; Ph.D. in mass communications

Web site: http://clas.uiowa.edu/sjmc/

The School of Journalism and Mass Communication offers an undergraduate major and minor as well as graduate degree programs. Undergraduate students in all majors may use approved journalism and mass communication courses to satisfy the General Education Program (p. 306)’s Historical Perspectives, Social Sciences, and Values, Society, and Diversity requirements, and the school’s First-Year Seminar is designed specifically for entering undergraduate students.

Undergraduate Programs of Study

• Major in journalism and mass communication (Bachelor of Arts, Bachelor of Science)
• Minor in mass communication

Media writing and visual storytelling form the core of the undergraduate major in journalism and mass communication. Students are required to take both professional and conceptual courses offered by the school; they develop professional skills while studying the historical, legal, cultural, and institutional roles of media in society. They also complete extensive academic work outside the school, consistent with the University’s commitment to the liberal arts and sciences.

The major prepares students for careers in the field. Graduates find employment in a variety of areas, such as public relations, advertising, marketing, political communication, health communication, philanthropy and fundraising communication, newspapers, magazines, radio, television, online communications and social media, publication design, photojournalism, and media research.

The school is accredited by the Accrediting Council on Education in Journalism and Mass Communications.

ADMISSION TO THE MAJOR

Undergraduate students are admitted to the major in journalism and mass communication in one of two ways.

First-year students who enter the University as honors students in the College of Liberal Arts and Sciences or as Presidential Scholars, Old Gold Scholars, or Daily Iowan Scholars are guaranteed admission to the major as long as they have satisfied the necessary prerequisites.

Students who do not enter the University as honors students, Presidential Scholars, Old Gold Scholars, or Daily Iowan Scholars may declare a journalism and mass communication interest and must apply for admission to the major. They typically apply during the semester in which they will complete 019:090 (JMC:1100) Media Uses and Effects and 019:091 (JMC:1200) Media History and Culture; the General Education Program’s Rhetoric requirement; and a total of at least 30 s.h. of course work.

The primary considerations for admission to the major are overall academic performance and cumulative grade-point average. Also considered are performance in journalism courses, a statement of interest submitted by the student, and writing ability. All qualified applicants are considered; applications are reviewed with the goal of admitting the most qualified students to the program. The number of students accepted each semester depends on the number of students currently in the program and available resources.

For applications and deadline information, contact the School of Journalism and Mass Communication.

TRANSFER STUDENTS

Transfer students with a declared interest in journalism and mass communication are classified as pre-journalism and mass communication majors. They may apply for admission to the major during the semester in which they will complete at least 30 s.h. of course work at The University of Iowa and other institutions, including the General Education Program’s Rhetoric requirement and the two required premajor foundation courses, 019:090 (JMC:1100) Media Uses and Effects and 019:091 (JMC:1200) Media History and Culture. Students must complete 019:090 (JMC:1100) and 019:091 (JMC:1200) at The University of Iowa; they may not substitute courses completed at other institutions for either course.

The School of Journalism and Mass Communication may accept transfer credit in journalism earned at institutions accredited by the Accrediting Council on Education in Journalism and Mass Communications. A maximum of 7 s.h. of approved transfer credit may be applied to the major in journalism and mass communication; a maximum of 3 s.h. of approved transfer credit may be applied to the minor in mass communication. Some journalism courses taken at other schools may be used to fulfill the major’s elective and/or second area of concentration requirements.
Students who wish to apply transfer credit toward School of Journalism and Mass Communication requirements must discuss the proposed transfer credit with a journalism faculty advisor and must have approval from the head of undergraduate studies.

**Bachelor of Arts, Bachelor of Science**

The Bachelor of Arts and the Bachelor of Science with a major in journalism and mass communication require a minimum of 120 s.h., including 36 s.h. in journalism and mass communication courses plus a second major or 24 s.h. in a second concentration area. Students must maintain a g.p.a. of at least 2.00 in the major. All students must complete the College of Liberal Arts and Sciences General Education Program.

Each student works with an assigned faculty advisor or an educational advisor to develop a study plan that meets the requirements of the major. Students in the major may count a maximum of 48 s.h. earned in School of Journalism and Mass Communication courses [prefix 019 (JMC)] toward the 120 s.h. required for a B.A. or B.S. degree. The remaining credit required for graduation must be earned in courses offered by other University of Iowa departments, programs, and schools.

Requirements for the journalism and mass communication major are consistent with the program’s accreditation requirements; the school cannot make exceptions.

Students are encouraged, but not required, to use the University’s iFolio system to collect and edit their course work. They will find the portfolio useful as they interact with faculty members in preparation for entering the job market and for presentation in job interviews.

The journalism major (B.A. and B.S.) requires the following course work.

**PREMAJOR FOUNDATION**

Both of these:

019:090 (JMC:1100) Media Uses and Effects 3 s.h.
019:091 (JMC:1200) Media History and Culture 3 s.h.

**JOURNALISM PROFESSIONAL SKILLS COURSES**

Both of these:

019:098 (JMC:2010) Journalistic Reporting and Writing 4 s.h.

Intermediate/advanced reporting and writing—two of these:

019:120 (JMC:3400) Specialized Reporting and Writing 4 s.h.
019:121 (JMC:3405) Depth Reporting and Writing 4 s.h.
019:122 (JMC:3410) Magazine Reporting and Writing 4 s.h.
019:123 (JMC:3411) Radio and Television Storytelling 4 s.h.
019:124 (JMC:3412) Strategic Communication Writing 4 s.h.
019:125 (JMC:4405) Freelance Reporting and Writing 4 s.h.
019:126 (JMC:4410) Arts and Culture Reporting and Writing 4 s.h.
019:127 (JMC:4415) Narrative Journalism 4 s.h.
019:128 (JMC:3415) Writing Across Cultures 4 s.h.
019:129 (JMC:3520) Feature Reporting and Writing 4 s.h.
019:171 (JMC:4400) Advanced Reporting and Writing 4 s.h.

Workshop—one of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>019:130</td>
<td>Topics in Media Production</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:131</td>
<td>Graphic Design</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:132</td>
<td>Photo Storytelling: Making Powerful Images</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:133</td>
<td>Philanthropy Communication in a Digital World</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:134</td>
<td>TV News Production</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:135</td>
<td>Strategic Communication Campaigns</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:136</td>
<td>Editing the News</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:137</td>
<td>Planning and Evaluation of Strategic Campaigns</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:138</td>
<td>Applied Digital and Social Media</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:172</td>
<td>Advanced Photo Storytelling</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:173</td>
<td>Advanced Media Workshop</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:174</td>
<td>Advanced Television News</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:175</td>
<td>Advanced Public Relations Writing</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:176</td>
<td>Visual Storytelling</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:177</td>
<td>Convergence Journalism</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>019:178</td>
<td>Iowa Journalist</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

And:

A third reporting and writing course or a second workshop chosen from courses not taken in the lists above

**CONCEPTUAL COURSES**

This course:

019:140 (JMC:3300) Media Law and Communication 3 s.h.

And one of these:

019:141 (JMC:3835) Classic and Contemporary Sports Writing 3 s.h.
019:150 (JMC:4850) Visual Communication 3 s.h.
019:151 (JMC:3840) Solving Communication Problems 3 s.h.
019:152 (JMC:3810) History of Mass Communication in the U.S. 3 s.h.
019:154 (JMC:3895) Media and Consumers 3 s.h.
019:156 (JMC:3700) Comparative Communication Systems 3 s.h.
019:157 (JMC:3100) Fundraising and Philanthropy Communication 3 s.h.
019:158 (JMC:3805) News-Editorial Problems 3 s.h.
019:159 (JMC:4810) On the Campaign Trail: Elections and the Media 3 s.h.
019:160 (JMC:4825) Media and Health 3 s.h.
019:161 (JMC:4815) Law, Media, and Current Issues 3 s.h.
019:164 (JMC:3820) Images and Society 3 s.h.
019:165 (JMC:3825) African Americans and the Media 3 s.h.
019:166 (JMC:4820) Communication Technology and Society 3 s.h.
019:167 (JMC:3830) Gender and Mass Media 3 s.h.
019:168 (JMC:4805) Journalism Ethics 3 s.h.
019:169 (JMC:3832) Topics in Mass Communication 3 s.h.

**OPTIONAL JOURNALISM ELECTIVES**

Students may earn elective credit by completing additional journalism and mass communication course work [prefix 019 (JMC)], but they may not exceed a maximum of 48 s.h. earned in the School of Journalism and Mass Communication toward the 120 s.h. required for the B.A. or B.S. degree. Credit earned in 019:099 (JMC:2100) Journalism Internship counts toward the total journalism
and mass communication course work that students may apply to the B.A. or B.S. degree.

SECOND MAJOR OR CONCENTRATION AREA

Every student majoring in journalism and mass communication must complete a second major or a concentration area outside the School of Journalism and Mass Communication. Study in the second major or concentration area enables students to acquire a substantial body of knowledge or expertise in a relevant area, learn how another discipline views the world, and/or develop a companion set of skills to those in journalism and mass communication.

Students who satisfy the requirement by completing a concentration area must choose 24 s.h. of related course work in one or more departments; at least 15 of the 24 s.h. must be earned in advanced courses; in most departments, advanced courses are numbered 100 (3000) or above. Course work in the concentration area must be arranged in consultation with the student’s advisor; each student must have the advisor’s written endorsement of the second major or concentration area before graduation.

Second Major or Concentration Area for the B.A.

Bachelor of Arts students must complete the requirements for the journalism and mass communication major (36 s.h.) and must satisfy the school’s second major or concentration area requirement in one of two ways.

**Option 1:** complete a B.A. major in another department.

**Option 2:** complete a 24 s.h. concentration of related courses in one or more departments that offer B.A. degrees; at least 15 s.h. of the required 24 s.h. must be earned in advanced courses.

Second Major or Concentration Area for the B.S.

Bachelor of Science students must complete the requirements for the journalism and mass communication major (36 s.h.) and must satisfy the school’s second major or concentration area requirement in one of two ways.

**Option 1:** complete a B.S. major in a natural, mathematical, or social science.

**Option 2:** complete a 24 s.h. concentration of related courses in the social sciences (economics, geography, political science, psychology, or sociology) and/or the natural and mathematical sciences, earning at least 15 s.h. of the required 24 s.h. in advanced courses; and complete all the special math, research methods, statistics, computer science, and/or cognate science requirements required for the B.S. in the department in which the majority of concentration area courses are taken.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

**Note:** Students must be admitted to the journalism and mass communication major by the first semester of their sophomore year in order to be eligible for the Four-Year Graduation Plan. The checkpoints below include the required work in journalism and mass communication plus a second concentration area, but they do not include the requirements of a second major, since the Four-Year Graduation Plan does not apply to second majors.

**Before the third semester begins:** either 019:090 (JMC:1100) Media Uses and Effects or 019:091 (JMC:1200) Media History and Culture or both

**Before the fifth semester begins:** 019:098 (JMC:2010) Journalistic Reporting and Writing and 019:088 (JMC:2020) Introduction to Multimedia Storytelling; an additional course in the major; and at least one second-area course

**Before the seventh semester begins:** two required professional skills courses; one advanced, conceptual, or elective course in the major; three additional second-area courses; and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** two additional required professional skills courses; one advanced, conceptual, or elective course in the major; and two more second-area courses

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, all remaining courses in the second area, and a sufficient number of semester hours to graduate

Honors in the Major

The school offers outstanding students the opportunity to graduate with honors in the journalism and mass communication major. The school’s honors students must have a g.p.a. of at least 3.50 in work for the major. They also must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

To graduate with honors in the journalism and mass communication major, students complete 019:191 (JMC:4955) Honors Project, earning 3 s.h. of credit in work guided by a faculty member. The honors project may be a thesis or a professional project and typically is completed during the last semester of the senior year. Students are encouraged but not required to take 019:190 (JMC:4950) Honors Readings or 019:193 (JMC:4993) Honors Workshop to prepare for the project.

All majors with an overall g.p.a. of at least 3.33 are encouraged to take any journalism and mass communication course for honors credit and to make use of other honors opportunities in the school. Visit Journalism Honors Program on the school’s web site or contact the school’s honors advisor for details.

Minor

The minor in mass communication requires a minimum of 15 s.h. in mass communication courses, including 12 s.h. in advanced courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Courses for the minor may not be taken pass/nonpass. Conceptual courses numbered 019:140 (JMC:3300) Media Law and Communication through 019:169 (JMC:3832) Topics in Mass Communication are considered advanced for the minor. Students are encouraged to take 019:090 (JMC:1100) Media Uses and Effects or 019:091 (JMC:1200) Media History and Culture as a lower-level course.
The minor introduces students to the field of mass communication; it does not prepare them for careers in media.

National Honor Society
The school's chapter of Kappa Tau Alpha, the national society honoring scholarship in journalism and mass communication, was founded in 1936 and is named for former director Leslie G. Moeller. Students are considered for membership if their grade-point average places them in the top 10 percent of their class and they have completed at least five semesters of University work, including a minimum of 9 s.h. in journalism and mass communication skills courses. Contact the school's Kappa Tau Alpha advisor for details.

Certificate in Fundraising and Philanthropy Communication
The School of Journalism and Mass Communication administers the undergraduate certificate program in fundraising and philanthropy communication; see Fundraising and Philanthropy Communication (p. 295) in the Catalog.

Graduate Programs of Study
• Master of Arts in journalism
• Master of Arts in strategic communication
• Doctor of Philosophy in mass communications

Master of Arts: Journalism
The Master of Arts program in journalism requires 33 s.h. of graduate credit. Students must complete a creative thesis. The program admits students for fall entry.

The M.A. program in journalism focuses on communication. Its approach is academic and theoretical, balanced with substantial development of professional skills, to prepare students for careers in media education. The program is designed for individuals who hold a bachelor’s degree in journalism and/or mass communication and wish to continue their education in the field; for experienced journalists or communicators who wish to prepare to teach by earning an M.A. and then a Ph.D.; and for persons who hold a bachelor’s degree in another discipline and would like to enter journalism by earning an M.A.

Students in the M.A. program in journalism who wish to enter the school’s Ph.D. program in mass communications must complete all M.A. requirements, including the creative thesis, before they may be considered for admission to the Ph.D. program. Professional course work from the M.A. program cannot be applied to the requirements of the Ph.D. program.

M.A. students gain grounding in concepts, theories, and research methods while they pursue a curriculum that emphasizes technology, innovation and media, creative and collaborative multimedia, design for media, cross-media studies, transformed social interactions, and visual communication. They also hone technical skills in reporting, writing, visual and graphic storytelling, design, and digital imaging.

Students choose courses in consultation with their advisors.

All M.A. students must complete the following course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>019:225</td>
<td>(JMC:5300) Media Principles, Problems, and</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Challenges</td>
<td></td>
</tr>
</tbody>
</table>

The minor introduces students to the field of mass communication; it does not prepare them for careers in media.

National Honor Society
The school’s chapter of Kappa Tau Alpha, the national society honoring scholarship in journalism and mass communication, was founded in 1936 and is named for former director Leslie G. Moeller. Students are considered for membership if their grade-point average places them in the top 10 percent of their class and they have completed at least five semesters of University work, including a minimum of 9 s.h. in journalism and mass communication skills courses. Contact the school’s Kappa Tau Alpha advisor for details.

Certificate in Fundraising and Philanthropy Communication
The School of Journalism and Mass Communication administers the undergraduate certificate program in fundraising and philanthropy communication; see Fundraising and Philanthropy Communication (p. 295) in the Catalog.

Graduate Programs of Study
• Master of Arts in journalism
• Master of Arts in strategic communication
• Doctor of Philosophy in mass communications

Master of Arts: Journalism
The Master of Arts program in journalism requires 33 s.h. of graduate credit. Students must complete a creative thesis. The program admits students for fall entry.

The M.A. program in journalism focuses on communication. Its approach is academic and theoretical, balanced with substantial development of professional skills, to prepare students for careers in media education. The program is designed for individuals who hold a bachelor’s degree in journalism and/or mass communication and wish to continue their education in the field; for experienced journalists or communicators who wish to prepare to teach by earning an M.A. and then a Ph.D.; and for persons who hold a bachelor’s degree in another discipline and would like to enter journalism by earning an M.A.

Students in the M.A. program in journalism who wish to enter the school’s Ph.D. program in mass communications must complete all M.A. requirements, including the creative thesis, before they may be considered for admission to the Ph.D. program. Professional course work from the M.A. program cannot be applied to the requirements of the Ph.D. program.

M.A. students gain grounding in concepts, theories, and research methods while they pursue a curriculum that emphasizes technology, innovation and media, creative and collaborative multimedia, design for media, cross-media studies, transformed social interactions, and visual communication. They also hone technical skills in reporting, writing, visual and graphic storytelling, design, and digital imaging.

Students choose courses in consultation with their advisors.

All M.A. students must complete the following course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>019:225</td>
<td>(JMC:5300) Media Principles, Problems, and</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Challenges</td>
<td></td>
</tr>
</tbody>
</table>
College of Liberal Arts and Sciences


declared in courses relevant to the Ph.D. study plan. The Graduate College does not accept transfer credit for professional skills courses. Students who have earned professional master’s degrees must take additional Ph.D. course work.

The Doctor of Philosophy in mass communications requires the following course work.

- 019:231 (JMC:6210) Social Science Theories in Media and Communication
- 019:232 (JMC:6220) Critical Cultural Theories in Media and Communication
- 019:235 (JMC:6310) Quantitative Research Methods for Media and Communication
- 019:236 (JMC:6320) Qualitative Research Methods for Media and Communication
- 019:265 (JMC:6700) Approaches to Teaching
- 019:320 (JMC:6100) Ph.D. Seminar (taken four times)
- Advanced research methods courses
- Advanced theory courses
- Journalism and mass communication electives
- Outside concentration courses
- Credit from master’s degree and/or additional Ph.D. courses
- 019:399 (JMC:7955) Dissertation

For a more detailed description of the Ph.D. program, contact the School of Journalism and Mass Communication.

Joint J.D./M.A. and J.D./Ph.D.

The School of Journalism and Mass Communication and the College of Law offer a joint Juris Doctor/Master of Arts in journalism and a joint Juris Doctor/Doctor of Philosophy in mass communications. The joint degree programs allow students to count a limited amount of credit toward both degrees. Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the joint degree program. Admission for journalism and mass communication graduate programs is for fall entry.

For information about the J.D., see the College of Law (p. 962) section of the Catalog.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog.
Facilities and Resources

Adler Journalism and Mass Communication Building

The School of Journalism and Mass Communication moved into the Philip D. Adler Journalism and Mass Communication Building in January 2005. The 65,000-square-foot building has computer laboratories for audio, video, design, writing and web publishing, and a resource center. A photography laboratory is located nearby. The building also is home to offices of the Iowa High School Press Association; the Quill and Scroll Society, an international honor society for high school journalists; the University’s award-winning student newspaper, The Daily Iowan; and Daily Iowan TV, a student-run newscast.

Iowa Center for Communication Study

The Iowa Center for Communication Study encourages and facilitates student and faculty research in communication. It also sponsors publications and provides editorial oversight for the Journal of Communication Inquiry.

Financial Support

More than $170,000 in scholarships and awards is disbursed to journalism and mass communication students each year. Scholarship information and applications are available each fall. Visit Scholarships on the School of Journalism and Mass Communication web site or contact the school.

The school offers research and teaching assistantships for graduate students; preference is given to Ph.D. students. Journalism and mass communication students have been successful in winning competitive fellowships open to all graduate students; applicants must be nominated by the graduate committee.

The school has a program of modest financial support for undergraduate and graduate student research projects.

Professional Enrichment

Internships

The school encourages undergraduate majors and Master of Science professional journalism emphasis students to complete at least one internship. The school’s internship and assessment coordinator helps students find appropriate positions.

Undergraduate students may earn up to 3 s.h. of internship credit, registering with appropriate faculty sponsorship for 019:099 (JMC:2100) Journalism Internship (1-3 s.h.). Internships do not fulfill requirements for the major, but internship credit counts toward the total journalism and mass communication credit that students may apply toward a B.A. or B.S. degree (maximum of 48 s.h. for students who enter the major fall 2013 or later; maximum of 40 s.h. for students who entered the major before fall 2013). Students may take internships for no credit through 409:019 (CCP:1019) Internship in Journalism.

Students also are encouraged to pursue opportunities for journalism experience on campus through student-operated media, including The Daily Iowan, Daily Iowan TV, and KRUI-FM radio.

Job Placement

The school’s internship and assessment coordinator helps students seeking career guidance and employment opportunities. The school compiles and publicizes notices of professional jobs open to JMC students and graduates. It also cooperates with the University’s Pomerantz Career Center in providing career guidance and placement services as well as workshops and programs on seeking jobs.

Activities

The school engages in a variety of activities for the enrichment of students, faculty, and the entire campus. Speakers visit campus each year under lectureships funded by the John F. Murray and Leslie G. Moeller Fund, and the M. Holly McGranahan Lecture. In addition, guest speakers are funded through the Hearst Visiting Professionals Program and the Hageboeck Daily Iowan Visiting Professionals Program. Campus organizations for students include Kappa Tau Alpha (KTA, a national society honoring scholarship in journalism), the National Association of Black Journalists (NABJ), the Public Relations Student Society of America (PRSSA), the Society of Professional Journalists (SPJ), the Radio and Television News Directors’ Association (RTNDA), Health Beat, and Ed on Campus (EOC).

Courses

Primarily for Undergraduates

019:029 (JMC:1000) First-Year Seminar 1-2 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

019:050 (JMC:1500) Social Media Today 3 s.h.
Prehistory of social media and identification of ideas, events, and elements in ancient and historical times; earliest days of online posting and interacting; first instances of social engagement on the Web; how social media (journalism, politics, health care, romance and lifestyle, entertainment, war and terrorism, professions and jobs) affects individual areas of life, culture, and society; what’s next and how social media changes lives in the future and affects the fate of humanity. GE: Values, Society, and Diversity.


019:090 (JMC:1100) Media Uses and Effects 3 s.h.
Introduction to mass communication theory as it relates to practical applications in the media industry and American society. GE: Social Sciences.

019:091 (JMC:1200) Media History and Culture 3 s.h.
Historical development of journalism in the United States; cultural, historical content. GE: Historical Perspectives.
019:096 (JMC:2200) Communication and Public Relations 3 s.h.
Theory and practice of public relations; cultural, social, organizational roles of public relations, opportunities, problems, and solutions. Requirements: journalism major.

019:098 (JMC:2010) Journalistic Reporting and Writing 4 s.h.

019:099 (JMC:2100) Journalism Internship 1-3 s.h.
Faculty-supervised professional work experience in journalism and mass communication. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

Methods and materials for teaching high school journalism; publication policies, staff organization, production schedules, technology, the Internet, and techniques for advising student publications; experience in simulated teaching situations. Offered fall semesters. Same as 07S:113 (EDTL:3025).

019:102 (JMC:3026) Workshop for Secondary School Journalism/Communication Teachers 1-3 s.h.
Workshops on journalism/mass media curriculum, audio/video production, photojournalism, publication design, journalistic writing techniques, advising student publications. Same as 07S:130 (EDTL:3026).

019:120 (JMC:3400) Specialized Reporting and Writing 4 s.h.
Topics may include public affairs, law, science, business, medicine, intercultural affairs, education, computer-assisted reporting. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:121 (JMC:3405) Depth Reporting and Writing 4 s.h.
Enterprise reporting; emphasis on reporter as researcher, organizer, writer of complex stories in a variety of contexts. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:122 (JMC:3410) Magazine Reporting and Writing 4 s.h.
Finding ideas, researching, interviewing; problems of organization and style; identification of audiences and markets; development of writing skills. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:123 (JMC:3411) Radio and Television Storytelling 4 s.h.
Principles; gathering, writing, editing, reporting the news; techniques and concepts as a foundation for understanding, successfully writing, and delivering broadcast news. Prerequisites: 019:098 (JMC:2010). Corequisites: 019:134 (JMC:3603). Requirements: journalism major.

019:124 (JMC:3412) Strategic Communication Writing 4 s.h.
Principles and practices of persuasive writing; focus on public relations; may include editorials, op-ed pieces, magazine essays, reviews. Prerequisites: 019:096 (JMC:2200) and 019:098 (JMC:2010). Requirements: journalism major.

019:125 (JMC:4405) Freelance Reporting and Writing 4 s.h.
Approaches to writing and marketing articles to magazines, newspapers, other publications; developing ideas, researching periodical markets, writing queries, writing and rewriting articles for publication. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major. Same as 08N:125 (CNW:4405).

019:126 (JMC:4410) Arts and Culture Reporting and Writing 4 s.h.
Writing about arts and culture in a range of formats (e.g., news, profiles, features, criticism, essays); emphasis on original reporting that draws on resources, issues, people, and events on campus and in the community, especially in visual and performing arts. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:127 (JMC:4415) Narrative Journalism 4 s.h.
Process of writing the true story; development of skills in researching, interviewing, information gathering, organization, story-telling techniques, writing final story; story publication in magazines, newspapers, journals, online. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:128 (JMC:3415) Writing Across Cultures 4 s.h.
Forms of travel writing and other types of crosscultural reporting; skills, knowledge, understandings vital to writing well about an increasingly multicultural and diverse world. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:129 (JMC:3520) Feature Reporting and Writing 4 s.h.
Storytelling techniques for magazine, newspaper, web site features; stylistic flair; human elements in stories; research, interviewing, and reporting. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:130 (JMC:3600) Topics in Media Production 4 s.h.
Analysis and solution of problems with communication strategies and/or media products; public relations, newsletter production, radio, media research, web basics, global media, interviewing, PR fund-raising. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:131 (JMC:3610) Graphic Design 4 s.h.
Problems of design, layout and production; practical and aesthetic considerations; digital techniques; creative projects. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:132 (JMC:3525) Photo Storytelling: Making Powerful Images 4 s.h.
Techniques; basic craft, location shooting, editing photographs; group critiques of assignments.

019:133 (JMC:3633) Philanthropy Communication in a Digital World 4 s.h.
World of philanthropy and nonprofit work that changes rapidly with and in response to developments in digital communications; campaigns and fundraisers driven by free agents on social networking sites as an example of how philanthropists and nonprofit workers operate in digital environment; overview of trends in areas of philanthropy and nonprofit work; practical skills to help communicate, create, and disseminate messages using multiple digital tools and social media; analysis of communication/media strategies; media production. Same as 217:133 (FPC:3633).

019:134 (JMC:3603) TV News Production 4 s.h.

019:135 (JMC:3615) Strategic Communication Campaigns 4 s.h.
Development and presentation of public relations campaigns for client organizations; communication theory and research techniques applied to analyzing and solving public relations problems through objective-based strategic planning. Prerequisites: 019:096 (JMC:2200) and 019:098 (JMC:2010). Requirements: journalism major.

019:136 (JMC:3605) Editing the News 4 s.h.
Principles and process of editing content for publication; micro- and macroediting, headline writing, other aspects of editing. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:137 (JMC:3625) Planning and Evaluation of Strategic Campaigns 4 s.h.
Undergraduate-level research methods used specifically for public relations and advertising; basic quantitative and qualitative methods as related to strategic communication; hands-on exercises. Prerequisites: 019:096 (JMC:2200) and 019:098 (JMC:2010). Requirements: journalism major.

019:138 (JMC:3620) Applied Digital and Social Media 4 s.h.
Creation of original journalistic web sites incorporating writing, design, and structure; contemporary online media issues. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major.

019:140 (JMC:3300) Media Law and Communication 3 s.h.
Issues affecting the media: freedom of expression, libel, privacy, access to information, protection of news sources, free press/fair trial, copyright, government regulation of broadcasting. Requirements: junior standing.

019:141 (JMC:3835) Classic and Contemporary Sports Writing 3 s.h.
Critical reading of sports reportage, including historical and current examples; social and cultural preoccupations and problems viewed through the prism of sports journalism.

019:150 (JMC:4850) Visual Communication 3 s.h.
History of modern visual communication from a cultural perspective; visual form, composition, spatial representation, color and other topics; in-depth study of selected artists, designers, photographers.

019:151 (JMC:3840) Solving Communication Problems 3 s.h.
Fundamentals of scientific inquiry in the study of communication and mass communication behavior; language, concepts, procedures, application of behavioral research methods; field and experimental approaches.

019:152 (JMC:3810) History of Mass Communication in the U.S. 3 s.h.
Historical analysis of professional practices. Prerequisites: 019:091 (JMC:1200).

019:154 (JMC:3895) Media and Consumers 3 s.h.
Communications media in historical, political, economic contexts and their relationships with audiences; criteria for evaluating media content in relation to nature and consequences of news, entertainment, advertising.

019:156 (JMC:3700) Comparative Communication Systems 3 s.h.
Culture and communication as central to examining media in different social and political settings; emphasis on contemporary problems.

019:157 (JMC:3100) Fundraising and Philanthropy Communication 3 s.h.
Same as 217:169 (FPC:3100).

019:158 (JMC:3805) News-Editorial Problems 3 s.h.
Current issues in journalism, editing strategies; emphasis on press performance and practical problems journalists confront in their work.

019:159 (JMC:4810) On the Campaign Trail: Elections and the Media 3 s.h.
Relationship between political campaigns and mass media; critical evaluation of nature, role, function of media political coverage.

019:160 (JMC:4825) Media and Health 3 s.h.
Potential and limits of mass media’s ability to educate the public about health; research and theory on the influence of information and entertainment media; theories, models, assumptions of mass communication in relation to public health issues. Same as 172:140 (CBH:4825), 152:159 (GHS:4240).

019:161 (JMC:4815) Law, Media, and Current Issues 3 s.h.
Current topics in communication law. Prerequisites: 019:140 (JMC:3300).

019:164 (JMC:3820) Images and Society 3 s.h.
Development and uses of photography, film, and television as technologies of reproduction in contemporary culture.
019:165 (JMC:3825) African Americans and the Media
GE: Values, Society, and Diversity. Same as 129:122 (AFAM:3925).

019:166 (JMC:4820) Communication Technology and Society
Implications and effects of computer-based forms of communication, especially the Internet, for journalists, the media audience, and society at large.

019:167 (JMC:3830) Gender and Mass Media
Media images and representations of the body in terms of gender; impact on people, society; media and body image, sexuality, gender roles, gender and power, race, ethnicity, class, age; critical analysis of mediated images.

019:168 (JMC:4805) Journalism Ethics
Application of ethical principles in journalistic decision making; consideration of potentially conflicting values, loyalties, and goals that force professional journalists to make difficult choices.

019:169 (JMC:3832) Topics in Mass Communication
Focus on particular area, issue, approach, or body of knowledge; may include international media, media criticism, new technologies, history of documentary photography, literary journalism, media management.

019:171 (JMC:4400) Advanced Reporting and Writing
Project journalism; extended magazine pieces, explanatory/investigative journalism, series for newspapers, or task-force projects by entire class on a major issue, with goal of publication. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major and one course from 019:120 (JMC:3400) through 019:129 (JMC:3520).

019:172 (JMC:4610) Advanced Photo Storytelling
Photojournalism skills; may include documentary photography, advanced photojournalism methods and techniques. Prerequisites: 019:132 (JMC:3525).

019:173 (JMC:4600) Advanced Media Workshop
Journalism and mass communication skills; may include editing, broadcasting, design, multimedia. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major and one course from 019:120 (JMC:3400) through 019:138 (JMC:3620).

019:174 (JMC:4615) Advanced Television News
Advanced training and experience in producing, writing, and reporting television news packages and newscasts; emphasis on meeting professional standards. Prerequisites: 019:098 (JMC:2010), 019:123 (JMC:3411), and 019:134 (JMC:3603). Requirements: journalism major.

019:175 (JMC:4430) Advanced Public Relations Writing
Case-based study of corporate public relations practice; globalization issues, branding and integrated communication, crisis management. Prerequisites: 019:096 (JMC:2200), 019:098 (JMC:2010), and 019:124 (JMC:3412). Requirements: journalism major.

019:176 (JMC:4630) Visual Storytelling
Experience with journalistic storytelling techniques, generating story ideas, researching, writing, producing, editing, and critiquing documentary features and other visual narratives; use of digital video and archival material to produce visual narrative pieces for broadcast and other media platforms. Prerequisites: 019:098 (JMC:2010), 019:123 (JMC:3411), and 019:134 (JMC:3603). Requirements: journalism major.

019:177 (JMC:4635) Convergence Journalism
Use of multiple technologies for journalistic storytelling across media platforms, such as print, television, and Internet. Prerequisites: 019:098 (JMC:2010) and 019:138 (JMC:3620). Requirements: journalism major.

019:178 (JMC:4605) Iowa Journalist
Experience in photojournalism and desktop publishing software consistent with real-world media and public relations objectives; students write, edit, design, and produce iowa Journalist magazine. Prerequisites: 019:098 (JMC:2010). Requirements: journalism major and one course from 019:120 (JMC:3400) through 019:138 (JMC:3620).

019:180 (JMC:4900) Special Projects in Mass Communication
Research and readings to fit needs, interests of students.

019:181 (JMC:4910) Readings in Communication and Mass Communication
Focus on a problem or issue.

019:190 (JMC:4950) Honors Readings
Topic in journalism or mass communication, chosen by student. Requirements: honors standing.

019:191 (JMC:4955) Honors Project
Independent research or project for honors students. Requirements: honors standing.

019:193 (JMC:4993) Honors Workshop
Preparation for honors project; coordination of student's individual thesis work, introduction to issues in research design, methods. Requirements: honors standing.

Primarily for Graduate Students

019:220 (JMC:5100) Masters Seminar
Theoretical or methodological problems in mass communication.

019:225 (JMC:5300) Media Principles, Problems, and Challenges
Current issues in journalism and mass communication in the United States and the world.

019:226 (JMC:5400) Master's Advanced Reporting and Writing
Writing workshop for new M.A. professional journalism emphasis students.

019:231 (JMC:6210) Social Science Theories in Media and Communication
Introduction to social science theory used by communication scholars to study media and communication; use of theory to explain media and communication phenomena.

019:232 (JMC:6220) Critical Cultural Theories in Media and Communication 3 s.h.
Continuation of 019:231 (JMC:6210); introduction to critical cultural theories; use of theories to explain media and communication phenomena. Same as 160:233 (PORO:6220).

019:235 (JMC:6310) Quantitative Research Methods for Media and Communication 3 s.h.
Journalism and media communication research methods that involve collection and analysis of quantifiable data; surveys, content analyses, and experiments.

019:236 (JMC:6320) Qualitative Research Methods for Media and Communication 3 s.h.
Interpretive research methods in journalism and communication studies that involve field observation, interviews, and textual analysis; use of contemporary, historical, and legal resources; ethical and philosophical positions underlying use of these methods.

019:237 (JMC:5237) Financial and Budget Fundamentals for Communicators 3 s.h.
How a company operates as a business; rapid changes in international economy; important SEC documents and other sources of information on public companies; a public company's financial statements; comparison of public companies financial conditions; analysis and informed conclusions about a public company's financial condition.

019:238 (JMC:5238) Strategic Communication Campaigns 3 s.h.
Practice of strategic communication through traditional and new media for purpose of benefiting nonprofit organizations or bringing about social change; examples and strategies from corporate, nonprofit, and social marketing campaigns; application of knowledge for benefit of real-world clients; principles and strategies applied to professional projects.

019:239 (JMC:5239) Strategic Web Video Communication 3 s.h.
Production of video content and releasing visual stories online; tools needed to capture compelling images and edit meaningful stories; strengths and weaknesses of video storytelling using portable video cameras and affordable editing software; for graduate students who are working professionals.

019:240 (JMC:5240) Social Media and Online Communication 3 s.h.
Exploration of information industry growth; creative processes involved in developing a blog and utilizing multimedia tools to enhance strategic messages; focus on characteristics and spread of new communication technologies and their social, economic, and political effects.

019:248 (JMC:5248) Strategic Political Communication 3 s.h.
Study of political communication; topics range from classic issues (agenda setting) to current debates and emerging topics associated with new media; readings address political communication in the United States.

019:254 (JMC:7120) Communication and Change 3 s.h.
Diverse perspectives on changing communication forms and their implications for media and society; theoretical and methodological approaches to research involving innovation.

019:255 (JMC:7020) Problems in International Communication 3 s.h.
Representative topics: communication systems in national development and globalization; international and cross-cultural communication structure and theory; human rights; images, values; mass persuasion; laws, agreements; information channels, content, flow, effects; censorship, language, literacy.

019:256 (JMC:7010) Gender and Mass Communication 3 s.h.
Approaches to the study of gender and communication; topics vary. Same as 131:257 (GWSS:7010).

019:265 (JMC:6700) Approaches to Teaching 3 s.h.
Institutional and disciplinary issues that influence the journalism/ mass communication classroom, philosophies of teaching, and use of teaching strategies, techniques, and classroom technologies; for students planning to work in academia.

019:266 (JMC:5266) Risk Communication 3 s.h.
Examination of risk as a central concept in communication process; risk as intrinsically an interdisciplinary concept; literature from a wide range of disciplines and perspectives (communication, psychology, sociology, formal risk analysis); case studies drawn from issues and cultural contexts (environmental, technological or health risks, food safety risks; international military crisis or threats of terrorism, natural disasters); emphasis on comparison of European and American contexts.

019:267 (JMC:5267) Strategic Health Care Communication 3 s.h.
Breaking down health care to basics; writing and communicating about health care in an understandable way so that hospitals, medical groups, and health care businesses can be better understood when doing business with each other as well as the public and consumers at large; health care writing and communication so consumers can understand, avoid injuries and even death from medical errors shown by studies on health literacy; how doctors and insurance companies can convey their messages in easy-to-understand way to lessen public frustration with the system.

019:268 (JMC:5268) Strategic Planning for the Communication Professional 3 s.h.
Use of a 10 step strategic planning model to discuss ways that an effective strategic planning process can be developed to effectively respond to a changing environment; strategic planning for an organization, department, specific project, and personal growth; ways that strategic thinking can help develop strategic thinking skills that transfer to any part of a career.

019:269 (JMC:5269) Media Management for Strategic Communicators 3 s.h.
Looking at media in a completely new way; focus on economics and management of competitive businesses; how modern-day businesses in the media sector succeed or fail and why; decision making, competition, and outcomes; emphasis on news media companies that operate in public glare and offer rich opportunities for critical observation.
<table>
<thead>
<tr>
<th>Course Code (JMC:XXXX)</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>019:276 (JMC:6776)</td>
<td>Visual Narratives Techniques</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Analyses of theories, aesthetics, and methodologies of visual narratives in media storytelling; narrative techniques employed in different media from broadcast television documentaries and news features to narrative storytelling in cyberspace; conceptual survey of visual narratives; hands-on research, writing, production, and editing of narrative video content for broadcast television and online platforms; production of a high-quality visual narrative project.</td>
<td></td>
</tr>
<tr>
<td>019:279 (JMC:6800)</td>
<td>Mass Communication Seminar</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Readings, research.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics in communication and mass communication inquiry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research, readings, projects to fit needs, interests of students.</td>
<td></td>
</tr>
<tr>
<td>019:285 (JMC:5285)</td>
<td>Strategic Communication Externship</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Externship to allow connection between academic program and professional world; enhancement of skill and knowledge.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent research for projects, theses.</td>
<td></td>
</tr>
<tr>
<td>019:310 (JMC:6340)</td>
<td>The Internet, Human Rights, and Freedom of Expression</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Origins of international human rights regime from a comparative and collective memory perspective; major human rights and freedom of expression controversies from a comparative and international perspective.</td>
<td></td>
</tr>
<tr>
<td>019:320 (JMC:6100)</td>
<td>Ph.D. Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>Forum on theoretical or methodological problems in mass communication.</td>
<td></td>
</tr>
<tr>
<td>019:330 (JMC:6330)</td>
<td>Reading Group</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Analysis and discussion of important texts.</td>
<td></td>
</tr>
<tr>
<td>019:333 (JMC:7800)</td>
<td>Seminar in Media Communication</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Topics vary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication and mass communication inquiry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conceptualization and execution of research projects.</td>
<td></td>
</tr>
</tbody>
</table>
Latin American Studies

Director
• Joy Hayes (Communication Studies)

Coordinator
• Karmen R. Berger

Undergraduate minor: Latin American studies
Undergraduate certificate: Latin American studies
Web site: http://clas.uiowa.edu/latin-american-studies

The Latin American Studies Program (LASP) is interdisciplinary, focusing on the history, politics, social organization, economy, geography, music, religion, art, and literature of Central and South America, Mexico, and the Caribbean. Faculty members from across the College of Liberal Arts and Sciences participate in the Latin American Studies Program as affiliated faculty members. Other University of Iowa faculty members occasionally offer courses and participate in the program’s research, study, and interdisciplinary activities.

The Latin American Studies Program prepares students for graduate study or for Latin America-related careers in business, communications, government, bilingual/bicultural education, secondary teaching, community organizing, and international work.

In addition to its instructional activity, LASP sponsors a wide variety of activities, brings scholars of Latin America to campus, and fosters institutional linkages.

Undergraduate Programs of Study

• Certificate in Latin American Studies
• Minor in Latin American studies

Certificate

The Certificate in Latin American Studies requires a minimum of 24 s.h. The certificate program is open to current University of Iowa undergraduate students (except those earning a major in international studies (p. 393) with an emphasis in Latin American studies) and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in the certificate. Completion of the certificate is noted on the student’s transcript.

A student may earn the certificate or the minor in Latin American studies, but not both.

The 24 s.h. required for the certificate must be earned in LASP-approved courses (see "Associated Courses" and "Courses" below) and must include at least 12 s.h. of credit earned at The University of Iowa. All students develop an individual certificate plan of study in close cooperation with a LASP advisor. They may count a total of 12 s.h. of credit earned for majors, minors, and other certificates toward the Certificate in Latin American Studies. In some cases, students may be able to count certificate courses toward certain General Education Program (p. 306) requirements.

The Certificate in Latin American Studies requires the following course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>130:070</td>
<td>Introduction to Latin American Studies</td>
<td>3</td>
</tr>
<tr>
<td>130:176</td>
<td>Latin American Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Spanish and Portuguese courses</td>
<td>6 h.</td>
<td></td>
</tr>
<tr>
<td>Additional courses</td>
<td>12 h.</td>
<td></td>
</tr>
</tbody>
</table>

The required Spanish and Portuguese courses (6 s.h.) must be chosen from the lists under "Associated Courses" and "Courses" below.

The required additional courses (12 s.h.) also must be chosen from the lists under "Associated Courses" and "Courses" below. They must include courses from at least two different departments, and they may include a maximum of one (3 s.h.) additional course in Spanish or Portuguese.

STUDY ABROAD

The program highly recommends study abroad in Latin America. Students must have prior approval to apply credit from a study abroad program toward the certificate requirements; contact the Latin American Studies Program.

Minor

The minor in Latin American studies requires a minimum of 15 s.h. in LASP-approved courses (see "Associated Courses" and "Courses" below), including 12 s.h. in advanced courses taken at The University of Iowa. For the minor, courses numbered 100 (3000) or above are considered advanced. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

A student may earn the minor or the certificate in Latin American studies, but not both.

Students may count a total of 6 s.h. earned for majors, certificates, and other minors toward the Latin American studies minor. The minor is interdisciplinary, so it may include a maximum of 6 s.h. of credit from any single department or program.

Students are strongly encouraged to take either or both of these for the minor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>130:070</td>
<td>Introduction to Latin American Studies</td>
<td>3</td>
</tr>
<tr>
<td>130:176</td>
<td>Latin American Studies Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Study Abroad

The Latin American Studies Program highly recommends, but does not require, that students have an in-depth Latin American cultural experience, usually through study abroad, before completing their undergraduate requirements.

In cooperation with International Programs Study Abroad, LASP faculty members facilitate student participation in programs in many Latin American countries. University of Iowa students may enroll in programs in Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Honduras, Mexico, and Uruguay. Programs range from intensive language study to group programs with a special focus. The University of Iowa cosponsors these programs through various consortiums.

Study abroad courses may be counted toward requirements for the certificate and the minor with prior approval from a LASP director.
Financial Support

Students are encouraged to apply for a Stanley Undergraduate Scholarship for International Research/Fieldwork through University of Iowa International Programs. The scholarships are awarded to outstanding University of Iowa undergraduates who, in close consultation with a faculty member, propose well-conceived, small-scale research or fieldwork projects that require travel abroad. Students may conduct projects while participating in a study abroad program and may combine the scholarship with other awards and financial assistance. For information regarding other scholarships, contact LASP advisors, International Programs staff, and the LASP director.

Activities

In addition to its instructional activity, LASP organizes a range of public programming activities each semester, including film series, photography and art exhibits, conferences, roundtable discussions, and lectures. Recent events have included an international conference on contemporary Cuba and speakers on cinema, indigenous movements, human rights, and art.

Associated Courses

The following courses are approved for the Latin American studies certificate and minor. Students may petition to include other courses that have significant Latin American content; consult the Latin American Studies Program.

ANTHROPOLOGY
113:104 (ANTH:3130) Cultural Politics 3 s.h.
113:119 (ANTH:3111) Health in Mexico 3 s.h.
113:131 (ANTH:2110) Latin American Economy and Society 3 s.h.
113:163 (ANTH:2220) Archaeology of Mesoamerica 3 s.h.

ART
01H:105 (ARTH:3120) Art of Pre-Columbian America 3 s.h.

CINEMA AND COMPARATIVE LITERATURE
048:024 (CCL:2624) Introduction to Latin American Film 3 s.h.
048:178 (CCL:4678)/035:191 (SPAN:4810) Topics in Latin American Cinema 3 s.h.

COMMUNICATION STUDIES
036:152 (COMM:4152) Latin American Media 3 s.h.

DANCE
137:057 (DANC:1150) Brazilian Culture and Carnival 3 s.h.

ENGLISH
008:113 (ENGL:3525) Literature and Culture of the Americas 3 s.h.
008:133 (ENGL:3535) Inter-American Studies (when content is Latin American) 3 s.h.

HISTORY
16A:112 (HIST:4216) Mexican American History 3 s.h.
16A:113 (HIST:4217) Latina/o Immigration 3 s.h.
16W:106 (HIST:4501) Society and Revolution in Cuba 3 s.h.
16W:107 (HIST:4502) History of Mexico 3 s.h.
16W:110 (HIST:4505) Topics in Latin American History 3 s.h.
16W:111 (HIST:4510) Colonial Latin America 3 s.h.
16W:112 (HIST:4515) Introduction to Modern Latin America 3 s.h.
16W:114 (HIST:4520) Latin America and the U.S.: The Historical Perspective 3 s.h.
16W:115 (HIST:4525) Latin American Revolution 3 s.h.
16W:116 (HIST:4526) Dictatorships of Latin America 3 s.h.
16W:134 (HIST:4334) Topics in American Borderlands History 3 s.h.

INTERNATIONAL STUDIES

MUSIC
025:104 (MUS:3311) Music of Latin America and the Caribbean 3 s.h.
025:163 (MUS:3163) Steel Band 1 s.h.

POLITICAL SCIENCE
030:108 (POLI:3104) Immigration Politics 3 s.h.
030:144 (POLI:3415) Latin American Politics 3 s.h.

PORTUGUESE
038:020 (PORT:1800) Contemporary Brazilian Narrative 3 s.h.
038:070 (PORT:2700)/130:070 (LAS:2700) Introduction to Latin American Studies 3 s.h.
038:070 (SPAN:2700)/187:070 (IS:2700) Introduction to Latin American Studies 3 s.h.
038:105 (PORT:3350) Brazilian Literature Before 1900 3 s.h.
038:106 (PORT:3400) Brazilian Literature After 1900 3 s.h.
038:112 (PORT:4000) Topics in Luso-Brazilian Literature 3 s.h.
038:115 (PORT:2800) Writing Brazil in the U.S. 3 s.h.
038:120 (PORT:4100) Topics in Luso-Brazilian Culture 3 s.h.

SPANISH
035:020 (SPAN:1800) Contemporary Spanish American Narrative 3 s.h.
035:070 (PORT:2700)/130:070 (LAS:2700) Introduction to Latin American Studies 3 s.h.
035:111 (SPAN:2500) Readings in Spanish American Literature 3 s.h.
035:113 (SPAN:2800) Screening Latin America 3 s.h.
035:114 (SPAN:2200) Introduction to Spanish American Cultures 3 s.h.
035:120 (SPAN:3060) Taller Basico de Escritura Creativa 3 s.h.
035:130 (SPAN:3200) Cultures of Spanish America 3 s.h.
035:131 (SPAN:3300) Contemporary Spanish American Fiction 3 s.h.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:132</td>
<td>(SPAN:3320) Spanish American Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:134</td>
<td>(SPAN:3310) Spanish American Short Story</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:135</td>
<td>(SPAN:3440) Latino Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:137</td>
<td>(SPAN:3400) Chicano Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:138</td>
<td>(SPAN:3230) Modern Mexico</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:140</td>
<td>(SPAN:3550) Contemporary Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:143</td>
<td>(SPAN:3420) Cuban American Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:144</td>
<td>(SPAN:3360)/131:162 (GWSS:3360) Latin American Women Writers</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:146</td>
<td>(SPAN:3270)/048:162 (CCL:3262) Pan-Caribbean Literary Currents</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:149</td>
<td>(SPAN:3220) Visual Culture: Colonial Spanish America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:173</td>
<td>(SPAN:4330) Colonial Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:174</td>
<td>(SPAN:4820) Latino/a Popular Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:175</td>
<td>(SPAN:4310) Cultural Identity in Caribbean Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:177</td>
<td>(SPAN:4370) Literature and Mass Culture in Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:178</td>
<td>(SPAN:4390) Topics in Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:190</td>
<td>(SPAN:4800) Chicano Cinema</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:191</td>
<td>(SPAN:4810)/048:178 (CCL:4678) Topics in Latin American Cinema</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:193</td>
<td>(SPAN:4380) Narratives of Underdevelopment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:196</td>
<td>(SPAN:4950) Taller Avanzado de Escritura Creativa</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**ROTATING TOPICS**

The focus of these courses changes from semester to semester. With prior approval, students may use these courses to satisfy requirements for the Latin American studies certificate or minor when the course focuses on Latin America.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>008:098</td>
<td>(ENGL:2050) Seminar</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:051</td>
<td>(HIST:2151) Colloquium for History Majors (World)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:147</td>
<td>(SPAN:3370) Topics in Literatures and Cultures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:148</td>
<td>(SPAN:3290) Topics in Cinema and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:172</td>
<td>(SPAN:4850) Topics in Cultural Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:192</td>
<td>(SPAN:4920) Topics in Film Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:194</td>
<td>(SPAN:4910) Topics in Literary Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:112</td>
<td>(CCL:3627) Proseminar in Cinema and Culture</td>
<td>1-2 s.h.</td>
</tr>
<tr>
<td>048:118</td>
<td>(CCL:4618) Topics in World Cinemas</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:109</td>
<td>(ANTH:3107) Literature and Anthropology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Courses**

All Latin American Studies Program courses are approved for the certificate and minor.

**130:070 (LAS:2700) Introduction to Latin American Studies**

Cultures of Latin American countries with emphasis on cultural history and cultural production; interdisciplinary survey. Same as 035:070 (SPAN:2700), 038:070 (PORT:2700), 187:070 (IS:2700).
Leisure Studies

Chair
• Kevin C. Kregel

Affiliated faculty
• Claudia Batichon (Health and Human Physiology), Emily Baxter (Health and Human Physiology), Angela L. Charsha-Harney (Health and Human Physiology), Thomas K. Dean (Health and Human Physiology), John E. "Jef" Farland (Health and Human Physiology), David L. Gould (Health and Human Physiology), Benjamin K. Hunnicutt (Health and Human Physiology), Kevin C. Kregel (Health and Human Physiology/Radiation Oncology), Erin L. Litton (Health and Human Physiology), Richard D. MacNeil (Health and Human Physiology), Daniel R. Matheson (Health and Human Physiology), Kenneth E. Mobily (Health and Human Physiology), Michael E. Morgan (Health and Human Physiology), Emily N.R. Mozena (Health and Human Physiology), Sherri L. Proud (Health and Human Physiology), Eric W. Randall (Health and Human Physiology), Jon Ringen (Health and Human Physiology), Brianne L. Swope (Health and Human Physiology), Michael L. Teague (Community and Behavioral Health/Health and Human Physiology), Kathy B. Walter (Health and Human Physiology), Michael D. Widen (Health and Human Physiology)

Undergraduate major: leisure studies (B.S.)
Undergraduate minor: leisure studies
Graduate degree: M.A. in leisure studies
Web site: http://clas.uiowa.edu/hhp/tracks/leisure-studies

The Leisure Studies Program provides students with opportunities to study the phenomenon of leisure and the important role it plays in people’s lives. Its courses help students learn how to use leisure to enhance the quality of life—for themselves as well as others.

Leisure studies offers undergraduate and graduate degree programs that prepare students for professional careers in the expanding fields of child life, recreation and sport business, and therapeutic recreation. These programs prepare professionals to work in community, commercial, campus, and health care environments. The populations served by recreation professionals include the general public; students, colleges, and universities; children; and persons with disabilities or chronic conditions.

The program also offers courses that undergraduate students in all majors may use to fulfill requirements of the College of Liberal Arts and Sciences General Education Program (p. 306).

The Leisure Studies Program is administered by the Department of Health and Human Physiology (p. 342).

Undergraduate Programs of Study
• Major in leisure studies (Bachelor of Science)
• Minor in leisure studies

Bachelor of Science

The Bachelor of Science with a major in leisure studies requires a minimum of 120 s.h., including work for the major, which varies by track. Students choose one of three tracks: the child life track, the recreation and sport business track, or the therapeutic recreation track. Admission to the child life and therapeutic recreation tracks is selective; students must apply and be admitted. Admission to the recreation and sport environments track is open; students may enter the track without applying to it.

The child life track requires 60-61 s.h. of work for the major (15-16 s.h. in admission prerequisites plus a total of 45 s.h. in additional leisure studies courses, supporting course work from other departments, and the required internship). Students must complete the admission prerequisites before they may enter the child life track.

The recreation and sport business track requires 45-46 s.h. of work for the major, including leisure studies courses and supporting course work from other departments. Students may complete an optional internship in the major for an additional 9 s.h. of credit.

The therapeutic recreation track requires 64-66 s.h. of work for the major (12-14 s.h. in admission prerequisites plus a total of 52 s.h. in additional leisure studies courses, supporting course work from other departments, and the required internship). Students must complete the admission prerequisites before they may enter the therapeutic recreation track.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Child Life Track

Child life specialists are professionals with expertise in child development who advance effective coping through play activities, preparation for medical procedures and operations, patient and family education, and self-expressive activities. Child life specialists provide services to support families and to promote children’s mastery of varied experiences, particularly children’s health care events. They may provide care to children’s families by assisting in accurate information processing and helping family members and other caregivers. Child life specialists also help educate other medical staff and community members regarding issues and needs of children involved in health care events or other stressful experiences. For more information about the profession, visit Child Life Council.

Students must apply for admission to the child life track. Before they may be admitted, they must complete 24 s.h. at The University of Iowa (or 12 s.h. for transfer students), including the courses listed under "Child Life: Admission Prerequisites" below. Effective for fall 2013 admission, applicants must have a University of Iowa g.p.a. of at least 3.00 and a cumulative g.p.a. of at least 3.00; students with lower grade-point averages may apply for exceptional admission.

Applicants for admission to the track should use the child life track application form on the Department of Health and Human Physiology web site. Completed applications must be submitted by March 15 for admission the following fall semester (students may enter the child life track only in fall).

The major in leisure studies with the child life track requires the following course work.

CHILD LIFE: ADMISSION PREREQUISITES

Students must complete the following prerequisite course work (15-16 s.h.) before they may enter the child life track.
One of these:

027:053 (HHP:1100) Human Anatomy 3 s.h.
060:110 (ACB:3110) Principles of Human Anatomy 3 s.h.

Both of these:

031:001 (PSY:1001) Elementary Psychology 3 s.h.
169:070 (LEIS:1070) Perspectives on Leisure and Play 3 s.h.

One of these:

027:044 (HHP:2130) Human Development Through the Life Span 3 s.h.
031:014 (PSY:2401) Introduction to Developmental Science 3 s.h.
096:030 (NURS:1030) Human Development and Behavior 3 s.h.

One of these:

034:001 (SOC:1010) Introduction to Sociology Principles 3-4 s.h.
034:020 (SOC:3210) Principles of Social Psychology 3-4 s.h.
031:015 (PSY:2501) Introduction to Social Psychology 3 s.h.

CHILD LIFE: FOUNDATION

Students complete all of the following foundation courses (21 s.h.).

169:061 (LEIS:1061) Recreation Leadership and Programming 3 s.h.
169:077 (LEIS:1077) Introduction to Child Life 3 s.h.
169:160 (LEIS:3160) Introduction to Therapeutic Recreation 3 s.h.
169:162 (LEIS:3162) Therapeutic Recreation: Clientele 3 s.h.
169:165 (LEIS:3165) Child Life: Methods and Materials 3 s.h.
169:166 (LEIS:3166) Child Life: Seminar 3 s.h.
169:167 (LEIS:4167) Child Life Practicum (taken twice, once for 1 s.h. and once for 2 s.h.) 3 s.h.

CHILD LIFE: SUPPORTING COURSE WORK

Students must complete 12 s.h. in supporting course work chosen from the following. Other supporting courses may be added with consent of the student's advisor.

07C:145 (RCE:4145) Marriage and Family Interaction 3 s.h.
07C:176 (RCE:4176) Child Abuse: Assessment, Intervention, and Advocacy 3 s.h.
07C:199 (RCE:4199) Counseling for Related Professions 3 s.h.
07E:114 (EDTL:3114) Parent-Child Relationships 3 s.h.
07U:140 (EDTL:4940) Characteristics of Disabilities 3 s.h.
07U:190 (EDTL:4990) Interdisciplinary Issues in Disabilities 1-3 s.h.
20E:103 (CLSA:3750) Medical and Technical Terminology 2 s.h.
031:013 (PSY:2301) Introduction to Clinical Psychology 3 s.h.
031:014 (PSY:2401) Introduction to Developmental Science 3 s.h.
031:063 (PSY:2930) Abnormal Psychology: Health Professions 3 s.h.
034:022 (SOC:2222) Introduction to Social Work 4 s.h.
034:061 (SOC:3710) The American Family 3 s.h.
042:186 (SSW:3786) Death/Dying: Issues Across the Life Span 3 s.h.
042:238 (SSW:6238) Introduction to Play Therapy 2 s.h.
169:150 (LEIS:3150) Recreation Administration 3 s.h.

CHILD LIFE: INTERNSHIP

Child life students must complete an internship; they register for the following course.

169:192 (LEIS:4192) Child Life Internship 12 s.h.

Recreation and Sport Business Track

The recreation and sport business track is designed to prepare students for leadership in meeting the challenges of sport. It offers a comprehensive curriculum with an integrative business approach and provides a collaborative environment for learning how to analyze and resolve challenges in the business and culture of sport locally, nationally, and internationally.

The track is appropriate for students who want to work with sport and club teams, intercollegiate and high school athletic programs, international sport organizations, national and international amateur sport organizations, community recreation, and firms specializing in sport marketing, sport sponsorship, and commercial fitness businesses.

Students interested in recreation management learn skills for organizing, planning, and budgeting in a variety of settings. They prepare for work in positions such as activities director, community recreation specialist, campus recreation professional, and program coordinator in a park or recreation department.

The track also provides a foundation for graduate study in sport or recreation management and related graduate degree programs.

The major in leisure studies with the recreation and sport business track requires the following course work.

RECREATION AND SPORT BUSINESS: CORE

Both of these:

031:001 (PSY:1001) Elementary Psychology 3 s.h.
034:001 (SOC:1010) Introduction to Sociology Principles 3-4 s.h.

One of these:

169:060 (LEIS:1060) Leisure in Contemporary Society 3 s.h.
169:070 (LEIS:1070) Perspectives on Leisure and Play 3 s.h.
169:072 (LEIS:1072) Leisure and the Liberal Arts 3 s.h.

One of these:

22S:008 (STAT:1030) Statistics for Business 4 s.h.
22S:025 (STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference 3 s.h.
22S:101 (STAT:3510) Biostatistics 3 s.h.
22S:102 (STAT:5543)/07P:143 (PSQF:5143) Introduction to Statistical Methods 3 s.h.

RECREATION AND SPORT BUSINESS: FOUNDATION

All of these:

169:151 (LEIS:3151) Liability in Recreation and Sport 3 s.h.
169:152 (LEIS:3152) Recreation and Sport Facility Management 3 s.h.
169:153 (LEIS:3153) Sport Business Practices 3 s.h.
169:156 (LEIS:3156) Design of Recreation Facilities 3 s.h.
169:158 (LEIS:3158) Recreation and Sport Promotion 3 s.h.

One of these:

169:150 (LEIS:3150) Recreation Administration 3 s.h.
169:157 (LEIS:3157) Managerial Operations in Sport 3 s.h.
RECREATION AND SPORT BUSINESS:
CONCENTRATION AREAS

Students choose one of the following concentration areas and complete 15 s.h. in courses listed for their area.

Entrepreneurship


At least 15 s.h. from these:

- 06E:165 (ECON:3390) Sports Economics 3 s.h.
- 06T:050 (ENTR:1000) Foundations in Entrepreneurship 2 s.h.
- 06T:120 (ENTR:2000) Entrepreneurship and Innovation 3 s.h.
- 06T:133 (ENTR:3100) Entrepreneurial Finance 3 s.h.
- 06T:134 (ENTR:3200) Entrepreneurial Marketing 3 s.h.
- 06T:144 (ENTR:3595) Nonprofit Organizational Effectiveness I 3 s.h.
- 06T:145 (ENTR:3300) Legal Aspects of Entrepreneurship 3 s.h.
- 06T:146 (ENTR:3400) Strategic Management of Technology and Innovation 3 s.h.
- 06T:147 (ENTR:3500) Social Entrepreneurship 3 s.h.
- 06T:148 (ENTR:3600) E-Commerce Strategies for Entrepreneurs 3 s.h.
- 06T:150 (ENTR:4400) Managing the Growth Business 3 s.h.
- 06T:151 (ENTR:4450) Professional Sports Management 3 s.h.

Business Studies

At least 15 s.h. from these:

- 06A:001 (ACCT:2100) Introduction to Financial Accounting 3 s.h.
- 06A:002 (ACCT:2200) Managerial Accounting 3 s.h.
- 06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
- 06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.
- 06E:165 (ECON:3390) Sports Economics 3 s.h.
- 06F:100 (FIN:3000) Introductory Financial Management 3 s.h.
- 06J:014 (HIST:1040) Perspectives: Diversity in American History 3 s.h.
- 06J:048 (MGMT:2100) Introduction to Management 3 s.h.
- 06K:070 (MSCI:2800) Computer Analysis 3 s.h.
- 08N:113 (CNW:3640) Writing for Business and Industry 3 s.h.
- 169:148 (LEIS:3148) Introduction to Personal Training 3 s.h.

May include one of these:

- 027:044 (HHP:2130) Human Development Through the Life Span 3 s.h.
- 027:053 (HHP:1100) Human Anatomy 3 s.h.
- 027:056 (ATEP:1000) First Aid and CPR 2 s.h.
- 027:057 (ATEP:2030) Basic Athletic Training 3 s.h.
- 027:117 (HHP:3300) Human Growth and Motor Development 3 s.h.
- 027:140 (HHP:3400) Fundamentals of Exercise Physiology 3 s.h.
- 028:180 (SPST:2081) Theory and Ethics of Coaching 3 s.h.
- 034:162 (SOC:4860) Work and Family Institutions 3 s.h.
- 169:149 (LEIS:3149) Coaching Inter-scholastic Athletics 3 s.h.

Fitness Management

At least 15 s.h. from these:

- 027:035 (HHP:2150) Stress Management 3 s.h.
- 027:053 (HHP:1100) Human Anatomy 3 s.h.
- 027:127 (HHP:3020) Nutrition for Health, Fitness, and Sport 3 s.h.
- 027:131 (HHP:3030) Coaching for Health and Wellness 3 s.h.
- 027:133 (HHP:4310) Sport and Exercise Nutrition 3 s.h.
- 027:140 (HHP:3400) Fundamentals of Exercise Physiology 3 s.h.
- 027:174 (HHP:3650) Advanced Sport and Exercise Psychology 3 s.h.

May include one of these:

- 027:040 (HHP:2310) Nutrition and Health 3 s.h.
- 027:143 (HHP:4440) Physiology of Nutrition 3 s.h.

May include one of these:

- 027:050 (HHP:1300) Fundamentals of Human Physiology 3 s.h.
- 027:130 (HHP:3500) Human Physiology 3 s.h.

Sport and Diversity

At least 15 s.h. from these:

- 016:040 (HIST:1040) Perspectives: Diversity in American History 3 s.h.
- 019:091 (JMC:1200) Media History and Culture 3 s.h.
- 019:154 (JMC:3895) Media and Consumers 3 s.h.
- 20E:075 (CLSA:1875) Ancient Sports and Leisure 3 s.h.
- 027:039 (HHP:2200) Physical Activity and Health 3 s.h.
- 027:076 (HHP:2500) Psychological Aspects of Sport and Physical Activity 3 s.h.
- 028:074 (SPST:1074)/045:074 (AMST:1074)/131:074 (GWSS:1074) Inequality in American Sport 3 s.h.
- 032:060 (REL:2700) Sacred World of Native Americans 3 s.h.
- 034:162 (SOC:4860) Work and Family Institutions 3 s.h.
- 035:070 (SPAN:2700) Introduction to Latin American Studies 3 s.h.
- 036:074 (COMM:1174) Media and Society 3 s.h.
- 113:014 (ANTH:1401) Language, Culture, and Communication 3 s.h.
- 129:060 (AFAM:1030) Introduction to African American Society 3 s.h.
- 129:097 (AFAM:2610)/169:097 (LEIS:1097) Race, Sport, and Globalization 3 s.h.
- 129:122 (AFAM:3925) African Americans and the Media 3 s.h.
- 169:040 (LEIS:1040) The Good Society 3 s.h.
- 169:070 (LEIS:1070) Perspectives on Leisure and Play (if not taken as a core course) 3 s.h.
- 169:072 (LEIS:1072) Leisure and the Liberal Arts (if not taken as a core course) 3 s.h.
Self-Defined Concentration Area

Students may plan self-defined concentration areas in consultation with their academic advisors. They must submit a two-page proposal to the undergraduate recreation and sport business committee; the proposal must provide a rationale for the concentration area and a description of the courses the student plans to include.

RECREATION AND SPORT BUSINESS: OPTIONAL INTERNSHIP

Recreation and sport business track students who decide to complete the optional internship register for both of these.

169:190 (LEIS:4190) Preinternship Seminar 1 s.h.
169:196 (LEIS:4196) Recreation Sport Business Internship 9 s.h.

Therapeutic Recreation Track

Therapeutic recreation is a health-oriented field that involves providing recreation programs designed to improve or maintain the physical, emotional, mental, and social functioning of patients and consumers. Therapeutic recreation services involve a continuum of care that includes treatment using recreation activities to improve functional abilities; leisure education that helps individuals acquire skills, knowledge, and attitudes that facilitate an independent lifestyle; and recreation that uses activities to enhance health, growth, development, and independence through intrinsically rewarding leisure behavior.

Therapeutic recreation professionals are commonly employed in settings such as skilled nursing facilities, community recreation departments, state and community rehabilitation centers, special recreation districts, correctional facilities, senior centers, facilities for persons with mental retardation or mental illness, and substance-abuse programs.

Students must apply for admission to the therapeutic recreation track. Before they may be admitted, they must complete at least 24 s.h. at The University of Iowa (or 12 s.h. for transfer students), including the courses listed under "Therapeutic Recreation: Admission Prerequisites" below. Applicants must have a University of Iowa g.p.a. of at least 2.50 and a cumulative g.p.a. of at least 2.50; students with lower grade-point averages may apply for exceptional admission.

Applicants for admission to the track should use the therapeutic recreation track application form on the Department of Health and Human Physiology web site. Completed applications must be submitted by October 15 for admission the following spring semester or by March 15 for admission the following fall semester.

The major in leisure studies with the therapeutic recreation track requires the following course work.

THERAPEUTIC RECREATION: ADMISSION PREREQUISITES

Students must complete the following prerequisite course work (12-14 s.h.) before they may enter the therapeutic recreation track.

Both of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:053</td>
<td>Human Anatomy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>031:001</td>
<td>Elementary Psychology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>07P:143</td>
<td>(PSQF:5143) Introduction to Statistical Methods</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22M:015</td>
<td>(MATH:1440) Mathematics for the Biological Sciences</td>
<td>5 s.h.</td>
</tr>
<tr>
<td>22M:016</td>
<td>(MATH:1460) Calculus for the Biological Sciences</td>
<td>5 s.h.</td>
</tr>
<tr>
<td>22S:002</td>
<td>(STAT:1010) Statistics and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:008</td>
<td>(STAT:1030) Statistics for Business</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22S:025</td>
<td>(STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>031:015</td>
<td>(PSY:2501) Introduction to Social Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:001</td>
<td>(SOC:1010) Introduction to Sociology Principles</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>034:020</td>
<td>(SOC:3210) Principles of Social Psychology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

THERAPEUTIC RECREATION: FOUNDATION

Students complete all of the following foundation courses (21 s.h.).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>169:061</td>
<td>(LEIS:1061) Recreation Leadership and Programming</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>169:070</td>
<td>(LEIS:1070) Perspectives on Leisure and Play</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>169:160</td>
<td>(LEIS:3160) Introduction to Therapeutic Recreation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>169:161</td>
<td>(LEIS:3161) Assessment and Evaluation in Therapeutic Recreation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>169:162</td>
<td>(LEIS:3162) Therapeutic Recreation: Clientele</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>169:164</td>
<td>(LEIS:3164) Therapeutic Recreation: Rehabilitation</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

THERAPEUTIC RECREATION: SUPPORTING COURSE WORK

Students must complete 18 s.h. in supporting course work, as follows.

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:053</td>
<td>(HHP:1100) Human Anatomy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>031:063</td>
<td>(PSY:2930) Abnormal Psychology: Health Professions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Courses in human services (e.g., aging studies, psychology, sociology, social work, special education, counselor education)</td>
<td>9 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:044</td>
<td>(HHP:2130) Human Development Through the Life Span</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:030</td>
<td>(NURS:1030) Human Development and Behavior</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

THERAPEUTIC RECREATION: INTERNSHIP

Therapeutic recreation students must complete an internship and a preinternship seminar; they register for the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>169:190</td>
<td>(LEIS:4190) Preinternship Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>169:191</td>
<td>(LEIS:4191) Therapeutic Recreation Internship</td>
<td>12 s.h.</td>
</tr>
</tbody>
</table>

Four-Year Graduation Plan

The Four-Year Graduation Plan is available only for the recreation and sport business track without the optional internship. Students in the child life and therapeutic recreation tracks and those who choose the internship option in the recreation and sport business track should
work with their advisors to develop individual graduation plans.

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**Before the third semester begins:** 9 s.h. in core courses

**Before the fifth semester begins:** the remaining 3-4 s.h. in core courses, at least 3 s.h. in foundation courses, at least 3 s.h. in the concentration area

**Before the seventh semester begins:** an additional 6 s.h. in foundation courses, an additional 6 s.h. in the concentration area; and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** an additional 6 s.h. in foundation courses and the remaining 6 s.h. in the concentration area

**During the eighth semester:** enrollment in the remaining 3 s.h. of foundation courses, all remaining General Education courses, and a sufficient number of semester hours to graduate

### Honors in the Major

The Leisure Studies Program offers outstanding students the opportunity to graduate with honors in the major. Honors in leisure studies provides students with research experience and a perspective on some aspects of graduate study. Honors students in leisure studies must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

To graduate with honors in the leisure studies major, students must successfully complete 169:194 (LEIS:4194) Honors Readings and 169:195 (LEIS:4195) Honors Problems, in which they do a reading or research project under the supervision of a leisure studies faculty member and write a paper summarizing the project’s results. They also must continue to maintain a cumulative University of Iowa g.p.a. of at least 3.33 until they graduate. For more information about honors in the leisure studies major, contact the Leisure Studies Program.

### Minor

The minor in leisure studies requires a minimum of 15 s.h. in leisure studies courses, including 12 s.h. in 100-level courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students choose courses according to their interests and the recommendations of their advisor.

### Graduate Program of Study

- **Master of Arts in leisure studies (with or without thesis)**
- **Thesis students complete 6 s.h. of 169:398 (LEIS:7398) M.A. Thesis.**

---

**Graduate Program of Study**

The following requirements apply to the Master of Arts in Leisure Studies.

**Core Requirements**

All M.A. students must take the following courses:

- **07P:143 (PSQF:5143) Introduction to Statistical Methods** 3 s.h.
- **169:200 (LEIS:5200) Historical and Philosophical Perspectives on Leisure** 3 s.h.
- **169:205 (LEIS:5205) Research Methods and Leisure Behavior** 3 s.h.

**Therapeutic Recreation Specialization**

The therapeutic recreation specialization prepares students to meet the challenges of inpatient- and community-based health care service delivery. The program stresses research and practical skills that enable graduates to find the best jobs in the field.

Therapeutic recreation specialists are increasingly called upon to deliver preventive outpatient services, such as programs designed to prevent secondary impairments in persons with disabilities (e.g., arthritis exercise to manage pain, fall prevention for older adults); education for individuals with negative lifestyle habits (e.g., smoking, substance abuse); programs designed to restore meaning and purpose to life following traumatic events (e.g., following a spinal cord injury); and initiatives to help communities make services accessible to persons with disabilities.

Iowa’s therapeutic recreation program emphasizes skills for delivery of services in clinical or community settings. The program includes related cognate areas, such as child life, aging, developmental disabilities, or counseling.

Students acquire research skills that they may apply directly to therapeutic recreation practice, for example, to assess the effectiveness of specific interventions or the demand for varied services in a specific setting.

In addition to the M.A. core (See "Core Requirements" above), therapeutic recreation specialization students must complete the following course work.

- **169:160 (LEIS:3160) Introduction to Therapeutic Recreation** 3 s.h.
- **169:161 (LEIS:3161) Assessment and Evaluation in Therapeutic Recreation** 3 s.h.
- **169:162 (LEIS:3162) Therapeutic Recreation: Clientele** 3 s.h.
- **169:164 (LEIS:3164) Therapeutic Recreation: Rehabilitation** 3 s.h.
- **Cognate area courses (aging studies, child life, counseling, disability studies)** 6-9 s.h.

Thesis students complete 6 s.h. of 169:398 (LEIS:7398) M.A. Thesis.
Therapeutic recreation students must complete a practicum [169:290 (LEIS:7290) Graduate Internship] in order to sit for a national certification examination.

**Recreational Sport Management Specialization**

The recreational sport management specialization prepares students for positions in public and private recreation and sport management. Students typically find employment in community or municipal recreation programs, campus recreation programs, or commercial recreation and sport operations.

In addition to the M.A. core (see "Core Requirements" above), recreational sport management students must complete the following course work.

169:251 (LEIS:6251) Risk Management 3 s.h.
169:253 (LEIS:6253) Sport Administration 3 s.h.
169:254 (LEIS:6254) Marketing and Sport Promotion 3 s.h.
169:265 (LEIS:5065) The Economy of Experience 3 s.h.

Cognate area courses (sport and athletic administration, business, communications, or cultural studies)

Nonthesis students take an additional 6 s.h. of electives. Thesis students complete 6 s.h. of 169:398 (LEIS:7398) M.A. Thesis.

**Internships**

Internships, available in several areas, are recommended for graduate students who did not complete comparable internships as undergraduates.

**Assistantships**

The program offers a limited number of teaching assistantships; applications should be made directly to the Leisure Studies Program. Teaching assistants support General Education Program courses offered by the Leisure Studies Program.

**Courses**

169:029 (LEIS:1029) *First-Year Seminar* 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, readings, visits to research facilities).

169:030 (LEIS:1030) *Introduction to Critical Thinking* 3 s.h.
Concepts and skills required for critical thinking about what should and should not be taken as true; analysis and evaluation of a variety of complex extended arguments. GE: Quantitative or Formal Reasoning.

169:040 (LEIS:1040) *The Good Society* 3 s.h.
Critiques of the existing social order, articulation of models of a good society with associated conceptions of the good life. GE: Values, Society, and Diversity.

169:045 (LEIS:1045) *Health for Living* 3 s.h.
Personal health strategies; focus on disease prevention, wellness. GE: Values, Society, and Diversity.

169:050 (LEIS:1050) *Making Choices: Interdisciplinary Perspectives* 3 s.h.
Interdisciplinary consideration of what we know, value, hope, and should do; focus on case studies of private, professional, and social decision making. GE: Values, Society, and Diversity.

169:060 (LEIS:1060) *Leisure in Contemporary Society* 3 s.h.
Basic philosophical, historical, scientific foundations and developments; function, settings of organized recreation.

169:061 (LEIS:1061) *Recreation Leadership and Programming* 3 s.h.
Leadership principles, techniques; programming techniques.

169:065 (LEIS:2065) *The Experience Economy* 3 s.h.
Introduction to emerging experience economy, often described as the next economy following agrarian, industrial, and most recent service economy; critical analysis of experience economy with discussion of ways in which experience economy may offer green, moral, and humane alternatives to previous stages of economic development; travel and tourism, sports settings, recreation and wellness services, and possible applications in education and helping professions.

169:070 (LEIS:1070) *Perspectives on Leisure and Play* 3 s.h.
Relationships between leisure and economics, sociology, other social sciences; effect of leisure on individual and group behavior; antecedents, motives, consequences of leisure behavior. GE: Social Sciences.

169:072 (LEIS:1072) *Leisure and the Liberal Arts* 3 s.h.
Integration of the ideal of a liberal education with worthy, meaningful use of free time in contemporary society; classic writings in the humanities. GE: Values, Society, and Diversity.

169:077 (LEIS:1077) *Introduction to Child Life* 3 s.h.
Orientation to the field of child life services including services for hospitalized children and their families.

169:097 (LEIS:1097) *Race, Sport, and Globalization* 3 s.h.
Introduction to current discussion surrounding the link between sport, race, and globalization; critical cultural studies perspective used to examine the meaning of race and sport within a global context; labor migration of talented athletes, identity politics, and dynamics of equality in sport along such lines as race, class, and gender; examination of African American diaspora within a sport context to study political, economic, and social construction of race and sport on African and Asian continents. Same as 129:097 (AFAM:2610).

169:108 (LEIS:3008) *Basic Aspects of Aging* 3 s.h.

169:142 (LEIS:3242) *Health Promotion in the Workplace Setting* 3 s.h.
Management and organizational theories; assessment, planning, implementation, and evaluation of clinical and workplace (targeted) health promotion programs.

169:146 (LEIS:3246) Health Promotion for Older Adults 3 s.h.
Problems, strategic efforts toward long-term goal of health promotion; disease prevention; slowing the decline caused by chronic conditions to extend independent, rewarding lives. Same as 096:146 (NURS:3246), 153:146 (ASP:3246).

169:147 (LEIS:3147) Sport Event Management 3 s.h.
Current status, challenges, and opportunities in sporting event industry; sporting event planning, budgeting, marketing, sponsorship, and evaluation; development of event timelines and event management skills; Introduction to networking and interaction with sporting events. Recommendations: 169:154 (LEIS:3154).

169:148 (LEIS:3148) Introduction to Personal Training 3 s.h.
Basics of personal training, including establishing a personal training business, screening, and assessing clients; current issues and certifications.

169:149 (LEIS:3149) Coaching Interscholastic Athletics 3 s.h.
Techniques and theories of coaching interscholastic athletes; ethics and legal responsibilities of coaching; coaching youth sports; leadership principles and techniques, organizational theories, assessment and implementation of coaching styles; trends, foundations, and principles related to basic philosophies of organized coaching; capstone course for certification of youth sports programs; credit and documentation for advanced coaching certification.

169:150 (LEIS:3150) Recreation Administration 3 s.h.
Personnel, finance, budgets, liability, marketing.

169:151 (LEIS:3151) Liability in Recreation and Sport 3 s.h.
Unintentional torts (negligence), civil liability, and criminal liability in recreation and sport settings; focus on community/commercial recreation and campus recreation settings. Requirements: completion of 30 s.h.

169:152 (LEIS:3152) Recreation and Sport Facility Management 3 s.h.
Facilities management, personnel assignment and evaluation, fee structures, maintenance, programming, compliance with regulations and standards. Requirements: completion of 30 s.h.

169:153 (LEIS:3153) Sport Business Practices 3 s.h.
Basic management skills for profit-based recreation and sport businesses; operations, business plans, organizational behavior, risk management, inventory, purchasing, marketing. Requirements: completion of 30 s.h.

169:154 (LEIS:3154) Foundations of Event Management 3 s.h.
Large, major special events development and planning, implementation of events, and management and evaluation of events; development requirements of planning events, development strategies, budgeting, staffing requirements, resource allocation, site planning, basic risk management requirements, emergency procedures; event implementation policy and procedures; relationship to elements within development stages; event management and evaluation procedures.

169:156 (LEIS:3156) Design of Recreation Facilities 3 s.h.
Horticulture, floriculture, landscape design, agronomy, turf management; their relation to planning and design of recreation and park areas and facilities. Requirements: completion of 30 s.h.

169:157 (LEIS:3157) Managerial Operations in Sport 3 s.h.
Introduction to the operation of a private or nonprofit sport-related business.

169:158 (LEIS:3158) Recreation and Sport Promotion 3 s.h.
Foundations and principles of recreation sport promotion and sales operation; application of foundations and principles to sport and recreation industries; historical aspects; current and future trends of sport and recreation management as it relates to sales and promotions; sales management, marketing, financial/economic, legal, and ethical principles related to sport management. Requirements: completion of 30 s.h.

169:160 (LEIS:3160) Introduction to Therapeutic Recreation 3 s.h.
Lifestyles and barriers faced by persons with disabilities; basic aspects of the therapeutic recreation profession; skills used to establish therapeutic relationship; techniques used with patients; theoretical and conceptual bases for practice.

169:161 (LEIS:3161) Assessment and Evaluation in Therapeutic Recreation 3 s.h.
Basic assessment psychometrics (e.g., reliability), standardized instrumentation and data collection (e.g., observation, self-report), construction of instruments, data reduction. Prerequisites: 169:160 (LEIS:3160).

169:162 (LEIS:3162) Therapeutic Recreation: Clientele 3 s.h.
Developmental patterns of special populations; examination of specific interventions and research applied to specific cognitive, emotional, and physical impairments. Prerequisites: 169:160 (LEIS:3160).

Ethical, professional, and theoretical issues in delivery of therapeutic recreation services; impact of legislation, standards of practice, health care reform; application of research to practice and marketing services. Prerequisites: 169:160 (LEIS:3160).

169:164 (LEIS:3164) Therapeutic Recreation: Rehabilitation 3 s.h.
In-depth review of therapeutic recreation techniques used in clinical and community rehabilitation; opportunities to use techniques with patients. Prerequisites: 169:160 (LEIS:3160).

169:165 (LEIS:3165) Child Life: Methods and Materials 3 s.h.
Interventions unique to child life practice (e.g., pain management, coping, preoperative play, terminal illness). Prerequisites: 169:077 (LEIS:1077).

169:166 (LEIS:3166) Child Life: Seminar 3 s.h.

169:167 (LEIS:4167) Child Life Practicum 1-2 s.h.
Experience observing and assisting child life staff members providing services to hospitalized children, under Certified Child Life Specialist supervision.

169:168 (LEIS:3168) Aging and Leisure 3 s.h.
Status of the well elderly in relation to retirement issues, use of free time, and factors that support leisure activity; leisure services in long-term care. Same as 153:168 (ASP:3168).

169:169 (LEIS:4169) Spring Break Child Life Experience 1 s.h.
Practical experience with ill children, including a trip to the "Give Kids the World" village in Florida; documentation and engagement of course materials, experience working with ill children; students are assigned a specific diagnosis and present the diagnosis (appropriate statistics, effects of hospitalization, treatment, etc.) on child and family; coping strategies, appropriate methods of talking to and interacting with children and families, overview of Child Life in hospitals.

169:170 (LEIS:3170) Children and Health Care 3 s.h.
Broad overview of issues and systemic approaches to working with children in a health care setting; practical and clinically-based experiences for pediatric population; provision of health care services to patients and issues that affect them; models of intervention, ethical issues, case studies, and impact of cultural diversity on health care; for undergraduates who are interested in working with children in a health care setting.

169:171 (LEIS:3171) Child Life Practical Application 3 s.h.
Overview of medical conditions and treatments commonly encountered by children and adolescents in health care settings; common pediatric sedation medications; sequence of medical procedures to understand how to provide procedural preparation and support; facilitate medical play with pediatric population.

169:172 (LEIS:3172) Finance in Sport and Recreation 3 s.h.
Capital funding and revenue acquisition for funding public and private sport and leisure service organizations; contemporary sport and leisure service; financial and economic issues. Prerequisites: 169:150 (LEIS:3150) or 169:157 (LEIS:3157). Requirements: leisure studies major.

169:173 (LEIS:3173) Work and Leisure in American Culture 3 s.h.
Methods and insights of American studies and leisure studies applied to work/leisure relationship in American life; patterns and perceptions of work and leisure, leisure’s share and potential; changing American values.

169:174 (LEIS:3174) Cultural Perspectives in Health Care 3 s.h.
Health care beliefs related to various cultures and religions; focus on illness, hospitalization, treatment, death.

169:175 (LEIS:3175) Preinternship Seminar 1 s.h.
Orientation to therapeutic recreation internship process.

Practical field experience; direct leadership, program planning, administrative procedures. Prerequisites: 169:190 (LEIS:4190).

Problem in a specific area.

169:178 (LEIS:4198) NCAA Rules Compliance and Enforcement 3 s.h.
Educational opportunity involving a small group of students in a unique sport business experience; students serve as consultants for a sport or recreation organization; in-class preparation prior to off-campus work with designated agency; sport or recreation enterprise vary according to faculty expertise and agency availability. Prerequisites: 07P:025 (PSQF:1020), 031:001 (PSY:1001), 034:001 (SOC:1010), and 169:060 (LEIS:1060).
Rules that govern NCAA athletics, rules compliance function on campuses of member institutions, and enforcement of rules by NCAA; essential legislation in NCAA Manual, including bylaws covering recruiting, eligibility, and amateurism; history of NCAA as related to organization’s current structure and activities; capstone experience includes attendance at NCAA Regional Rules Seminar in Indiana and participation in educational sessions conducted by NCAA staff.

169:200 (LEIS:5200) Historical and Philosophical Perspectives on Leisure
3 s.h.
Historical and philosophical origins of leisure studies; historical issues related to leisure ideas, such as shorter hours, share-the-work, utopian vision of a better society.

169:205 (LEIS:5205) Research Methods and Leisure Behavior
3 s.h.
The scientific process: research designs for experiments and surveys, questionnaire construction, sampling theory, basic data analysis.

169:251 (LEIS:6251) Risk Management
3 s.h.
Legal knowledge necessary for effective management of sport, recreation, and physical activity programs, avoidance of legal problems; strategies for addressing issues such as right to participate, liability for injuries, risk management; legal statutes that govern sport, health, recreation organizations.

3 s.h.
Economic issues for sport/leisure services in nonprofit, private/commercial, and public sectors; strategic financial analysis for the nonfinancial manager; principles, issues in financing sport/leisure organizations.

169:253 (LEIS:6253) Sport Administration
3 s.h.
Overview of various segments that constitutes the role and function of a sport administrator (i.e., planning, organizing, leading, controlling); focus on ways in which sport administrators and their subsequent organizations influence and are influenced by the link between sport and globalization; sport administration encompassing services provided within an organizational context; administration viewed as the coordination of production and distribution of those services.

169:254 (LEIS:6254) Marketing and Sport Promotion
3 s.h.
Overview of varied segments that constitutes sports business practice, including marketing, data-based marketing, sales, promotion, sponsorship; varied segments that make up the sport industry, including the mass media, infrastructure, stadium building, consumer behavior; readings and discussions consider the development and structure of each segment, interactions between segments, planning, policy implications; focus on the United States, professional team sports, comparisons to other sports.

169:262 (LEIS:6262) Procedures in Therapeutic Recreation
3 s.h.
Current issues in the field; application of business and research principles to therapeutic recreation practice and program administration.

169:265 (LEIS:5065) The Economy of Experience
3 s.h.
In-depth analysis of emerging experience economy, often described as the next economy following agrarian, industrial, and most recent service economy; exploration of current research; evaluation of current trends; critical analyses and theory development; search for new, alternative, and green directions for experience economy (as the economy of experience); original research, investigation of new applications, development of new theoretical models, and evaluation of alternative approaches to development and management of experience economy.

169:289 (LEIS:7289) Graduate Practicum in Therapeutic Recreation
3 s.h.
Field placement with a therapeutic recreation service delivery agency; meets NCTRC certification standards. Prerequisites: 169:160 (LEIS:3160), Corequisites: 169:163 (LEIS:3163) and 169:164 (LEIS:3164).

169:290 (LEIS:7290) Graduate Internship
3-9 s.h.
Requirements: recreational sports management emphasis.

169:291 (LEIS:7291) Problems
arr.

169:299 (LEIS:7299) Graduate Research Problems
arr.

169:398 (LEIS:7398) M.A. Thesis
1-6 s.h.
Linguistics

Chair
• William D. Davies

Professors
• William D. Davies, Catherine O. Ringen, Jerzy Rubach, Roumyana Slabakova

Associate professors
• Jill Beckman, Alice L. Davison, Elena Gavruseva, Paula Kempchinsky, Bob McMurray (Linguistics/Communication Sciences and Disorders/Psychology)

Adjunct instructor
• Maureen Burke

Professor emeritus
• Robert S. Wachal

Undergraduate major: linguistics (B.A.)
Undergraduate minor: linguistics
Graduate degrees: M.A. in linguistics; Ph.D. in linguistics
Web site: http://clas.uiowa.edu/linguistics/

Linguistics is the scientific study of human languages, which are highly complex systems. Areas of study include word structure (morphology), speech sounds (phonetics) and their patterns of combination and contrast (phonology), sentence structure (syntax), and meaning relations (semantics).

Linguists study well-known and familiar languages, such as English, Spanish, Russian, and Chinese. They also study less well-known languages and even those languages about which little has been discovered. While human languages are different from one another in many ways, there are broad similarities among them, supporting the idea that the capacity for language is part of human cognitive functions.

The description of formal patterns of human language has a number of applications. Linguistics is connected to psychology and to speech and hearing, in studying how children learn language, how speakers process and interpret language, and how injuries and disorders affect both production and perception of speech. Linguistics also is linked with anthropology and other social sciences in studying how language use relates to culture, region, class, and gender. Linguists collaborate with computer scientists to construct computational representations of syntax and semantics for processing natural languages.

Linguistics has important ties with instruction in foreign languages and in English as a second language (ESL). Studies of how languages are learned are based in part on analysis of the languages in question. They also are grounded strongly in theories of second language acquisition, which in turn are related to theories of how linguistic knowledge is represented in the mind.

People with linguistic training teach ESL and help clinicians retrain people with linguistic disabilities. Some help design school programs for minority groups or intelligence and achievement tests. Linguists also work in occupations related to law, the computer industry, and foreign languages.

High scores on verbal, analytic, and quantitative aptitude tests are indicators of success in linguistics. Although few aspects of the field deal with numbers, students must be able to reason logically and explicitly and deal with formulas and abstract symbols.

Undergraduate Programs of Study
• Major in linguistics (Bachelor of Arts)
• Minor in linguistics

Depending on their vocational goals, students planning to major in linguistics should consider pursuing their studies either through the M.A. in linguistics with a professional focus or through the Ph.D., or they should complete a second major. Appropriate companion fields include languages, anthropology, computer science, English, mathematics, philosophy, psychology, sociology, speech pathology, and elementary and secondary education.

Bachelor of Arts
The Bachelor of Arts with a major in linguistics requires a minimum of 120 s.h., including 30 s.h. of work for the major. The program prepares students to do basic language analysis in syntax-semantics (sentence patterns and their relation to meanings) and phonology (sound patterns). Elective courses in a variety of subspecialties enable students to tailor the program to their own interests.

The major requires the following course work.

103:100 (LING:3001) Introduction to Linguistics 3 s.h.
103:110 (LING:3005) Articulatory and Acoustic Phonetics 3 s.h.
103:111 (LING:3010) Syntactic Analysis 3 s.h.
103:112 (LING:3020) Phonological Analysis 3 s.h.

A course in language history, such as
103:131 (LING:3080) or 103:139 (LING:3301)
or
A course in an old language (classical Greek, Latin, Old English, Sanskrit)

Electives chosen in consultation with a faculty advisor, bringing the total hours earned in the major to 30 s.h.

Students must complete no fewer than 15 s.h. of requirements for the major at The University of Iowa, including 103:110 (LING:3005) Articulatory and Acoustic Phonetics, 103:111 (LING:3010) Syntactic Analysis, and 103:112 (LING:3020) Phonological Analysis.

English Grammar [103:028 (LING:1003)] does not count toward the linguistics major.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

TESL Emphasis
As part of the major in linguistics, students may complete an emphasis in Teaching English as a Second Language (TESL). The TESL emphasis can prepare students to teach English to nonnative speakers abroad. It also is excellent preparation for graduate work in second language acquisition. TESL emphasis students complete the requirements for the linguistics major listed above, using the following course work to partially satisfy the electives requirement.

Electives chosen in consultation with a faculty advisor, bringing the total hours earned in the major to 30 s.h.
Both of these:

103:141 (LING:4040) The Structure of English 3 s.h.
103:145 (LING:4050) Methods of Teaching English as a Second Language 3 s.h.

One of these:

103:156 (LING:3030) Child Language-Linguistic Perspectives 3 s.h.
103:157 (LING:4080) Linguistic Theory and Second Language Acquisition 3 s.h.
103:161 (LING:4090) Practical Phonetics 3 s.h.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Before the fifth semester begins: Introduction to Linguistics [103:100 (LING:3001)], one additional linguistics course

Before the seventh semester begins: three more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two more courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major

Students may graduate with honors in the linguistics major. They must complete the required course work for the major and must prepare an honors thesis, working in consultation with their academic advisor. Honors students in linguistics must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

Minor

The minor in linguistics requires a minimum of 15 s.h. in linguistics courses, including at least 12 s.h. in University of Iowa courses numbered 103:100 (LING:3001) Introduction to Linguistics and above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

The minor in linguistics requires the following course work.

103:100 (LING:3001) Introduction to Linguistics 3 s.h.
103:110 (LING:3005) Articulatory and Acoustic Phonetics 3 s.h.
103:111 (LING:3010) Syntactic Analysis 3 s.h.
103:112 (LING:3020) Phonological Analysis 3 s.h.
Additional approved course work to total a minimum of 15 s.h.

Joint B.A./M.A. with TESL Focus

Undergraduate linguistics majors who plan to earn a master's degree in linguistics with a Teaching English as a Second Language (TESL) focus have the opportunity to enroll in the joint Bachelor of Arts/Master of Arts degree program. Students in the joint B.A./M.A. program take selected graduate-level courses while they are still undergraduates and may count 12 s.h. of advanced course work toward both degrees. Once students complete the requirements for the bachelor's degree, they are granted the B.A., and they usually complete the M.A. one year later.


They substitute some graduate-level course work for normal undergraduate requirements. Instead of taking 103:111 (LING:3010) Syntactic Analysis to fulfill the B.A. syntax requirement, they take 103:201 (LING:5010) Introduction to Syntax, the first course in the mandatory two-course syntax sequence for M.A. students. Instead of taking 103:112 (LING:3020) Phonological Analysis to fulfill the B.A. phonology requirement, they take 103:203 (LING:5020) Introduction to Phonology, the first in the graduate two-course phonology sequence.

In addition, 103:145 (LING:4050) Methods of Teaching English as a Second Language and 103:202 (LING:6010) Syntactic Theory count toward both degrees and typically are taken during the senior year.

To be admitted to the program, students must be working toward an undergraduate major in linguistics, must have completed at least 80 s.h. of undergraduate course work (typically by the end of their fifth semester), and must have a g.p.a. of at least 3.50.

Graduate Programs of Study

- Master of Arts in linguistics (with or without thesis)
- Doctor of Philosophy in linguistics

Department of Linguistics graduate programs emphasize theory and research. Students interested in non-university careers also may take courses in applied linguistics and other fields, either in connection with doctoral work or as an option in the M.A. program.

Iowa’s linguistics department has particular strengths in second language acquisition (SLA), phonology, and syntax.

The curriculum in second language acquisition includes courses that provide an overview and analysis of current SLA research conducted within the generative framework, with emphasis on explaining the linguistic competence of second language learners in terms of universal grammar (UG), the innate language acquisition device. Work focuses on experimental research investigating the influence of the first language, theories of UG access, and related topics.

The phonology curriculum emphasizes current theoretical perspectives, including optimality theory, and the collection, description, and interpretation of novel phonological and phonetic data. Courses feature extensive work in data analysis and problem solving, focusing on construction and evaluation of phonological theories, particularly in light of new empirical data.

The syntax curriculum includes the dual emphases of empirical and theoretical perspectives. It offers a variety of foundational courses that build analytic and argumentation skills, as well as specialized course work on current issues
in syntactic theory. The courses consist of intensive work in problem solving. They combine discovery and description of new linguistic data with exploration of the implications of such facts in testing and constructing syntactic theories.

**Master of Arts**

The Master of Arts in Linguistics requires a minimum of 31-37 s.h. of graduate credit with thesis, or 37 s.h. without thesis.

All M.A. students complete the following set of required core courses in phonology, syntax, and language acquisition (total of 22 s.h.).

- **103:110 (LING:3005) Articulatory and Acoustic Phonetics** 3 s.h.
- **103:200 (LING:5000) Proseminar: Morphosyntax** 1 s.h.
- **103:201 (LING:5010) Introduction to Syntax** 3 s.h.
- **103:202 (LING:6010) Syntactic Theory** 3 s.h.
- **103:203 (LING:5020) Introduction to Phonology** 3 s.h.
- **103:204 (LING:6020) Phonological Theory** 3 s.h.
- **103:211 (LING:6080) Generative Second Language Acquisition** 3 s.h.

One of these:

- **103:113 (LING:5040) Linguistic Field Methods** 3 s.h.
- **103:210 (LING:6040) Linguistic Structures** 3 s.h.
- **103:217 (LING:6050) Language Universals Linguistic Typology** 3 s.h.

**Thesis and Nonthesis Courses**

Thesis students also complete at least 9 s.h. of electives and may earn up to 6 s.h. for the thesis. Nonthesis students also complete 15 s.h. of Department of Linguistics course work, which may include a 9 s.h. focus (e.g., teaching English as a second language). A student’s advisor must approve all courses that count toward the degree.

A student with a linguistics background may waive up to 6 s.h. of course work if the department determines that he or she completed comparable work before enrolling in the program.

Comprehensive examinations cover phonology, syntax, and applied linguistics (for students who choose this option).

**Doctor of Philosophy**

The Doctor of Philosophy in Linguistics requires a minimum of 72 s.h. of graduate credit, or 73 s.h. for graduates of the M.A. nonthesis program. The highly selective program provides students with a strong foundation in theoretical linguistics and helps them develop the skills they will need to explore the close relationship between linguistics and related disciplines.

The Ph.D. core includes the following course work (total of 18 s.h.).

- Two upper-level syntax courses numbered 103:212 (LING:7010) or above
- Two upper-level phonology courses numbered 103:214 (LING:7020) or above
- Two or more seminars

An approved specialty area of 18 s.h. also is required, and students must achieve proficiency in a foreign language, as specified by department regulations.

To pass the comprehensive examination for the Ph.D., a student must gain approval for two papers of publishable quality. One must be in phonology or syntax. The other should be in an area of the student’s choosing and must be distinct from the area of the first paper.

An oral defense of the dissertation and three years in residence at The University of Iowa are required. In addition, all candidates are required to gain supervised experience in teaching and research.

**Admission**

Applicants to the graduate program in linguistics must complete an application form, submit GRE General Test scores, and have three letters of recommendation sent to the Department of Linguistics. Students whose first language is not English must submit Test of English as a Foreign Language (TOEFL) scores. Applications for admission should be submitted as early as possible for the following academic year.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Financial Support**

Fellowships, teaching assistantships, and research assistantships are available to qualified graduate students. Applications are due no later than March 1 for the following academic year; earlier submission is strongly encouraged.

Exceptionally well-qualified applicants may be eligible for a Presidential Graduate Fellowship. Individuals interested in being nominated for a presidential fellowship should submit all application materials by January 15 for the following academic year.

Applications for all awards are considered only for students whose application for admission is complete.

**Facilities**

The Department of Linguistics has two laboratories. One is equipped with 14 computer workstations for small group instruction, individual work, and student research in speech analysis, second language acquisition, computational linguistics, and other areas. The other has a soundproof booth connected to a computer with software for speech analysis. Remote terminals and personal computers are also available to students.

The departmental reading room, which contains a modest library, provides a common meeting place for faculty and students. Students have considerable influence on departmental affairs and enjoy a high degree of individual instruction.

**Courses**

**Primarily for Undergraduates**

- **103:011 (LING:1010) Language and Society** 3 s.h.
  Correlations between social and linguistic behavior; methods for discovering and describing socially significant language behavior; educational and political implications of findings. GE: Social Sciences.

- **103:013 (LING:1050) Language and Formal Reasoning** 3 s.h.
Semantics and sentence structure of English; word meanings, meaning connected to truth conditions, reasoning based on logical connectives and quantifiers, evaluation of valid and invalid arguments. GE: Quantitative or Formal Reasoning.

103:020 (LING:1020) Introduction to the Study of Language
3 s.h.
Nontechnical introduction: classification of languages, writing systems, language and the brain, acquisition of first and second languages, bilingualism, animal communication, language and computing.

103:028 (LING:1003) English Grammar
3 s.h.
Recognizing nouns, verbs, adverbs, adjectives, and other parts of speech; sentence analysis; subjects, objects; types of sentences; passives, relative clauses; for students with little or no background in English grammar study. Does not count toward the linguistics major.

103:029 (LING:1000) First-Year Seminar
1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

103:035 (LING:1030) English Words
3 s.h.
English word formation, basic units of English vocabulary; vocabulary skill expansion; word structure.

103:045 (LING:1040) Language Rights
3 s.h.

103:055 (LING:1060) Languages of the World
3 s.h.
Overview of structural similarities and differences in human language; survey of the world's major language families; emphasis on sentence and word structure, sound systems, and modes of classification. GE: Social Sciences.

103:095 (LING:2010) Research Practicum
arr.
Individual participation in faculty research projects.

103:099 (LING:2090) Special Project
arr.

For Undergraduate and Graduate Students

103:100 (LING:3001) Introduction to Linguistics
3 s.h.
Introduction to the study of human language: sounds and their contrasts and variation, words and meaningful subunits, sentence structure, historical change.

103:107 (LING:5070) Practicum in Teaching English as a Second Language
3 s.h.
Practical experience in TESL, observation and participation in intensive English classes; design and teaching of ESL classes under supervision. Offered summer sessions. Prerequisites: 103:145 (LING:4050).

103:110 (LING:3005) Articulatory and Acoustic Phonetics
3 s.h.
Production and transcription of sounds in human languages; physics of sound, computer analysis of speech sounds. Offered fall semesters. Same as 164:160 (SLA:3400).

103:111 (LING:3010) Syntactic Analysis
3 s.h.
Introduction to sentence structures and basic abstract relations that characterize them, including word category, word order, hierarchical organization; problem sets from English and other languages as basis for discussion, analysis. Offered spring semesters. Prerequisites: 103:100 (LING:3001).

103:112 (LING:3020) Phonological Analysis
3 s.h.
Introduction to analysis of sound systems; generative phonological theory; practice in phonological analysis using data from a variety of languages. Offered spring semesters. Prerequisites: 103:100 (LING:3001) and 103:110 (LING:3005).

103:113 (LING:5040) Linguistic Field Methods
3 s.h.
Collection and analysis of primary linguistic data from unfamiliar language; methods of elicitation, theory, practical problems; extensive practice in eliciting data from a consultant. Prerequisites: 103:110 (LING:3005). Requirements: a course in syntax and a course in phonology.

103:115 (LING:3040) Topics in Linguistics
3 s.h.
Varied topics in linguistics; for undergraduates.

103:131 (LING:3080) History of the English Language
3 s.h.
Development of phonological and grammatical structure of English, from Old to Modern English; dialectal differentiation in English. Prerequisites: 103:100 (LING:3001).

103:137 (LING:3670) Language Processes
3 s.h.
Psychological processes involved in using languages, including speech perception and production, the meaning of words, understanding and producing sentences, and basics of discourse and pragmatics; developmental and neural bases of language processes. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C or higher in 031:010 (PSY:2810), grade of C or higher in 031:016 (PSY:2601), and psychology major; nonmajors and 103:100 (LING:3001) or 003:015 (CSD:1015). Same as 031:137 (PSY:3670).

103:139 (LING:3301) Chinese Historical Phonology
3 s.h.
Phonology of Mandarin, other major Chinese dialect groups; reconstruction of the sound system of Middle and Old Chinese. Same as 039:139 (CHIN:3301).

103:140 (LING:4030) Introduction to Computational Linguistics
3 s.h.
Introduction to computational linguistics; focus on theory and practice of natural language processing and syntactic and semantic analysis. Same as 22C:146 (CS:4460).

103:141 (LING:4040) The Structure of English
3 s.h.
Descriptive analysis of English, including word and sentence structure; focus on relevance to teaching English as a second language. Offered fall semesters. Prerequisites: 103:100 (LING:3001).
103:144 (LING:3302) Introduction to Chinese Linguistics
Aspects of modern Chinese linguistics, such as Chinese phonology, syntax, pedagogical grammar, history of the language. Taught in English. Same as 164:181 (SLA:3302), 039:144 (CHIN:3302).

103:145 (LING:4050) Methods of Teaching English as a Second Language
Observations of ESL and intensive English classes at the University; design and presentation of short lessons, text evaluation, demonstrations of innovative approaches of the last decade; materials. Offered spring semesters. Prerequisites: 103:110 (LING:3005) and 103:141 (LING:4040). Same as 164:163 (SLA:4401).

103:150 (LING:3100) Language and Gender
Gender-related language variation; current research on gender-specific linguistic forms and usage in the United States and other language communities; introduction to relevant principles of linguistic theory and analysis. GE: Values, Society, and Diversity.

103:155 (LING:4020) Morphology
Lexicon and principles of word formation; principal processes of inflection, derivation, and compounding found in the world’s languages; relation to phonology, syntax; practice in morphological analysis from a variety of languages. Prerequisites: 103:100 (LING:3001).

103:156 (LING:3030) Child Language-Linguistic Perspectives
Linguistic theory as applied to first-language learning, including acquisition of sounds, syntax and word meaning, acquisition strategies, properties of input, theories of first-language acquisition. Prerequisites: 103:100 (LING:3001).

103:157 (LING:4080) Linguistic Theory and Second Language Acquisition
Introduction of research results obtained by generative second language acquisition framework and their implications for classroom teaching methods; current views of language architecture; focus on inflectional morphology and linguistic interfaces, which have been proposed to be severe bottlenecks for acquisition; research findings on acquisition of syntax, phonology, semantics, linguistic pragmatics; pedagogical implications of these findings. Prerequisites: 103:111 (LING:3010) and 103:112 (LING:3020). Same as 164:157 (SLA:4080).

103:161 (LING:4090) Practical Phonetics
Contemporary articulatory and acoustic research, including second-language acquisition, elicitation and computer analysis of primary linguistic data. Prerequisites: 103:110 (LING:3005).

103:163 (LING:5589) Philosophy of Language
Contemporary topics. Same as 026:189 (PHIL:5589).

103:172 (LING:3117) Psychology of Language
Theoretical, empirical investigations of linguistic behavior; behaviorist, rationalist models in context of formal linguistic structure and context of models of speech perception and production. Offered spring semesters. Prerequisites: 103:100 (LING:3001). GE: Social Sciences. Same as 003:117 (CSD:3117).

103:175 (LING:4060) Introduction to Semantics
Overview of meaning in natural language mapped onto lexical and syntactic structures; formal logical and set theory description; discussion of truth conditions, compositionality, presupposition, definiteness, quantification in natural language. Requirements: course in syntax.

103:176 (LING:3118) Language Acquisition

103:177 (LING:3116) Basic Neuroscience for Speech and Hearing
Basic anatomy, physiology of central nervous system; emphasis on neural systems involved in normal and disordered communication. Offered fall semesters. Requirements: biology, zoology, or physiology course. Same as 003:116 (CSD:3116).

103:199 (LING:5090) Special Projects
Theoretical and applied topics.

**Primarily for Graduate Students**

103:200 (LING:5000) Proseminar: Morphosyntax
Basic morphological analysis of languages other than English; morphological markers of syntactic relations (morphosyntax), such as case/agreement, possession, switch reference and other inflectional marking. Corequisites: 103:201 (LING:5010).

103:201 (LING:5010) Introduction to Syntax

103:202 (LING:6010) Syntactic Theory
Current syntactic theory examined through analysis of data sets, readings in recent research; emphasis on argument construction, statement of formal principles. Offered spring semesters. Prerequisites: 103:201 (LING:5010). Same as 164:242 (SLA:6010).

103:203 (LING:5020) Introduction to Phonology
Analysis of sound systems, focus on early generative phonological theory; extensive practice in analysis using data from a variety of languages; linguistic argumentation. Prerequisites: 103:110 (LING:3005). Same as 164:203 (SLA:5020).

103:204 (LING:6020) Phonological Theory
Post-SPE phonological theory, including autosegmental phonology, feature geometry, the syllable, optimality theory. Prerequisites: 103:203 (LING:5020). Same as 164:244 (SLA:6011).

103:205 (LING:7040) Topics in Linguistic Theory
Varied topics in linguistic theory; for graduate students.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>103:206</td>
<td>First Language Acquisition</td>
<td>3 s.h.</td>
<td>Comparative study of phonology, morphology, or syntax of the main Romance languages as informed by linguistic theory; diachronic or synchronic perspective. Recommendations: additional graduate course work in linguistics. Same as 035:207 (SPAN:6190), 20E:201 (CLSA:6990), 164:262 (SLA:6302).</td>
</tr>
<tr>
<td>103:210</td>
<td>Linguistic Structures</td>
<td>3 s.h.</td>
<td>Grammatical and/or phonological structure of a selected language or language family.</td>
</tr>
<tr>
<td>103:211</td>
<td>Generative Second Language Acquisition</td>
<td>3 s.h.</td>
<td>Overview of current second-language acquisition research in the generative linguistic framework; focus on characterizing second language learners' linguistic competence and how it is constrained by principles of universal grammar. Offered fall semesters. Prerequisites: 103:111 (LING:3010) or 103:201 (LING:5010), and 103:112 (LING:3020) or 103:203 (LING:5020). Same as 164:246 (SLA:6452).</td>
</tr>
<tr>
<td>103:212</td>
<td>Advanced Syntactic Theory</td>
<td>2-3 s.h.</td>
<td>Recent developments in syntax; comparison of theories, argumentation, and uses of data. Prerequisites: 103:202 (LING:6010). Same as 164:247 (SLA:7401).</td>
</tr>
<tr>
<td>103:216</td>
<td>Topics in Second Language Acquisition</td>
<td>3 s.h.</td>
<td>Recent developments of selected issues in second language acquisition. Prerequisites: 103:211 (LING:6080). Same as 164:249 (SLA:7403).</td>
</tr>
<tr>
<td>103:217</td>
<td>Language Universals</td>
<td>3 s.h.</td>
<td>Proposed universal principles of linguistic structure; approaches to classification of languages on the basis of grammatical and phonological structure. Prerequisites: 103:201 (LING:5010).</td>
</tr>
<tr>
<td>103:218</td>
<td>Psycholinguistics</td>
<td>3 s.h.</td>
<td>Theoretical, empirical issues in psycholinguistics; models demonstrating relation of formal language structure to psychological operations used in speech perception and production; laboratory emphasis on paradigmatic research in psycholinguistics. Offered fall semesters. Prerequisites: 103:100 (LING:3001). Same as 003:218 (CSD:6218).</td>
</tr>
<tr>
<td>103:221</td>
<td>Seminar: Language, Gender, and Sexuality</td>
<td>3 s.h.</td>
<td>Role of language and discourse in cultural constructions of gender identities and relations, including domination and subordination; theoretical perspective and methodological approaches that have shaped thought on the language/gender nexus. Same as 113:273 (ANTH:6415), 131:273 (GWSS:6415).</td>
</tr>
<tr>
<td>103:232</td>
<td>Special Topics in German Linguistics</td>
<td>3 s.h.</td>
<td>Same as 013:299 (GRMN:6898), 164:299 (SLA:6990).</td>
</tr>
<tr>
<td>103:262</td>
<td>Topics in Comparative Romance Linguistics</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>
Mathematics

Chair
- Daniel D. Anderson

Professors

Associate professors
- Bruce Ayati, Richard Baker, Rodica Curtu, Isabel Darcy, Oguz Durumeric, Hao Fang, Muthukrishnan Krishnamurthy, Colleen Mitchell, Walter Seaman, Madlena Tomova, Xiaoyi Zhang

Assistant professors
- Jianfeng Cai, Ionut Chifan, Miodrag Iovanov, Keiko Kawamura

Professors emeriti

Associate professor emeritus
- John P. Lediaev

Undergraduate major: mathematics (B.A., B.S.)
Undergraduate minor: mathematics
Graduate degrees: M.S. in mathematics; Ph.D. in mathematics
Web site: http://www.math.uiowa.edu/

Mathematics is a basic tool for understanding modern society as well as a crucial requirement for many careers in science, engineering, business, and the professions. Research in this living, dynamic subject is at the highest level in history.

An undergraduate degree in mathematics prepares students for a variety of careers in government and business, for secondary teaching, for graduate study, and with proper planning, for a variety of professional programs. Graduate study is advisable for some business and governmental positions and for college and university teaching and research.

Undergraduate Programs of Study
- Major in mathematics (Bachelor of Arts, Bachelor of Science)
- Minor in mathematics

Students majoring in mathematics (either B.A. or B.S.) enroll in one of three programs: Program A is for students who plan to work in business or government or pursue graduate study in mathematics; program B is for students who seek secondary school teaching licensure; and program C is for those seeking specialization in a math-related area, such as actuarial science, biomathematics, business, computer science, economics, physics, statistics, and so forth. Program C may be especially appropriate for students who plan to seek a math-related job after earning a bachelor’s degree, rather than going on to graduate study.

B.A. OR B.S. WITH SECOND MAJOR
Students majoring in mathematics may choose to earn a second major in computer science, statistics, actuarial science, or other disciplines. They must satisfy all requirements of program A, program B, or program C in mathematics as well as all requirements for the second major. For more information, consult an advisor and see Declaring or changing a major, minor, or certificate under For Students/Majors, Minors & Certificates on the College of Liberal Arts and Sciences web site.

TRANSFER FROM ENGINEERING TO MATHEMATICS

Bachelor of Arts, Bachelor of Science
The Bachelor of Arts with a major in mathematics requires a minimum of 120 s.h., including at least 41-43 s.h. (11-12 courses) of work for the major. The Bachelor of Science with a major in mathematics requires a minimum of 120 s.h., including at least 47-49 s.h. (13 courses) of work for the major. The semester hour requirement varies for each degree, depending on the student’s choice of program A, B, or C.

All students complete the post-calculus mathematics requirement, the upper-level mathematics requirement, and the requirements for program A, B, or C. Students must maintain a g.p.a. of at least 2.00 in all work for the major.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

For policies concerning transfer credit, correspondence credit, credit by examination, cumulative grade-point average, rules relating to regression and duplication, and so forth, see For Students on the College of Liberal Arts and Sciences web site. For information about duplication, regression, and use of the second-grade-only option for mathematics courses, contact the Department of Mathematics.

The Handbook for Undergraduate Majors is available from the Department of Mathematics and on its web site. The handbook provides details about schedule planning and career options. For more information on admission, financial support, employment opportunities, the faculty,
facilities, and other topics, visit The University of Iowa and Department of Mathematics web sites.

The major in mathematics (B.A. or B.S., program A, B, or C) requires the following course work.

**POST-CALCULUS MATHEMATICS REQUIREMENT**

Students majoring in mathematics (Bachelor of Arts or Bachelor of Science) must earn at least 15 s.h. in post-calculus mathematics courses offered by The University of Iowa; students may not count transfer courses or credit by exam toward this requirement. At least 12 s.h. of the required 15 s.h. in post-calculus courses must be earned in Department of Mathematics [prefix 22M (MATH)] courses or in courses cross-listed with the department.

Post-calculus courses in the Department of Mathematics are numbered 22M:027 (MATH:2700) or above, excluding these:

- 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus 4 s.h.
- 22M:081 (MATH:1140) Geometry for Elementary Teachers 3 s.h.
- 22M:104 (MATH:3700) Introduction to Matrix Theory 3 s.h.
- 22M:105 (MATH:4010) Basic Analysis 3 s.h.
- 22M:109 (MATH:3750) Classical Analysis 3 s.h.
- 22M:196 (MATH:3995) Topics in Mathematics arr.
- 22M:197 (MATH:3996) Individual Study and Honors in Mathematics arr.

Post-calculus courses offered by the Department of Computer Science and the Department of Statistics and Actuarial Science must have a calculus prerequisite.

**UPPER-LEVEL MATHEMATICS REQUIREMENT**

All mathematics majors must take at least one upper-level math course offered by the Department of Mathematics. Upper-level math courses include 22M:096 (MATH:2890) Introduction to Mathematics Research and courses numbered 22M:115 (MATH:5200) and above, excluding these:

- 22M:196 (MATH:3995) Topics in Mathematics arr.
- 22M:197 (MATH:3996) Individual Study and Honors in Mathematics arr.

**Program A**

Program A is primarily for students who plan to work in business or government or to pursue graduate study in mathematics.

**PROGRAM A: CORE COURSES**

A two-semester sequence of calculus I-II (10 s.h.) is required. Advanced placement credit, CLEP credit, and credit granted through the Mathematics Incentive Program is accepted for all or part of the calculus requirement. B.A. and B.S. students complete the following core courses.

- 22M:027 (MATH:2700) Introduction to Linear Algebra 4 s.h.
- 22M:028 (MATH:2850) Calculus III 4 s.h.
- 22M:050 (MATH:3720) Introduction to Abstract Algebra I 4 s.h.
- 22M:055 (MATH:3770) Fundamental Properties of Spaces and Functions I 4 s.h.

- 22M:100 (MATH:3600) Introduction to Ordinary Differential Equations 3 s.h.

More advanced courses may be substituted for the core courses, with Department of Mathematics approval.

**PROGRAM A: ELECTIVES**

B.A. students complete four electives (each 3-4 s.h.) chosen from the following lists, including at least one upper-level mathematics course.

B.S. students complete six electives (each 3-4 s.h.) chosen from the following lists, including at least three upper-level mathematics courses.

**Mathematics**

Students may choose from all courses numbered 22M:070 (MATH:2150) and above, excluding these:

- 22M:081 (MATH:1140) Geometry for Elementary Teachers 3 s.h.
- 22M:095 (MATH:2995) Introduction to Research Opportunities 1 s.h.
- 22M:104 (MATH:3700) Introduction to Matrix Theory 3 s.h.
- 22M:105 (MATH:4010) Basic Analysis 3 s.h.
- 22M:109 (MATH:3750) Classical Analysis 3 s.h.

All mathematics majors must take at least one upper-level math course; see "Upper-Level Mathematics Requirement" above.

**Computer Science**

22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.

Any course numbered above 22C:016 (CS:1210) that counts toward an undergraduate major in computer science.

**Statistics and Actuarial Science**

22S:130 (STAT:3100) Introduction to Mathematical Statistics I 4 s.h.

22S:131 (STAT:3101) Introduction to Mathematical Statistics II 3 s.h.

22S:138 (STAT:4520) Bayesian Statistics 3 s.h.

22S:150 (STAT:4510) Regression, Time Series, and Forecasting 3 s.h.

22S:153 (STAT:4100) Mathematical Statistics I 3 s.h.

22S:154 (STAT:4101) Mathematical Statistics II 3 s.h.

22S:156 (STAT:6560) Applied Time Series Analysis 3 s.h.

22S:158 (STAT:3210) Experimental Design and Analysis 3 s.h.

22S:174 (ACTS:4130) Quantitative Methods for Actuaries 3 s.h.

22S:176 (ACTS:6580) Credibility and Survival Analysis 3 s.h.

22S:180 (ACTS:3080) Mathematics of Finance I 3 s.h.

22S:181 (ACTS:4180) Life Contingencies I 3 s.h.

22S:182 (ACTS:4280) Life Contingencies II 3 s.h.

22S:193 (STAT:5100) Statistical Inference I 3 s.h.

22S:194 (STAT:5101) Statistical Inference II 3 s.h.

22S:195 (STAT:6300) Probability and Stochastic Processes I 3 s.h.

22S:196 (STAT:6301) Probability and Stochastic Processes II 3 s.h.

May include one of these, if taken before 22S:153 (STAT:4100) Mathematical Statistics I:

- 22S:159 (ACTS:4100) Mathematical Statistics I 3 s.h.
- 22S:162 (STAT:4200) Life Contingencies II 3 s.h.
- 22S:183 (ACTS:4180) Life Contingencies II 3 s.h.
- 22S:184 (ACTS:4280) Life Contingencies III 3 s.h.
**Program B**

Program B is intended for students seeking secondary school teaching licensure. In addition to earning a Bachelor of Arts or Bachelor of Science with a major in mathematics, students must complete the Teacher Education Program (TEP); see "B.A. or B.S. with Teacher Licensure" below.

**PROGRAM B: CORE COURSES**

A two-semester sequence of calculus I-II (10 s.h.) is required. Advanced placement credit, CLEP credit, and credit earned through the Mathematics Incentive Program is accepted for part or all of the calculus requirement. B.A. and B.S. students complete the following core courses.

All of these:

- 22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
- 22M:027 (MATH:2700) Introduction to Linear Algebra 4 s.h.
- 22M:028 (MATH:2850) Calculus III 4 s.h.
- 22M:050 (MATH:3720) Introduction to Abstract Algebra I 4 s.h.
- 22M:055 (MATH:3770) Fundamental Properties of Spaces and Functions I 4 s.h.
- 22M:070 (MATH:2150) Foundations of Geometry 3 s.h.
- 22S:120 (STAT:3120) Probability and Statistics 4 s.h.

One of these:

- 22M:150 (MATH:4050) Introduction to Discrete Mathematics 3 s.h.
- 22M:151 (MATH:4060) Discrete Mathematical Models 3 s.h.

More advanced courses may be substituted for the core courses, with Department of Mathematics approval.

**PROGRAM B: ELECTIVES**

B.A. students in Program B must take at least one additional Department of Mathematics post-calculus course (3-4 s.h.). B.S. students in Program B must take at least three additional Department of Mathematics post-calculus courses (9-12 s.h.); two of the three must be chosen from 22M:107 (MATH:4120) History of Mathematics and other upper-level math courses. With their advisor's approval, capable students are encouraged to substitute more advanced courses in the same subject area for any of the electives. The Handbook for Undergraduate Majors offers advice on course selection.

**Program C**

Program C provides a degree with specialization in a math-related subtrack such as the mathematics of making optimal business decisions, risk management and insurance, economics, finance, physics, chemistry, biostatistics, biomathematics, computer science, or statistics and actuarial science. In consultation with the faculty advisor, each student prepares a study plan tailored to his or her interests and academic or career goals. Building on a core of mathematics courses, students have considerable freedom to design their curriculum. The proposed study plan must be approved by the mathematics department undergraduate committee. Students should submit their study plans on a Program C Plan of Study form, available at the mathematics department office. The Handbook for Undergraduate Majors has plans for choosing electives in several areas; students may use these or propose other plans.

**PROGRAM C: CORE COURSES**

A two-semester sequence of calculus I-II (10 s.h.) is required. Advanced placement credit, CLEP credit, and credit earned through the Mathematics Incentive Program is accepted for part or all of the calculus requirement. B.A. and B.S. students complete the following core courses.

- 22M:027 (MATH:2700) Introduction to Linear Algebra 4 s.h.
- 22M:028 (MATH:2850) Calculus III 4 s.h.

One additional proof course such as

- 22M:030 (MATH:3720) or 22M:055 (MATH:3770)

Some subtracks require additional core courses; consult the Handbook for Undergraduate Majors. Additional core courses count as required electives (see "Program C: Electives" below).

More advanced courses may be substituted for the core courses, with Department of Mathematics approval.

**PROGRAM C: ELECTIVES**

B.A. students choose six or seven electives, depending on their subtrack. B.S. students choose eight electives. All electives must be offered for 3-4 s.h. of credit. At least three of the electives must be offered by the Departments of Computer Science, Mathematics, and Statistics and Actuarial Science [prefixes 22C (CS), 22M (MATH), and 22S (STAT or ACTS)].

Some subtracks require additional core courses (see "Program C: Core Courses" above); the additional core courses count as required electives. For a list of suggested subtracks and restrictions on electives in each subtrack, consult the Handbook for Undergraduate Majors.

All mathematics majors must take 15 s.h. of post-calculus math courses and at least one upper-level math course; see "Post-Calculus Mathematics Requirement" and "Upper-Level Mathematics Requirement" above.

**B.A. or B.S. with Teacher Licensure**

Mathematics majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Students majoring in mathematics who wish to earn teacher licensure should choose program B in the mathematics major (Bachelor of Arts or Bachelor of Science); see "Program B" above.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)
Note: Many mathematics courses must be taken in sequence, so students must begin major requirements as early as possible, and individual plans of study must be constructed carefully. The mathematics major typically requires 11 or 12 courses for Bachelor of Arts students and 13 courses for Bachelor of Science students. Students must choose program A, B, or C by the end of the third semester and must remain in their chosen program until they graduate in order to stay on track for the four-year graduation plan.

Before the third semester begins: course work through second-semester calculus

Before the fifth semester begins: two or three more courses in the major

Before the seventh semester begins: three or four more major courses and at least 90 s.h. earned toward the degree

Before the eighth semester begins: two or three more major courses

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major

The department offers students the opportunity to graduate with honors in the mathematics major. Departmental honors students must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

In order to graduate with honors in the mathematics major, students must complete all requirements for the major with a g.p.a. of at least 3.40. They also must complete either an honors project or two course sequences from the following list with a g.p.a. of at least 3.00.

- 22M:115 (MATH:5200) - 22M:116 (MATH:5210) Introduction to Analysis I-II
- 22M:120 (MATH:5000) - 22M:121 (MATH:5010) Abstract Algebra I-II

Students who choose to complete an honors project are responsible for finding a faculty member willing to supervise their project; contact the department for help finding a project supervisor. Students typically register for 22M:197 (MATH:3996) Individual Study and Honors in Mathematics for at least 3 s.h. For more information, contact the mathematics honors advisor.

Minor

The minor in mathematics requires a minimum of 15 s.h. in mathematics courses, including 12 s.h. in advanced (post-calculus) courses taken in the Department of Mathematics at The University of Iowa. Transfer credit and credit by examination do not count toward the 12 s.h. of advanced work. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

Courses considered advanced for the minor are numbered 22M:027 (MATH:2700) or above, excluding these:

- 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus
- 22M:081 (MATH:5000) Introduction to Ordinary Differential Equations
- 22M:109 (MATH:3750) Classical Analysis
- 22M:199 (MATH:3996) Individual Study and Honors in Mathematics
- 22M:199 (MATH:3997) Readings in Mathematics

Students who have taken 22M:032 (MATH:1560), 22M:033 (MATH:2550), 22M:034 (MATH:2560), and 22M:037 (MATH:3550) at The University of Iowa may satisfy the minor’s advanced course requirement by taking one additional course numbered 22M:050 (MATH:3720) or above, excluding these:

- 22M:100 (MATH:3600) Introduction to Ordinary Differential Equations
- 22M:104 (MATH:3700) Introduction to Matrix Theory
- 22M:105 (MATH:4010) Basic Analysis
- 22M:109 (MATH:3750) Classical Analysis
- 22M:196 (MATH:3995) Topics in Mathematics
- 22M:197 (MATH:3996) Individual Study and Honors in Mathematics
- 22M:199 (MATH:3997) Readings in Mathematics

See the department’s Handbook for Undergraduate Majors.

Graduate Programs of Study

- Master of Science in mathematics
- Doctor of Philosophy in mathematics

Master of Science

The Master of Science in mathematics requires a minimum of 30 s.h. of graduate credit. Students earn the degree through courses and comprehensive examinations. There is no M.S. thesis. Requirements (courses and comprehensive examination areas) may be modified with the department's consent.

Four different programs (I, II, III, and IV) lead to the M.S. in mathematics. Program II is designed for secondary school teachers.

Program I

Program I prepares students for further study of pure and applied mathematics and for employment in government and business. M.S. students in program I take several courses and pass two comprehensive examinations. Students must earn a grade of B-minus or higher in six of the courses and maintain a g.p.a. of at least 2.75 in all mathematics courses taken for the degree.
The following courses are required.

22M:115 (MATH:5200)-22M:116 (MATH:5210) Introduction to Analysis I-II 8 s.h.
22M:120 (MATH:5000)-22M:121 (MATH:5010) Abstract Algebra I-II 8 s.h.
22M:132 (MATH:5400) General Topology 4 s.h.
22M:133 (MATH:5410) Introduction to Smooth Manifolds 4 s.h.
22M:142 (MATH:5600) Nonlinear Dynamics with Numerical Methods 4 s.h.
22M:144 (MATH:5700) Partial Differential Equations with Numerical Methods 4 s.h.

Each student must pass two M.S. comprehensive exams, chosen from analysis, differential equations with numerical methods, and topology.

Program II

Program II is designed for secondary school teachers. Program II requirements are similar to those for programs I and III, but program II students complete two mathematics education courses and a minimum of 24 s.h. in Department of Mathematics courses. Department of Mathematics courses numbered 100 (4000) or above may be used to satisfy program II course requirements, including these:

22M:100 (MATH:3600) Introduction to Ordinary Differential Equations 2-3 s.h.
22M:104 (MATH:3700) Introduction to Matrix Theory 3 s.h.
22M:105 (MATH:4010) Basic Analysis 3 s.h.
22M:109 (MATH:3750) Classical Analysis 3 s.h.

Students are encouraged to consult with the mathematics education faculty when planning their course of study.

Program III

Program III focuses on applied mathematics. Students in program III take several courses and pass two comprehensive examinations. Students must earn a grade of B-minus or higher in six of the courses and maintain a g.p.a. of at least 2.75 in all mathematics courses taken for the M.S.

The following courses are required.

All of these:

22M:115 (MATH:5200)-22M:116 (MATH:5210) Introduction to Analysis I-II 8 s.h.
22M:142 (MATH:5600) Nonlinear Dynamics with Numerical Methods 4 s.h.
22M:144 (MATH:5700) Partial Differential Equations with Numerical Methods 4 s.h.

Both courses in group A, or two courses in group B:

Group A

22M:132 (MATH:5400) General Topology 4 s.h.
22M:133 (MATH:5410) Introduction to Smooth Manifolds 4 s.h.

Group B

22M:140 (MATH:4610) Continuous Mathematical Models 3 s.h.
22M:151 (MATH:4060) Discrete Mathematical Models 3 s.h.
22M:174 (MATH:4820) Optimization Techniques 3 s.h.

Each student must pass two M.S. comprehensive exams, chosen from analysis, differential equations with numerical methods, numerical analysis, and topology.

Program IV

Program IV is designed for nondepartmental students working toward the Ph.D. in areas that require mathematical knowledge. The program has no specific required courses. Course distribution requirements are the same as those for program I.

Students in program IV are considered to have passed the comprehensive examination for the master's degree in mathematics if they have maintained a g.p.a. of at least 3.00 in all mathematics courses taken for the M.S. in mathematics and have successfully completed the Ph.D. comprehensive examination in their chosen area.

Students in program IV are assigned a mathematics advisor, who works with them and their major advisor to plan an appropriate curriculum for the M.S. in mathematics. A suitable program of study should be approved by a mathematics advisor before the student takes the Ph.D. comprehensive examination, and a member of the mathematics faculty should serve on the Ph.D. comprehensive examination committee.

Doctor of Philosophy

The Doctor of Philosophy in mathematics requires a minimum of 72 s.h. of graduate credit. The program places strong emphasis on preparation for research and teaching. The department maintains no division between pure and applied mathematics. It cooperates in interdisciplinary doctoral programs with the College of Education (see Teaching and Learning (p. 774) in the Catalog) and the Program in Applied Mathematical and Computational Sciences (p. 908).

Ph.D. students in mathematics must satisfy the following requirements for course work (credits and breadth), examinations, foreign language, and the Ph.D. thesis.

Students must spend at least three years in residence at a graduate college, including at least one year at The University of Iowa. They also should enroll in specific courses designated as preparatory for the Ph.D. examinations (consult the Department of Mathematics graduate studies director).

To further encourage mathematical breadth, students must earn at least 33 s.h. of graduate credit in regular courses equivalent to or more advanced than Ph.D. comprehensive examination preparatory courses. For a list of accepted Department of Mathematics courses at the 200 (6000) and 300 (7000) levels, and rules to ensure proper distribution, contact the department.

The Ph.D. examinations consist of a qualifying exam and a comprehensive exam. Students choose three areas from the department's list of qualifying examination areas: algebra, analysis, differential equations with numerical methods, and topology. For each qualifying area, there is a two-semester course sequence numbered 100 (5000) or above that is designated as preparatory, although exams may differ from course content. The three parts of the qualifying exam are taken over a two-week period. One grade (pass, fail, conditional pass) is given on the entire three-part qualifying examination by a committee of at least six faculty members, at least two from each exam area. If the grade is fail, the committee has the option to
consider each part of the exam separately, offering the student the option of pass in one or two of the areas and fail in the other(s).

The Ph.D. comprehensive exam tests students on research-related topics.

Candidates also take an oral final examination on their dissertation material.

Ph.D. students are required to demonstrate reading proficiency in French, German, or Russian by passing a reading test administered by the appropriate language department, earning a grade of B or higher in the second semester of a sequence offered by the appropriate language department, or passing a special examination approved by the Department of Mathematics graduate committee. Courses that do not carry graduate credit may be used to satisfy this requirement, but they do not count toward the required 72 s.h. of graduate credit. Students must demonstrate language competence after enrolling in graduate school.

The most distinctive aspect of a Ph.D. is the thesis. The department expects the thesis to be an original mathematical work comparable in content and writing quality to that found in standard published research journals. The thesis is written under the supervision of a mathematics department faculty member and is approved by a committee.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. Applicants to the Ph.D. program have preference for admission and funding.

Master of Science

Admission to M.S. programs I, II, and III is based on a combination of undergraduate course work and grades, letters of recommendation, and test scores. Numerical standards change every year or so; exceptions may be made to the following guidelines.

Applicants must have completed work in an undergraduate program equivalent to the major in mathematics offered by the University of Iowa Department of Mathematics, with an undergraduate g.p.a. of at least 3.20. Relevance and difficulty of courses are considered when evaluating grades; grades of C or lower in mathematics courses must be balanced by grades of A. Individuals whose preparation does not meet this requirement may be admitted conditionally and are asked to take specific courses that cover any deficiencies.

Applicants also must score at least 155 (700 on the original scale) on the quantitative section of the Graduate Record Exam (GRE) General Test. Applicants whose first language is not English, scores of at least 620 (paper-based) or 105 (Internet-based) on the Test of English as a Foreign Language (TOEFL).

Applicants must submit three letters of recommendation.

Doctor of Philosophy

Admission to the Ph.D. program is based on a combination of undergraduate or graduate course work and grades, letters of recommendation, and test scores. Admission requirements are similar to those for the Master of Science program, but the department generally seeks stronger grades and scores for doctoral admission: undergraduate or graduate g.p.a. of at least 3.40; Graduate Record Exam (GRE) General Test quantitative score of at least 155 (700 on the original scale); and for applicants whose first language is not English, scores of at least 620 (paper-based) or 105 (Internet-based) on the Test of English as a Foreign Language (TOEFL).

Courses

For Lower-Division Undergraduates

These courses are not open to graduate students except by special arrangement with the department chair.

Credit earned in 22M:001 (MATH:0100) Basic Algebra I and 22M:003 (MATH:0300) Basic Geometry does not count toward the credit required for graduation.

The sequences 22M:025 (MATH:1850) Calculus I and 22M:026 (MATH:1860) Calculus II, and 22M:031 (MATH:1550) Engineering Mathematics I: Single Variable Calculus and 22M:032 (MATH:1560) Engineering Mathematics II: Multiple Variable Calculus are similar, but they cover the material in a different order and with different emphases. Students who have taken the first semester or one sequence must consult with their advisor before taking the second semester of the other sequence; they also must take a math placement test.


22M:001 (MATH:0100) Basic Algebra I 3 s.h.

Percents, ratio and proportion, algebraic expressions and operations, simple products, linear and quadratic equations, simultaneous equations, exponents and radicals; emphasis on verbal problems. GE: Algebra I - Developmental.

22M:003 (MATH:0300) Basic Geometry 3 s.h.

Angles, triangles, polygons, areas, Pythagorean theorem, similar triangles, circles, loci, related topics. Offered spring semesters. Requirements: grade of C- or higher in 22M:001 (MATH:0100) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Geometry - Developmental.

22M:005 (MATH:1010) Trigonometry 3 s.h.

Trigonometric functions, solutions of right and oblique triangles, complex numbers. Requirements: grade of C- or higher in 22M:008 (MATH:1005) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course.
22M:006 (MATH:1120) Logic of Arithmetic 4 s.h.
Mathematical and conceptual foundations of the natural numbers used in elementary school arithmetic teaching; multiple algorithmic approaches to arithmetic and its mathematical and contextual relationships, extensions to integers, rational and irrational numbers, multiple representations. Requirements: grade of C- or higher in 22M:001 (MATH:0100) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:008 (MATH:1005) College Algebra 4 s.h.
Algebraic techniques, equations and inequalities, functions and graphs, exponential and logarithmic functions, systems of equations and inequalities. Requirements: grade of C- or higher in 22M:001 (MATH:0100) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course.

22M:009 (MATH:1020) Elementary Functions 4 s.h.
Functions, relations, coordinate systems; properties and graphs of algebraic, trigonometric, logarithmic, exponential functions; inverse trigonometric functions; properties of lines, conic sections. Requirements: grade of C- or higher in 22M:008 (MATH:1005) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:010 (MATH:1240) Finite Mathematics 4 s.h.
Introduction to logic, set theory, linear equations and inequalities, linear programming, matrix algebra, combinatorial probability. Requirements: 22M:008 (MATH:1005) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:012 (MATH:1130) Theory of Arithmetic 3 s.h.
Sets, cardinalities, reasoning in proofs, counterexamples, arithmetic with integers, rationals, irrationals, number theory, functions, algebraic expressions. Requirements: grade of C- or higher in 22M:009 (MATH:1020) or a more advanced math course, or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:013 (MATH:1340) Mathematics for Business 4 s.h.
Algebraic techniques, functions and functional models, exponential and logarithmic functions and models, linear programming, informal introduction to calculus; examples and applications from management, economic sciences, related areas. Requirements: grade of C- or higher in 22M:008 (MATH:1005) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:014 (MATH:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

22M:015 (MATH:1440) Mathematics for the Biological Sciences 5 s.h.
Relations, functions, coordinate systems, graphing, polynomials, trigonometric functions, logarithmic and exponential functions; discrete mathematics, probability; examples and applications from biological sciences. Requirements: grade of C- or higher in 22M:008 (MATH:1005) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
Differential, integral calculus; differential equations, multivariable calculus; applications to life sciences. Requirements: grade of C- or higher in 22M:015 (MATH:1440) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:017 (MATH:1380) Calculus and Matrix Algebra for Business 4 s.h.
Quantitative methods for treating problems arising in management, economic sciences, related areas; introduction to differential and integral calculus, systems of linear equations and matrix operations. Requirements: grade of C- in 22M:008 (MATH:1005) or 22M:013 (MATH:1340), or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:025 (MATH:1850) Calculus I 5 s.h.
Fundamental concepts, methods, techniques of single-variable differential and integral calculus; differentiation, techniques of integration, series, applications. Requirements: grade of C- or higher in 22M:009 (MATH:1020), or grades of C- or higher in 22M:005 (MATH:1010) and 22M:008 (MATH:1005), or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:026 (MATH:1860) Calculus II 5 s.h.
Continuation of 22M:025 (MATH:1850). Requirements: grade of C- or higher in 22M:025 (MATH:1850) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course.

22M:027 (MATH:2700) Introduction to Linear Algebra 4 s.h.
Vector algebra and geometry of three-dimensional Euclidean space and extensions to n-space and vector spaces; lines and planes, matrices, linear transformations, systems of linear equations, reduction to row echelon form, dimension, rank, determinants, eigenvalues and eigenvectors. Prerequisites: 22M:025 (MATH:1850) or 22M:031 (MATH:1550).

22M:028 (MATH:2850) Calculus III 4 s.h.
Multivariable calculus; vector functions, line integrals, total differentials, gradient, implicit functions, coordinate systems, Taylor’s expansion, extrema, multiple integrals, vector fields, surface integrals, Stokes’ theorem. Requirements: grade of C- or higher in 22M:026 (MATH:1860).

Limits, derivatives, max/min, other applications, mean-value theorem, approximating functions, concavity, curve sketching, exponential models; Riemann sums, fundamental theorem; integration techniques, improper integrals, approximations. Requirements: grade of C- or higher in 22M:009 (MATH:1020), or grades of C- or higher in 22M:005 (MATH:1010) and 22M:008 (MATH:1005), or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course. GE: Quantitative or Formal Reasoning.

22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus 4 s.h.
Vector geometry; functions of several variables; polar coordinates; partial derivatives, gradients, directional derivatives; tangent lines and planes; max/min/parametric curves, curvilinear motion; multiple integrals; vector fields, flows; integration on surfaces, work; divergence, flux, Green’s theorem. Requirements: 22M:031 (MATH:1550), or score of 4 or higher on AP Calc (AB) exam, or score of 3 or higher on AP Calc (BC) exam.

Applications, computers for matrix calculations; matrix, vector arithmetic; linear independence, basis, subspace (in R2, R3); systems of equations, matrix reduction; rank, dimension; determinants, applications; eigenvalues, eigenvectors; diagonalization, principal axis theorem. Prerequisites: 22M:031 (MATH:1550). Requirements: engineering major.

Ordinary differential equations and applications, with integrated use of computing, student projects; first-order equations; higher order linear equations; systems of linear equations, Laplace transforms; introduction to nonlinear equations and systems, phase plane, stability. Prerequisites: 22M:032 (MATH:1560) and 22M:033 (MATH:2550). Requirements: engineering major.

22M:037 (MATH:3550) Engineering Mathematics V: Vector Calculus 3 s.h.
Partial derivatives, max-min problems, integrals along curves, surfaces and solids, vector fields and conservation of energy; curl, divergence, Stokes’ theorem and the divergence theorem; the classical partial differential equations and qualitative behavior of their solutions. Prerequisites: 22M:034 (MATH:2560). Requirements: engineering major.

Elementary Topics of General Interest

These courses are not open to graduate students except by special arrangement with the department chair.

22M:050 (MATH:3720) Introduction to Abstract Algebra I 4 s.h.
Basic logic, proof methods, sets, functions, relations, mathematical induction; gradual transition from familiar number systems to abstract structures—division algorithm, unique factorization theorems; groups, subgroups, quotient groups, homomorphisms. Prerequisites: 22M:027 (MATH:2700). Corequisites: 22M:026 (MATH:1860).

22M:055 (MATH:3770) Fundamental Properties of Spaces and Functions I 4 s.h.
Elementary topological and analytic properties of real numbers; emphasis on ability to handle definitions, theorems, proofs. Corequisites: 22M:027 (MATH:2700). Requirements: second-semester calculus.

22M:070 (MATH:2150) Foundations of Geometry 3 s.h.
Axiomatic development of common foundation for Euclidean, non-Euclidean geometry; constructions of non-Euclidean models, independence of parallel postulate. Prerequisites: 22M:026 (MATH:1860).

22M:072 (MATH:3800) Elementary Numerical Analysis 3 s.h.
Computer arithmetic, root finding, polynomial approximation, numerical integration, systems of linear equations, ordinary differential equations; use of higher-level computer language such as Matlab, Maple, Mathematica. Prerequisites: 22M:026 (MATH:1860) or 22M:032 (MATH:1560). Same as 22C:072 (CS:3700).

22M:081 (MATH:1140) Geometry for Elementary Teachers 3 s.h.
Points, lines, planes; measurement, two- and three-dimensional coordinate geometry, transformational geometry and vectors; applications of geometry to solve real-world problems. Requirements: elementary teacher certificate candidacy or certification, and grade of C- or higher in 22M:001 (MATH:0100) or satisfactory score on math placement exam. Recommendations: it is strongly recommended that students whose math placement score is older than one year retake the math placement test for accurate placement and success in the course.

22M:095 (MATH:2995) Introduction to Research Opportunities 1 s.h.
Modern mathematics research areas and activities; seminar. Prerequisites: 22M:026 (MATH:1860) and 22M:027 (MATH:2700).

22M:096 (MATH:2890) Introduction to Mathematics Research 3 s.h.
Research experience; students study an elementary topic of active research, then work in groups under faculty supervision. Prerequisites: 22M:026 (MATH:1860) and 22M:027 (MATH:2700).
For Upper-Division Undergraduates


22M:100 (MATH:3600) Introduction to Ordinary Differential Equations 2-3 s.h.
First-order ordinary differential equations; second-order linear differential equations; series solutions; higher-order linear and matrix differential equations; existence and uniqueness theorems. Prerequisites: 22M:027 (MATH:2700) and 22M:028 (MATH:2850).

22M:104 (MATH:3700) Introduction to Matrix Theory 3 s.h.
Vector algebra and geometry of three-dimensional Euclidean space and extensions to n-space and vector spaces; lines and planes, matrices, linear transformations, systems of linear equations, reduction to row-echelon form, dimension, rank, determinants, eigenvalues, eigenvectors. Requirements: graduate standing.

22M:105 (MATH:4010) Basic Analysis 3 s.h.
Elementary topological and analytical properties of real numbers; emphasis on ability to handle definitions, theorems, proofs; same material as 22M:055 (MATH:3770) for non-mathematics graduate students. Requirements: graduate standing, one year of calculus, and one semester of linear algebra.

22M:107 (MATH:4120) History of Mathematics 3 s.h.
May include numerical systems; Babylonian, Egyptian, and Greek mathematics; mathematics of other cultures; calculus; 19th- and 20th-century mathematics. Requirements: two semesters of calculus and one semester of linear algebra.

22M:109 (MATH:3750) Classical Analysis 3 s.h.
Multivariable calculus, vector functions, line integral, total differentials, gradient, implicit functions, coordinate systems, Taylor’s expansion, extrema, multiple integrals, vector fields, surface integrals, Stokes' theorem. Requirements: graduate standing and one year of calculus.

22M:113 (MATH:4210) Foundations of Analysis 4 s.h.
Introduction to fundamental ideas of analysis; emphasis on understanding and constructing definitions, theorems, and proofs; real and complex numbers, set theory in metric spaces, compactness and connectedness, sequences, Cauchy sequences, series, and continuity; elements of differential and integral calculus; sequences and series of functions; modes of convergence; equiconvergence; serves as a bridge between 22M:055 (MATH:3770) and 22M:115 (MATH:5200). Requirements: 22M:055 (MATH:3770) or graduate standing.

22M:114 (MATH:4090) A Rigorous Introduction to Abstract Algebra 4 s.h.
Rigorous review of groups including homomorphisms and quotient groups; group actions; Sylow’s theorems; rigorous review of rings; ideals, ring homomorphisms, quotient rings; polynomial rings; vector spaces and linear transformations; basic field theory; serves as a bridge between 22M:050 (MATH:3720) and 22M:120 (MATH:5000). Requirements: 22M:050 (MATH:3720) or graduate standing.

22M:115 (MATH:5200) Introduction to Analysis I 4 s.h.
Real numbers, fundamentals of limits and continuity in the context of metric spaces; Lebesque theory of functions of one real variable. Requirements: 22M:055 (MATH:3770) or graduate standing.

22M:116 (MATH:5210) Introduction to Analysis II 4 s.h.
Local theory of analytic functions of one complex variable, power series, classical transcendental functions; spaces of functions. Prerequisites: 22M:115 (MATH:5200).

22M:118 (MATH:4200) Complex Variables 3 s.h.
Geometry of complex plane, analytic functions; Cauchy-Goursat theorem, applications; Laurent series, residues, elementary conformal mapping. Prerequisites: 22M:027 (MATH:2850) or 22M:109 (MATH:3750).

22M:120 (MATH:5000) Abstract Algebra I 4 s.h.
Groups and homomorphisms, Sylow Theorems, rings, finitely generated modules over a PID, Galois theory, vector spaces, linear transformations and matrices, canonical forms. Prerequisites: 22M:050 (MATH:3720).

22M:121 (MATH:5010) Abstract Algebra II 4 s.h.
Continuation of 22M:120 (MATH:5000). Prerequisites: 22M:120 (MATH:5000).

22M:125 (MATH:5950) Qualifying Exam Preparation Seminars 0 s.h.
Exam preparation in pure and applied mathematics.

22M:126 (MATH:4080) Elementary Theory of Numbers 3 s.h.
Factorization, congruence, Diophantine equations, law of quadratic reciprocity. Prerequisites: 22M:026 (MATH:1860) and 22M:027 (MATH:2700).

22M:127 (MATH:4040) Matrix Theory 3 s.h.
Vector spaces, linear transformations, matrices, equivalence of matrices, eigenvalues and eigenvectors, canonical forms, similarity, orthogonal transformations, bilinear and quadratic forms. Prerequisites: 22M:027 (MATH:2700) or 22M:104 (MATH:3700).
22M:132 (MATH:5400) General Topology  4 s.h.
Basic concepts of general topological spaces and continuous functions: countability of sets, topological space, comparing topologies; subspace, order, and product topologies; closed sets and limit points, continuous functions, metric topology, quotient topology (including projective spaces and gluing cells), connectedness in the real line and in general spaces, components and local connectedness, compactness in Euclidean and general spaces, limit point compactness, local compactness, countability axioms, separation axioms, normal spaces and Urysohn’s Lemma, complete metric spaces, convergence in function spaces. Prerequisites: 22M:055 (MATH:3770).

22M:133 (MATH:5410) Introduction to Smooth Manifolds  4 s.h.
Calculus on smooth manifolds; smooth functions, mean value theorem, chain rule, smooth manifolds, tangent vectors, tangent spaces, inverse and implicit functions theorems, submersions and immersions, vector fields, flows, multilinear algebra, differential forms, Stokes theorem. Prerequisites: 22M:027 (MATH:2700), 22M:028 (MATH:2850), and 22M:132 (MATH:5400).

22M:140 (MATH:4610) Continuous Mathematical Models  3 s.h.
Building and analyzing mathematical models involving differential equations for specific problems from engineering and the sciences; modeling project. Prerequisites: 22M:100 (MATH:3600).

22M:142 (MATH:5600) Nonlinear Dynamics with Numerical Methods  4 s.h.
Nonlinear differential equations, one- and two-dimensional flows, stability, phase plane analysis, limit cycles, bifurcations, chaos, fractals; Euler’s, multistep, and Runge-Kutta numerical methods. Prerequisites: 22M:055 (MATH:3770) and 22M:100 (MATH:3600).

22M:144 (MATH:5700) Partial Differential Equations with Numerical Methods  4 s.h.
Conservation laws, weak solutions, diffusion equation, Laplace’s equation, finite difference methods, variational methods, finite element method. Prerequisites: 22M:028 (MATH:2850), 22M:055 (MATH:3770), and 22M:100 (MATH:3600).

22M:150 (MATH:4050) Introduction to Discrete Mathematics  3 s.h.
Basic methods of enumerative combinatorics, inclusion-exclusion and generating functions, applications of group theory (Pólya-Burnside theorem). Offered fall semesters. Prerequisites: 22M:026 (MATH:1860) and 22M:027 (MATH:2700).

22M:151 (MATH:4060) Discrete Mathematical Models  3 s.h.
Case history approach to discrete models from various fields (e.g., genetics, psychology, health care, scheduling); construction, interpretation, analysis, simulation, testing of models; development of discrete mathematics. Prerequisites: 22M:027 (MATH:2700).

22M:160 (MATH:4500) Introduction to Differential Geometry I  3 s.h.
Space curves, Frenet frames, intrinsic and extrinsic geometry of surfaces, first and second fundamental forms, isometries, Gauss map, Gaussian curvature, Theorema Egregium, geodesics, covariant differentiation; may include global theory of curves and Gauss-Bonnet theorem. Prerequisites: 22M:028 (MATH:2850) and 22M:055 (MATH:3770), or 22M:100 (MATH:3600).

22M:161 (MATH:4510) Introduction to Differential Geometry II  3 s.h.
Continuation of 22M:160 (MATH:4500); geometry of surfaces in Euclidean space, Gauss-Bonnet theorem and its applications, minimal surfaces, abstract surfaces; may include Riemannian manifolds, connections, elementary Lie groups, applications of differential geometry to other disciplines (physics, engineering). Prerequisites: 22M:160 (MATH:4500).

Root finding for nonlinear equations; polynomial interpolation; polynomial approximation of functions; numerical integration. Prerequisites: 22M:027 (MATH:2700) and 22M:028 (MATH:2850), or 22M:037 (MATH:3550). Requirements: knowledge of computer programming. Same as 22C:170 (CS:5710).


22M:174 (MATH:4820) Optimization Techniques  3 s.h.
Basic theory of optimization, use of numerical algorithms in solution of optimization problems; linear and nonlinear programming, sensitivity analysis, convexity, optimal control theory, dynamic programming, calculus of variations. Prerequisites: 22M:027 (MATH:2700), 22M:028 (MATH:2850), and 22M:072 (MATH:3800). Same as 22C:174 (CS:4720).

22M:176 (MATH:4860) High Performance and Parallel Computing  3 s.h.
Parallel scientific computing methods such as parallel algorithms for dense and sparse matrices; implementation using libraries such as MPI; current topics such as grid computing. Prerequisites: 22C:060 (CS:2630) and 22M:027 (MATH:2700). Same as 22C:176 (CS:4760).

22M:196 (MATH:3995) Topics in Mathematics  arr.

22M:197 (MATH:3996) Individual Study and Honors in Mathematics  arr.


Core Graduate Courses

22M:200 (MATH:6410) Introduction to Differential Topology  3 s.h.
Manifolds, functions: tangent bundle, Morse-Sard theorem, transversality, submanifolds, tubular neighborhoods, normal bundles, vector fields, degree and intersection theory, fixed-point theory, Morse theory. Prerequisites: 22M:133 (MATH:5410).

22M:201 (MATH:6400) Introduction to Algebraic Topology  3 s.h.
Homotopy, fundamental group and covering spaces, CW and simplicial complexes, simplicial homology, Euler characteristic. Prerequisites: 22M:132 (MATH:5400).

22M:203 (MATH:7400) Topology of Manifolds 3 s.h.
Embedding, knotting, immersions; isotopy, homotopy, regular neighborhoods, engulfing, surgery, cobordism; three-, four-, and higher dimensional manifolds. Prerequisites: 22M:200 (MATH:6410) and 22M:201 (MATH:6400).

22M:205 (MATH:6000) Introduction to Algebra I 3 s.h.
Abstract algebra: semigroups, groups, rings, integral domains, polynomial rings, division rings, fields, vector spaces, matrices, modules over rings, lattices, categories. Prerequisites: 22M:120 (MATH:5000).

22M:206 (MATH:6010) Introduction to Algebra II 3 s.h.
Continuation of 22M:205 (MATH:6000). Prerequisites: 22M:205 (MATH:6000).

22M:210 (MATH:6200) Analysis I 3 s.h.

22M:211 (MATH:6210) Analysis II 3 s.h.
Hilbert space, Banach space techniques; Hahn-Banach theorem, open mapping theorem, principle of uniform boundedness; reflexivity, H-p spaces, Paley-Wiener theorem, space of functions analytic on the open unit disk. Prerequisites: 22M:118 (MATH:4200) and 22M:210 (MATH:6200).

22M:213 (MATH:6600) Ordinary Differential Equations I 3 s.h.
Existence, uniqueness, continuous dependence of solutions to initial value problems, autonomous systems; Poincare-Bendixon theory, linear systems and linearizations, perturbation, stability, periodic solutions, bifurcation, comparison and oscillation theorems, boundary value problems. Prerequisites: 22M:116 (MATH:5210).

22M:214 (MATH:6610) Ordinary Differential Equations II 3 s.h.

22M:216 (MATH:6700) Partial Differential Equations I 3 s.h.
Elliptic equations; potential theory, maximum principle, a priori estimate, Dirichlet problem; initial value problem for parabolic equations; hyperbolic equations; Duhamel's principle, Cauchy problem; nonlinear equations, characteristics, canonical form, first-order systems. Prerequisites: 22M:116 (MATH:5210).

22M:217 (MATH:6710) Partial Differential Equations II 3 s.h.

22M:224 (MATH:5900) First-Year Graduate Seminar 1 s.h.
Introduction to mathematics graduate program. Requirements: first-year graduate standing in mathematics.

Primarily for Graduate Students

22M:260 (MATH:6500) Differential Geometry I 3 s.h.
Differentiable manifolds, forms, tensors, Riemannian metrics, isometries, connections, geodesics, curvature, related topics.

22M:261 (MATH:6510) Differential Geometry II 3 s.h.
Continuation of 22M:260 (MATH:6500); varied topics, may include study of existence and uniqueness of solutions to differential equations and systems related to geometry, indefinite metrics, Lie groups, attributes of manifolds with particular curvature properties, global Riemannian geometry, Kahler geometry, applications of differential geometry to other disciplines. Prerequisites: 22M:260 (MATH:6500).

22M:270 (MATH:6850) Theoretical Numerical Analysis I 3 s.h.

22M:271 (MATH:6860) Theoretical Numerical Analysis II 3 s.h.

22M:280 (MATH:6750) Introduction to Financial Mathematics 2-3 s.h.
Financial mathematics; option pricing and portfolio optimization, stochastic integration, methods due to Ito and Feynman-Kac, Monte-Carlo simulation. Prerequisites: 22M:210 (MATH:6200).

22M:303 (MATH:7250) Topics in Analysis 2-3 s.h.
Measure theory, integration, general topology.

22M:305 (MATH:7450) Topics in Topology 2-3 s.h.
May include homotopy theory, topology of 3-manifolds, 4-manifolds, or higher-dimensional manifolds, knotting and embedding problems, fiber bundles and characteristic classes, K-theory, PL manifolds, infinite-dimensional manifolds.

22M:313 (MATH:7200) Functional Analysis I 2-3 s.h.
Locally convex topological vector spaces, duality, tensor products and nuclear spaces; Krein-Millman theorem, Choquet's theory; geometry of Banach spaces, nonlinear functional analysis; operators on Hilbert spaces, spectral theorem, algebras of operators. Prerequisites: 22M:211 (MATH:6210).

22M:314 (MATH:7210) Functional Analysis II 2-3 s.h.

22M:321 (MATH:7830) Topics in Applied Mathematics arr.
Application of mathematics to other disciplines.

**22M:324 (MATH:7730) Topics in Partial Differential Equations** 2-3 s.h.
Regularity theory, nonlinear analysis in partial differential equations, fluid dynamics, harmonic analysis, conservation laws, other topics.

**22M:330 (MATH:7030) Topics in Algebra** 2-3 s.h.
May include algebraic number theory, groups, representation theory, algebras, ideal theory, lattice theory. Prerequisites: 22M:206 (MATH:6010).

**22M:340 (MATH:7000) Homological Algebra** 2-3 s.h.
Modules, tensor products, groups of homomorphisms, categories, functors, homology functors, projective and injective modules, derived functors, torsion and extension functors, homological dimension. Prerequisites: 22M:206 (MATH:6010).

**22M:360 (MATH:7630) Topics in Mathematical Biology** 2-3 s.h.
Application of mathematics to biology.


**22M:389 (MATH:7070) Seminar: Algebra** arr.


**22M:392 (MATH:7470) Seminar: Topology** arr.

**22M:393 (MATH:7580) Seminar: Mathematical Physics** arr.


**22M:399 (MATH:7990) Reading Research** arr.
Medieval Studies

Chair
- Carin M. Green

Coordinator
- Robert Bork

Undergraduate certificate: medieval studies
Web site: http://www.uiowa.edu/~medieval/

The Medieval Studies Program offers an undergraduate program of study and a selection of courses open to students in all majors.

Undergraduate Program of Study

- Certificate in Medieval Studies

Certificate

The Certificate in Medieval Studies requires a minimum of 21 s.h. in medieval studies course work. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

The program enables students to combine study in three or more disciplines into an organized investigation of the Middle Ages, a rich historical period that continues to influence today’s culture. Students may earn the Certificate in Medieval Studies as a distinct interest or combine it with focused study in areas such as art history; classics; comparative literature; gender, women’s, and sexuality studies; languages (e.g., French, German, Italian, Portuguese, Spanish); music; philosophy; religion; and theater.

Students must include courses from at least three different departments in their work for the certificate; they may count a maximum of 10 s.h. from a single department or program. Courses used to fulfill General Education Program (p. 306) requirements or the requirements of a major or minor may be counted toward the certificate in most cases. Up to 6 s.h. of transfer credit may be counted toward certificate requirements, with the Certificate in Medieval Studies coordinating committee’s approval; students who wish to have a course approved should make a request to the certificate program’s coordinator. The coordinating committee revises the list of approved courses as necessary. Contact the certificate program’s coordinator.

All certificate students must complete one of the following two courses and should do so early in their program of study.

162:109 (MDVL:3409) Medieval Civilization I
162:110 (MDVL:3410) Medieval Civilization II

Remaining courses may be chosen from the lists under "Associated Courses" and "Courses" below. Students should consult regularly with a medieval studies advisor while planning and completing their program of study.

The Medieval Studies Program strongly encourages students to complete course work in a language relevant to the medieval period. Latin is recommended for anyone intending to pursue graduate study in the field. Many language courses have prerequisites, and some are offered irregularly, so students should complete their language course work as early as possible. The following language courses are approved for the medieval studies certificate.

008:140 (ENGL:3256) Elementary Old English

Sample Study Plans

Both of these sample study plans fulfill the certificate's requirements.

Sample plan for a student planning graduate work in medieval studies:

01H:040 (ARTH:2420) Introduction to Medieval Art
16E:112 (HIST:4418) Medieval Intellectual History 1150-1500
20L:012 (CLSL:2002) Golden Age of Roman Poetry
032:025 (RELS:1225) Medieval Religion and Culture
162:101 (MDVL:3226)/008:101 (ENGL:3226) Literature and Culture of the Middle Ages
162:110 (MDVL:3410)/16E:110 (HIST:3410) Medieval Civilization II

Sample plan for a student with a general interest in medieval studies:

008:140 (ENGL:3256) Elementary Old English
008:146 (ENGL:3286) Chaucer
16E:117 (HIST:4412) History of the Medieval Church
025:144 (MUS:3301) History of Music I
035:160 (SPAN:3700) The Cid in History and Legend
162:109 (MDVL:3409) Medieval Civilization I

Associated Courses

The following courses are approved for the medieval studies certificate. Other courses may be approved for satisfaction of certificate requirements; students who wish to have a course approved should make a request to the Certificate in Medieval Studies coordinating committee. The coordinating committee revises the list of approved courses as necessary.

ARABIC LANGUAGE AND LITERATURE


ART AND ART HISTORY

01H:040 (ARTH:2420) Introduction to Medieval Art
01H:137 (ARTH:3391) Themes in Medieval Art
01H:199 (ARTH:3990) Topics in Art History (when topic is medieval)

CENTER FOR THE BOOK

108:182 (UCB:4910)/16E:120 (HIST:4910) The Book in the Middle Ages
108:183 (UCB:4920)/16E:118 (HIST:4920)/021:258 (SLIS:4920) The Transition from Manuscript to Print
CLASSICS
20L:012 (CLSL:2002) Golden Age of Roman Poetry 3 s.h.

ENGLISH
008:060 (ENGL:2216) Selected Works of the Middle Ages 3 s.h.
008:101 (ENGL:3226) Literature and Culture of the Middle Ages 3 s.h.
008:140 (ENGL:3256) Elementary Old English 3 s.h.
008:141 (ENGL:3257) Old English Beowulf 3 s.h.
008:142 (ENGL:3266) Medieval Celtic Literature 3 s.h.
008:144 (ENGL:3276)/049:181 (THTR:3276) Medieval Drama 3 s.h.
008:146 (ENGL:3286) Chaucer 3 s.h.

FRENCH
009:113 (FREN:3110) French Civilization 3 s.h.

GERMAN
13E:080 (GRMN:2780) King Arthur Through the Ages 3 s.h.

HISTORY
16E:051 (HIST:2451) Colloquium for History Majors (European) (when topic is medieval) 3 s.h.
16E:108 (HIST:4408) The Twelfth-Century Renaissance 3 s.h.
16E:109 (HIST:3409) Medieval Civilization I 3 s.h.
16E:110 (HIST:3410) Medieval Civilization II 3 s.h.
16E:111 (HIST:4417) Medieval Intellectual History 300-1150 3 s.h.
16E:112 (HIST:4418) Medieval Intellectual History 1150-1500 3 s.h.
16E:113 (HIST:4411) Economic and Social History of Medieval Europe 3 s.h.
16E:116 (HIST:4423) Ireland in the Early Middle Ages 3 s.h.
16E:117 (HIST:4412) History of the Medieval Church 3 s.h.
16E:118 (HIST:4920)/108:183 (UICB:4920)/021:258 (SLIS:4920) The Transition from Manuscript to Print 3 s.h.
16E:120 (HIST:4910)/108:182 (UICB:4910) The Book in the Middle Ages 3 s.h.
16E:121 (HIST:4421) The Middle Ages in Film 3 s.h.
16E:139 (HIST:4419) Ancient and Medieval Science 3 s.h.
16W:051 (HIST:2151) Colloquium for History Majors (World) (when topic is medieval) 3 s.h.

ITALIAN
018:119 (ITAL:4633) Medieval Italian Literature 3 s.h.
018:120 (ITAL:4634) Medieval and Renaissance Italian Literature 3 s.h.

MUSIC
025:144 (MUS:3301) History of Music I 3 s.h.
025:145 (MUS:4200) Counterpoint Before 1600 3 s.h.

PHILOSOPHY
026:112 (PHIL:3112) Medieval Philosophy 3 s.h.

RELIGIOUS STUDIES
032:025 (RELS:1225) Medieval Religion and Culture 3 s.h.
032:100 (RELS:4001) Biblical Hebrew I 4 s.h.
032:101 (RELS:4002) Biblical Hebrew II 4 s.h.
032:132 (RELS:3075) Medieval and Reformation Religious Thought 3 s.h.

SPANISH AND PORTUGUESE
035:160 (SPAN:3700) The Cid in History and Legend 3 s.h.
035:181 (SPAN:4690) Topics in Spanish Literature (when topic is medieval) 3 s.h.

THEATRE ARTS
049:181 (THTR:3276)/008:144 (ENGL:3276) Medieval Drama 3 s.h.

Courses
162:101 (MDVL:3226) Literature and Culture of the Middle Ages 3 s.h.

ENGLISH majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as 008:101 (ENGL:3226).

162:108 (MDVL:4408) The Twelfth-Century Renaissance 3 s.h.

Social, economic, intellectual, and cultural rebirth of Europe in the 12th century; Latin learning and education; developments in vernacular literature, art, architecture, new religious orders and institutions, pilgrimage and Crusade. Same as 16E:108 (HIST:4408).

162:109 (MDVL:3409) Medieval Civilization I 3 s.h.

Europe from the decline of Roman empire to the eleventh century; cultural, political, economic, artistic and architectural foundations of Western civilization. Same as 16E:109 (HIST:3409).

162:110 (MDVL:3410) Medieval Civilization II 3 s.h.

Europe from the eleventh century to the Italian Renaissance; cultural, political, economic, artistic, and architectural foundations of Western civilization. GE: Historical Perspectives. Same as 16E:110 (HIST:3410).

162:111 (MDVL:4417) Medieval Intellectual History 300-1150 3 s.h.

Philosophy, art, literature, religious culture of Europe from waning of classical intellectual modes of culture in late antiquity, to their recovery in 12th century. Same as 16E:111 (HIST:4417).

162:112 (MDVL:4418) Medieval Intellectual History 1150-1500 3 s.h.

European philosophy, religion, literature, art from 12th-century rise of scholasticism; their transformation in period of Copernicus, Luther. Same as 16E:112 (HIST:4418).

162:113 (MDVL:4411) Economic and Social History of Medieval Europe 3 s.h.

Changes in western Europe from 300 to 1500 A.D.; feudalism, manorialism, revival of towns, heresy, women, monasticism, agricultural and commercial revolutions, Black Death. GE: Historical Perspectives. Same as 16E:113 (HIST:4411).

162:116 (MDVL:4423) Ireland in the Early Middle Ages 3 s.h.
Ireland and the northern British islands 400-1000 CE, a region of small kingdoms and thin population, lacking natural resources, far from Rome and ancient centers of Mediterranean culture; development of civilization, including monastic, legal, theological, and scholarly traditions that had a major impact on continental Europe; early medieval Irish history; introduction to the world of historical scholarship. Same as 16E:116 (HIST:4423).

162:117 (MDVL:4412) History of the Medieval Church
Development of Christianity to end of great schism; rise of Roman primacy, development of monasticism, orthodox and heterodox groups. GE: Historical Perspectives. Same as 16E:117 (HIST:4412).

Same as 16E:119 (HIST:4426).

162:121 (MDVL:4421) The Middle Ages in Film
How films that represent medieval events and literature may be analyzed to reveal the culture and times in which the films were made; Middle Ages and European nationalistic mythmaking as represented in film. Same as 16E:121 (HIST:4421).

162:139 (MDVL:4419) Ancient and Medieval Science
Greeks’ initiation of scientific inquiry; developments in astronomy, cosmology, optics, mathematics, physics, medicine, psychology in ancient and medieval societies of Middle East, Europe. Same as 16E:139 (HIST:4419).
Microbiology

Head
• Patrick M. Schlievert

Professors
• Lee-Ann Allen (Internal Medicine), Michael A. Apicella (Internal Medicine), Gail A. Bishop (Internal Medicine), John E. Butler, Steven Clegg, John T. Harty (Pathology), Bradley D. Jones, David M. LubrOFF (Urology), Linda L. McCarter, Paul B. McCray (Pediatrics), William Nauseef (Internal Medicine), Stanley Perlman (Pediatrics), Richard J. Roller, Paul Rothman (Internal Medicine), Patrick M. Schlievert, Jack T. Stapleton (Internal Medicine), George V. Stauffer, Mark F. Stinski, Jerrold P. Weiss (Internal Medicine), Mary E. Wilson (Internal Medicine)

Professors emeriti
• Robert F. Ashman (Internal Medicine), John Cazin Jr., Charles D. Cox, Michael G. Feiss, David T. Gibson, Louis G. Hoffmann, William Johnson, Erich W. Six, Donald P. Stahly, C. Martin Stoltzfus

Associate professors
• Alex Horswill, Jon Houtman, John R. Kirby, Al J. Klingelhutz (Radiation Oncology), Kevin Legge (Pathology), Wendy J. Maury, Steven M. Varga (Pathology), David S. Weiss, Timothy L. Yahr

Associate professor emeritus
• Jose E. Rodriguez

Assistant professors
• Craig D. Ellermeier, Chioma M. Okeoma, Howard Xue

Lecturers
• Jennifer D. Boddicker, Marcia L. Cordts, Linda M. Knudtson

Undergraduate major: B.S. in Microbiology
Undergraduate minor: Minor in Microbiology
Graduate degree: M.S., Ph.D. in Microbiology
Web site: http://www.uiowa.edu/microbiology

Study in the Department of Microbiology is dedicated to the branch of biological sciences that deals with the smallest living things: bacteria, archaea, fungi, algae, protozoa, and viruses. It is coupled with immunology, the study of the response of higher organisms to foreign substances.

Microbiology and immunology are at the forefront of the modern biological revolution. Microbes are often the experimental subjects of choice for examining basic genetic and biological phenomena because of their small size, rapid growth rate, and relative simplicity. A significant portion of contemporary biochemical research employs microbiological and immunological methods.

Current research is making theoretical and practical advances concerning microbial species and viruses that infect animals, including man, plants, and other microbes; the use of comparative genomics, gene expression profiling, and recombinant DNA methods to analyze basic biological processes and generate valuable products; the nature and occurrence of microbial life in extreme or unusual environments; microbial synthesis and modification of antibiotics and other natural products; the role of microbes in stabilization of the biosphere by recycling and detoxifying waste products; the genetics and regulation of metabolic processes; and the genetics and regulation of the immune response, including characterization of mechanisms used by bacteria to signal one another and characterization of interactions between different types of immune cells and their targets.

The Department of Microbiology offers degree programs for undergraduates and for graduate students and administers the academic curriculum at both levels. The College of Liberal Arts and Sciences grants undergraduate degrees in microbiology and oversees undergraduate academic policy relating to the student record. The Graduate College grants graduate degrees in microbiology.

Undergraduate Program
• Major in microbiology (Bachelor of Science)
• Minor in microbiology

Microbiology is an excellent major for undergraduate students who want a good general education with emphasis on an important and interesting branch of biological sciences. Graduates find employment opportunities in government, hospitals, public health laboratories, research laboratories, and industrial laboratories (food, dairy, chemical, pharmaceutical, and genetic engineering companies). Those who pursue advanced degrees have more advanced career opportunities in these same areas as well as in college and university teaching.

Bachelor of Science

The Bachelor of Science with a major in microbiology requires a minimum of 120 s.h., including 63-64 s.h. of work for the major (21 s.h. in microbiology and 42-43 s.h. in supporting course work). Students must complete at least 12 s.h. of the required 21 s.h. in microbiology courses at The University of Iowa. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major requires the following course work.

MICROBIOLOGY COURSES

Students earn 21 s.h. in microbiology courses, as follows.

061:157 (MICR:2157) General Microbiology (with a grade of C or higher) 5 s.h.
061:163 (MICR:4163) Seminar: Microbiology (taken during last two semesters before graduation) 2 s.h.
Additional microbiology courses, with at least 12 s.h. in courses numbered 061:147 (MICR:3147) and above, excluding 061:164 (MICR:3164) and 061:220 (MICR:5220) 14 s.h.

Students must earn a grade of C or higher in 061:157 (MICR:2157) in order to take more advanced microbiology courses.

Students must take 061:163 (MICR:4163) once for credit during their last two semesters before graduation. They may apply a maximum of 2 s.h. earned in the course toward the major, but they are encouraged to take it for 0 s.h. during other semesters after they have completed 061:157 (MICR:2157).

A maximum of 4 s.h. earned in 061:161 (MICR:4161) Undergraduate Research in Microbiology may be counted toward the major. However, honors students must
complete 23 s.h. of microbiology courses for the major and may count 6 s.h. earned in 061:171 (MICR:4171) Honors Undergraduate Research in Microbiology; see "Honors" below.

**SUPPORTING COURSE WORK**

In addition to the required 21 s.h. of microbiology, the major requires supporting course work. These courses may not be taken pass/nonpass.

- 004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.
- 099:120 (BIOL:3120) Biochemistry and Molecular Biology I 3 s.h.
- 099:130 (BIOL:3130) Biochemistry and Molecular Biology II 3 s.h.

One of these sequences:

- 029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-Ii 8 s.h.

One of these:

- 22M:016 (MATH:1460) Calculus for the Biological Sciences 4 s.h.
- 22M:025 (MATH:1850) Calculus I 4 s.h.
- 225:101 (STAT:3510) Biostatistics 3 s.h.
- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

In addition, the following course may be recommended for some students.

- 08N:080 (CNW:2680) Nonfiction Writing 3 s.h.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**Before the third semester begins:** 002:010 ; 004:011 (CHEM:1110) Principles of Chemistry I, and 004:012 (CHEM:1120) Principles of Chemistry II; an approved calculus or biostatistics class; and at least one-quarter of the semester hours required for graduation

**Before the fifth semester begins:** 002:011 ; 004:121 (CHEM:2210) Organic Chemistry I, 004:122 (CHEM:2220) Organic Chemistry II, and 004:141 (CHEM:2410) Organic Chemistry Laboratory; 061:157 (MICR:2157) General Microbiology; and at least one-half of the semester hours required for graduation

**Before the seventh semester begins:** five more courses in the major and at least three-quarters of the semester hours required for graduation

**Before the eighth semester begins:** another 10-12 s.h. of course work

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining required General Education courses, and a sufficient number of semester hours to graduate

**Honors**

Microbiology majors who are members of the University of Iowa Honors Program may enroll in the honors program in microbiology. Membership in the University Honors Program requires that students maintain a cumulative University of Iowa g.p.a. of at least 3.33. Microbiology honors students also must maintain a g.p.a. of at least 3.33 in microbiology courses. To graduate with honors in the major, students must complete 23 s.h. of course work in microbiology, including 6 s.h. in 061:171 (MICR:4171) Honors Undergraduate Research in Microbiology, which introduces them to experimental research. At the end of the research, they must successfully present written and oral reports.

**Minor**

The minor in microbiology requires a minimum of 15 s.h. in microbiology courses, including 12 s.h. in advanced courses taken at The University of Iowa. For the minor, courses numbered 061:147 (MICR:3147) Survey of Immunology and above, except 061:164 (MICR:3164) Nursing Microbiology, are considered advanced. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students may count a maximum of 2 s.h. earned in 061:161 (MICR:4161) Undergraduate Research in Microbiology or 061:171 (MICR:4171) Honors Undergraduate Research in Microbiology, and 2 s.h. earned in 061:163 (MICR:4163) Seminar: Microbiology, toward the minor. They also may count 061:218 (MICR:5218) Microscopy for Biomedical Research, but not 061:220 (MICR:5220) Advanced Microscopy for Biomedical Research.

**Graduate Programs**

- Master of Science in microbiology
- Doctor of Philosophy in microbiology

Graduate study in microbiology is designed to help students become highly qualified in microbiology research and teaching. Admitted graduate students usually pursue the Ph.D.

Graduate study is offered in six subdisciplines: pathogenic bacteriology, microbial genetics, immunology, microbial physiology, animal virology, and bioinformatics. Several areas involve interdisciplinary training both within and outside the department, so students gain broad experience during their course of study. Students also may pursue interdisciplinary Ph.D. programs in genetics (p. 922), immunology (p. 927), and molecular and cellular biology (p. 942).

During their first year, students rotate in three laboratories of their choice and are advised by the Graduate Student Advisory Committee. At the end of March of the first year, they choose a research supervisor who chairs their advisory committee. The committee provides intellectual and research guidance for the student’s training.

The Department of Microbiology cooperates with other University of Iowa departments to give students ample access to diverse course offerings, seminars, and research programs. For example, microbiology students may participate in courses and seminars in immunology,
genetics, molecular and cellular biology, biocatalysis/biotechnology, and electron microscopy.

All students admitted to advanced degree programs are expected to assist in departmental teaching.

**Master of Science**

The Master of Science program in microbiology requires a minimum of 30 s.h. of graduate credit. M.S. students are required to earn a minimum of 12 s.h. in microbiology courses chosen from three of the department’s six subdisciplines. They may substitute a course they have already taken (at The University of Iowa or elsewhere) for a course requirement, with the M.S. advisory committee’s approval. Additional course requirements depend on students’ interests and the advice of the examining committee.

Students must write a thesis based on their own research and defend it satisfactorily in an oral examination. No more than 9 s.h. of credit for thesis research may be counted toward the 30 s.h. required for the Master of Science.

**Doctor of Philosophy**

The Doctor of Philosophy program in microbiology requires a minimum of 72 s.h. of graduate credit. Ph.D. students are required to earn approximately 10 s.h. of credit in graduate-level microbiology courses. They may substitute a course they have already taken (at The University of Iowa or elsewhere) for a course requirement, with the Ph.D. advisory committee’s approval.

Students must pass a comprehensive examination before their fourth semester in the program and write a thesis based on their own research. The thesis must be defended satisfactorily in an oral examination.

**Admission**

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. They should have a cumulative g.p.a. of at least 3.00 and must have completed courses in biology, chemistry (inorganic and organic), mathematics including calculus, and physics. Those admitted with deficiencies must complete the relevant course work including calculus, and physics. Those admitted with deficiencies must complete the relevant course work during their first year of graduate study. Admission is determined through a review and formal vote by the examining committee. Preference is given to students applying for the Ph.D. program.

**Facilities**

The Department of Microbiology is situated on the University of Iowa health sciences campus, where it shares the Bowen Science Building with the Departments of Anatomy and Cell Biology, Biochemistry, Molecular Physiology and Biophysics, and Pharmacology. Laboratory space and modern equipment are available for teaching and research.

**Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>061:103</td>
<td>Principles of Infectious Diseases</td>
<td>5 s.h.</td>
</tr>
<tr>
<td>061:112</td>
<td>Pharmacy Microbiology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>061:113</td>
<td>Dental Microbiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>061:147</td>
<td>Survey of Immunology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>061:157</td>
<td>General Microbiology</td>
<td>5 s.h.</td>
</tr>
<tr>
<td>061:159</td>
<td>Pathogenic Bacteriology</td>
<td>5 s.h.</td>
</tr>
<tr>
<td>061:160</td>
<td>Microbial Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>061:163</td>
<td>Seminar: Microbiology</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>061:164</td>
<td>Nursing Microbiology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>061:165</td>
<td>Immunology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Basic physical, chemical, and biological properties of animal viruses; association with human disease. Requirements: grade of C or higher in 061:157 (MICR:2157).

061:170 (MICR:3170) Microbial Genetics 3 s.h.
Genetics of bacteria, bacteriophages. Requirements: grade of C or higher in 002:128 (BIOL:2512) or 061:157 (MICR:2157).

061:171 (MICR:4171) Honors Undergraduate Research in Microbiology arr.
Experimental research under faculty supervision. Prerequisites: 002:031 (BIOL:1411). Requirements: microbiology major, junior or senior standing, 3.33 overall g.p.a., and 3.33 g.p.a. in microbiology courses.

061:175 (MICR:3175) Microbial Genetics Laboratory 3 s.h.
Basic principles of genetic analysis of bacteria and bacteriophage. Prerequisites: 061:170 (MICR:3170)

061:178 (MICR:3178) Animal Viruses Laboratory 2 s.h.
Basic techniques and approaches in animal virology, including virus detection, virus growth measurement, and virus genetics. Corequisites: 061:166 (MICR:3168). Requirements: grade of C or higher in 061:157 (MICR:2157).

061:179 (MICR:3179) Bacterial Diversity 3 s.h.

061:190 (MICR:3190) Web-Based Nursing Microbiology 4 s.h.
Nursing microbiology, principles of immunology; web-based instruction. Corequisites: 002:002 (BIOL:1141) or 002:021 (BIOL:1140) or 002:031 (BIOL:1411), if not taken as a prerequisite. Requirements: pre-nursing standing.

061:201 (MICR:6201) Graduate Immunology 3 s.h.
Ontogeny, activation, and function of T lymphocytes and B lymphocytes; innate immune effector mechanisms; major histocompatibility complex; antigen presentation; thymocyte positive and negative selection; signaling of T lymphocytes, B lymphocytes; emphasis on experimental methods for analysis of these processes. Requirements: for 148:201 (IMMU:6201) — college biology, general chemistry, and introductory immunology courses; for 061:201 (MICR:6201) — courses in college biology, genetics, general chemistry, and introductory immunology and microbiology. Recommendations: for 148:201 (IMMU:6201) — courses in biochemistry and genetics; for 061:201 (MICR:6201) — microbiology and genetics course. Same as 148:201 (IMMU:6201).

061:207 (MICR:7207) Advanced Topics in Immunology 3 s.h.

061:217 (MICR:7217) Integrated Topics in Infectious Diseases 1 s.h.
Clinical cases used to raise questions in host-parasite interactions; case/scientific exposés followed by related journal club discussions at next class session. Same as 148:217 (IMMU:7217).

061:218 (MICR:5218) Microscopy for Biomedical Research arr.
Basic microscopy methods for research including optics, preparation, and analysis of biological specimens; light, fluorescence, confocal, transmitting electron, scanning electron, atomic force microscopes, elemental analysis; immunohistochemistry and stereochemistry techniques; individualized laboratory instruction. Prerequisites: 002:114 (BIOL:2723). Same as 060:218 (ACB:5218), 002:218 (BIOL:5218).

061:220 (MICR:5220) Advanced Microscopy for Biomedical Research arr.
Technically advanced microscopy and instrumentation for research; individualized laboratory experience with opportunity to explore applications of microscopy methods. Requirements: for 060:220 (ACB:5220) — an introductory microscopy course; for 002:220 (BIOL:5220) — 060:218 (ACB:5218) or 061:218 (MICR:5218), or 012:156 (GEOG:4156) or 052:156 (CBE:4156) or 060:156 (ACB:4156); for 061:220 (MICR:5220) — an introductory EM course. Same as 002:220 (BIOL:5220), 060:220 (ACB:5220).

061:221 (MICR:7221) Advanced Topics in Prokaryotic Biology Module 1 1-2 s.h.
Cell division and sporulation; development of critical thinking, experimental approach and design, writing, and oral presentation skills through primary literature and course specific assignments (proposa writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:222 (MICR:7222) Advanced Topics in Prokaryotic Biology Module 2 1-2 s.h.
Subversion of innate immune response by Gram-positive and Gram-negative bacteria; development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to primary literature and assignments (proposa writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:223 (MICR:7223) Advanced Topics in Prokaryotic Biology Module 3 1-2 s.h.
Development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to selected topics in microbiology and assignments (proposa writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:224 (MICR:7224) Advanced Topics in Prokaryotic Biology Module 4 1-2 s.h.
Development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to selected topics in microbiology and assignments (proposa writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:225 (MICR:7225) Advanced Topics in Prokaryotic Biology Module 5 1-2 s.h.
Development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to selected topics in microbiology and assignments (proposal, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:226 (MICR:7226) Advanced Topics in Prokaryotic Biology Module 6
1-2 s.h.
Development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to selected topics in microbiology and assignments (proposal, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:227 (MICR:7227) Advanced Topics in Microbiology
1 s.h.
Presentations by graduate students on selected research topics in microbiology; different topics each semester. Offered fall and spring semesters. Requirements: graduate standing in microbiology.

061:247 (MICR:6247) Graduate Survey of Immunology
3 s.h.
Important principles and key concepts in immunology; overview of innate and adaptive immune systems and their functions at cellular and molecular levels. Same as 148:247 (IMMU:6247).

061:259 (MICR:6259) Graduate Pathogenic Bacteriology
3 s.h.
Pathogenic bacteria, with emphasis on mechanisms of pathogenicity, laboratory methods for isolation, identification.

061:260 (MICR:6260) Graduate Microbial Physiology
3 s.h.
Bacterial genomes, cell structure, growth, energy metabolism, biosynthesis, mechanisms of signal transduction and regulation.

061:261 (MICR:7261) Graduate Research in Microbiology
arr.
Requirements: microbiology graduate standing.

061:263 (MICR:7263) Graduate Student Research Seminar
1 s.h.
Presentation of thesis work in progress. Requirements: microbiology graduate standing.

061:264 (MICR:5264) Directed Study in Microbiology
arr.

061:265 (MICR:7265) Topics in Virology Literature
1 s.h.
Papers of current interest in primary virology literature.

061:267 (MICR:6267) Graduate Introduction to Animal Viruses
3 s.h.
Basic physical, chemical, biological properties of animal viruses, their association with human diseases; discussion topics in the primary literature.

061:270 (MICR:6270) Graduate Microbial Genetics
3 s.h.
Genetics of bacteria, bacteriophages.

061:271 (MICR:6271) Graduate Microbial Genetics Laboratory
3 s.h.

061:275 (MICR:5875) Perspectives in Biocatalysis
1-3 s.h.

061:279 (MICR:6279) Graduate Bacterial Diversity
3 s.h.
Analysis of bacteria from varied habitats; emphasis on the physiological basis and molecular characteristics of diversity.

061:299 (MICR:6250) Mechanisms of Parasitism Journal Club
1 s.h.
Reviews of recent publications in molecular parasitology research and thesis research by training grant or journal club students. Same as 142:299 (MCB:6250).
Museum Studies

Chair
• James Enloe (International Programs/Anthropology)

Coordinator
• Russell Ciochon (Pediatric Dentistry/Anthropology)

Affiliated faculty
• Tiffany Adrain (Anthropology/Earth and Environmental Sciences), Shalla Ashworth (Anthropology), David McCartney (Anthropology/History), Trina Roberts (Anthropology), William Thomson (Anthropology), Sean Ulmer (Anthropology)

Undergraduate certificate: museum studies
Web site: http://www.uiowa.edu/~mstudies/

Museum studies has a long history at The University of Iowa, with courses offered continuously since 1910. Iowa’s museum studies students have become directors, curators, educators, and exhibit specialists in museums throughout the country.

Museums embrace every aspect of human experience. Iowa’s Museum Studies Program reflects this multiplicity, offering courses related to many fields, including American studies, anthropology and archaeology, art, biology, business, communication studies, elementary and secondary education, English, world languages, geoscience, history, library and information science, and leisure studies.

Instructors for museum studies courses reflect the program’s interdisciplinary nature. They include faculty members from anthropology, art and art history, business, history, law, library and information science, and other related fields. The University archivist for University of Iowa Libraries is an affiliated faculty member of the Museum Studies Program, as are the collections management specialists for the University’s Museum of Natural History and Old Capitol Museum.

The Museum Studies Program is administered by the Department of Anthropology (p. 51).

Undergraduate Program of Study

• Certificate in Museum Studies
College of Liberal Arts and Sciences students who are interested in museum studies may earn the certificate, or they may use the individualized plan of study track in the interdepartmental studies major to create a museum studies concentration relevant to their academic and professional interests.

Certificate
The Certificate in Museum Studies requires 18 s.h. The program provides a broad foundation of knowledge increasingly valued in the museum field.

The certificate is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Completion of the certificate is noted on the student’s transcript.

Museum studies courses introduce students to the spectrum of museum endeavors, from organization and mission planning to institutional histories and current developments in the field. Most courses developed by the program offer hands-on experience in exhibition planning and design, collection management, educational programming, community development, and administration.

A major in one of the natural sciences (e.g., biology, geoscience), anthropology, science education, art history, American studies, or history is recommended for students preparing for museum careers.

Students may count a maximum of 6 s.h. completed for a major, a minor, or another certificate offered by the College of Liberal Arts and Sciences toward the Certificate in Museum Studies.

Work for the certificate consists of an introductory course, a minimum of four courses on specific museum studies topics, and an internship. Students must request permission from the coordinator of the museum studies certificate to use courses that are not included in the program, and the proposed course content and requirements must fit into one of the program’s defined areas.

Students must maintain a g.p.a. of at least 2.00 in work for the certificate.

The Certificate in Museum Studies requires the following course work.

INTRODUCTORY COURSE
Students should begin the certificate with
024:102 (MUSM:3001) Introduction to Museum Studies, which is prerequisite to some of the program’s more advanced courses and is approved for the Social Sciences area of the General Education Program. The course provides a historical overview of museum development and function while introducing students to issues such as museum governance and financing, ethics and law, collection management, exhibition and educational programming, interpretation, and audience research.

024:102 (MUSM:3001) Introduction to Museum Studies 3 s.h.

MUSEUM STUDIES TOPIC AREAS
Students complete a minimum of four courses in museum studies topic areas, choosing from the lists below. The areas are collection care and management; exhibition development and public education; history, theory, and culture; and museum administration and management. Students must select one course from each of three of the four topic areas (9 s.h. total). They also must complete a fourth course (3 s.h.) from any of the four topic areas.

Collection care and management:

024:103 (MUSM:3003) Natural History Research Collections 3 s.h.
024:120 (MUSM:3200) Collection Care and Management 3 s.h.
024:140 (MUSM:4200) Advanced Collection Care and Management 3 s.h.
024:155 (MUSM:4900) Preservation and Conservation of Collection Materials 3 s.h.
024:160 (MUSM:3060) Introduction to Archives and Manuscripts 3 s.h.
024:190 (MUSM:3090) Topics in Museum Studies 1 s.h.

Exhibition development and public education:
Introduction

**Courses**

**Introduction**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>024:102</td>
<td>Introduction to Museum Studies</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Facilities and Resources**

Museum studies students have access to a wide variety of museums and related resources, including the following University of Iowa museums: the Museum of Natural History, the Museum of Art, the Old Capitol Museum, the Medical Museum, and the Athletics Hall of Fame.

The Museum Studies Program maintains close connections with a number of local, community-based museums and organizations, including the State Historical Society of Iowa, the Herbert Hoover Presidential Library and Museum, the African American Museum of Iowa, the Iowa Children's Museum, and the Johnson County Historical Society.

The University of Iowa Collections Coalition, consisting of 19 collections and collection-support organizations, is an essential resource for the Museum Studies Program. It provides museum studies internships, directed study projects, opportunities for site visits, and volunteer experiences for students as well as guest speakers.

**MUSEUM STUDIES INTERNSHIP**

After completing the required course work above (15 s.h.), students must complete the following internship, earning a minimum of 3 s.h.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>024:180</td>
<td>Museum Internship</td>
<td>arr.</td>
</tr>
</tbody>
</table>

The Certificate in Museum Studies coordinator works closely with students and affiliated faculty members to ensure that the internship provides students with the instruction and experience they need.

**Collection Care and Management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>024:103</td>
<td>Natural History Research Collections</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Overview of museum history, function, philosophy, collection, and curatorial practices; governance and funding issues; exhibition evaluation and audience studies; examples from Museum of Art, Museum of Natural History, Old Capitol Museum, and Medical Museum. GE: Social Sciences. Same as 07S:112 (EDTL:3001), 097:115 (SIED:3001), 113:103 (ANTH:3001).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>024:140</td>
<td>Advanced Collection Care and Management</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Builds on 024:120 (MUSM:3200); types of museum objects and materials, their care and management; care, storage, and use of paper, books, photographs, works of art, electronic information media, textiles, furniture, archaeological artifacts, natural history specimens, archives; digitization projects, integrated pest management, risk assessment, museum security, museum construction and renovation, grant writing; for students planning museum careers or for professions that require care of collections. Prerequisites: 012:120 (GEOS:3200) or 024:120 (MUSM:3200). Same as 012:160 (GEOS:4200).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>024:155</td>
<td>Preservation and Conservation of Collection Materials</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Overview of responsible stewardship of library and archival collections; principles and practice of book conservation with focus on prototypes for conservation rebinding; appropriate care of books, papers, photographs (traditional and digital), film, and other non-print items; fundamental instruction in methods of page repair, investigation of eight historical prototypes, construction of related conservation binding models; lecture, discussion, student presentation, and hands-on activities. Prerequisites: 021:101 (SLIS:5010). Same as 021:150 (SLIS:4900).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>024:160</td>
<td>Introduction to Archives and Manuscripts</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Purpose and function of archival repositories (as compared with libraries); professional responsibilities of archivists; theoretical basis of currently accepted practices; collection solicitation and development; appraisal of records and manuscripts; processing, or arrangement and description, of collections; archival preservation and conservation, including digital preservation; reference services; outreach efforts; current issues, including electronic records, privacy and copyright.
Exhibition Development and Public Education

024:104 (MUSM:3004) Exhibition Planning  3 s.h.
Preliminary work for and process of developing museum exhibitions; history of exhibit design, evaluation, budgets, teams and team member roles, working with community and special interest groups, methods of production and display; students research a topic, choose artifacts and images, and create a narrative and exhibit script. Prerequisites: 024:102 (MUSM:3001).

024:110 (MUSM:3110) Learning in Museums  3 s.h.
Introduction to theory and practice of learning in museums; identification of institutional objectives; goals that facilitate learning in museum setting; development of educational materials and programs. Prerequisites: 024:102 (MUSM:3001). Recommendations: good writing skills.

024:121 (MUSM:4000) Power of Placement  3 s.h.
How placement of artworks in a setting and their relationship to each other affect the way viewers understand the works; influence of curator’s choice of placement, sequence, height, wall color, and so forth; varied settings, with focus on display issues in art museums; includes gallery and museum experiences. Prerequisites: 024:102 (MUSM:3001).

History, Theory, and Culture

024:106 (MUSM:3120) The Natural History Museum: A Museological History  3 s.h.
Study of the history of the natural history museum; origin, character and evolution, anecdotes and personalities, how natural history museums influenced society, their continuing relevance to a technological world. Recommendations: at least one course in museum studies, such as 024:102 (MUSM:3001).

024:115 (MUSM:4130) Museum Literacy and Historical Memory  3 s.h.
Concepts and methods for understanding the role of museums in shaping knowledge and collective memory of history; institutionally based exhibits and collections, historical markers and public monuments, public holidays and events, media and artistic works that interpret the past; how events, people, and civic ambitions are memorialized and how memories of them are shaped; appearance of museums and related practices in the non-Western world after 1850. Same as 016:120 (HIST:4130).

024:124 (MUSM:3237) Politics of the Archaeological Past  3 s.h.
How control over management of material remains of the ancient past, and representations of that past, intersect with the identity of diverse groups, including archaeologists, indigenous peoples, national governments, collectors, ethnic minorities and majorities, museum curators; struggles for control of the archaeological past at different scales (artifacts, skeletal remains, sites, imagery, narratives) and in different regions of the world. Same as 113:124 (ANTH:3237).

Introduction to different aspects of art museums; emphasis on roles of art historians, especially curatorial practice; current and historical theories and practices of art exhibitions; varying debates of the politics of display; art museum professions; the many facets of art exhibition preparation; the University of Iowa Museum of Art collections. Same as 01H:181 (ARTH:4081).

Museum Administration and Management

024:100 (MUSM:3100) Historic House Management and Preservation  3 s.h.
Management, preservation, interpretation, and basic operations of historic structures and the museums they serve. Prerequisites: 024:102 (MUSM:3001).

024:147 (MUSM:3500) Nonprofit Organizational Effectiveness I  3 s.h.

024:148 (MUSM:3600) Nonprofit Organizational Effectiveness II  3 s.h.
Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Same as 06:148 (MGMT:3600), 096:169 (NURS:3600), 042:158 (SSW:3600), 032:128 (RELS:3701).

024:181 (MUSM:3080) Marketing, Promoting, Politicking Contemporary Public Art  3 s.h.
How public art projects are conceived, created, and paid for; projects sponsored and funded by federal, state, and local governments and private businesses 1960 to present; projects’ operational structures, how artists are selected; Vietnam Veterans Memorial, Serra’s Tilted Arc, recent projects. Same as 01H:180 (ARTH:3080).

024:247 (MUSM:6010) Nonprofit Organizational Effectiveness I  3 s.h.

024:248 (MUSM:6020) Nonprofit Organizational Effectiveness II  3 s.h.
Directed Studies and Internship

024:150 (MUSM:4050) Directed Studies and Projects
Advanced readings in historical development, educational philosophy, programs, operations of museums; individual projects coordinated with programs, exhibits, or collections of campus and area museums. Prerequisites: 024:102 (MUSM:3001) or 024:104 (MUSM:3004) or 024:120 (MUSM:3200).

024:180 (MUSM:4080) Museum Internship
Working experience in functions, departments, programs of the sponsoring museum; relation to museum’s overall mission and museum field in general.
Music

Director, Division of Performing Arts
• Alan MacVey

Director, School of Music
• David Gier

Director of planning
• Kristin Thelander

Associate directors
• Benjamin Coelho, Christine Getz, Dan Moore

Professors
• Mary Adamek, Benjamin Coelho, Katherine Eberle, Michael Eckert, Christine Getz, Kate Gfeller (Music/Communication Sciences and Disorders), David Gier, David K. Gompper, William LaRue Jones, Kevin Kastens, Réné Lecuona, Maurita Murphy Mead, Dan Moore, John Muriello, Ksenia Nosikova, John Rapson, Christine Rutledge, Timothy Stalter, Stephen Swanson, Kristin Thelander, Ingo Titze (Communication Sciences and Disorders/Music), Uriel Tsachor, Kenneth Tse

Associate professors
• Jeffrey Agrell, Anthony Arnone, Mary Cohen (Teaching and Learning/Music), Scott Conklin, Nicole Esposito, Lawrence Fritts, Richard Mark Heidel, Alan Huckleberry, Rachel Joselson, John Manning, Volkan Orhon, David Puderbaugh, Marian Wilson Kimber, Katherine Wolfe

Assistant professors
• Matthew Arndt, Robert Cook, Gregory Hand, Jennifer Iverson, Andrew Parker, Nathan Platte, Amy Schendel, Erin Wehr (Teaching and Learning/Music)

Lecturers
• Jonathan Allen, James Dreier, Steven Grismore, Trevor Harvey, Susan Jones, Elizabeth Oakes, Donna Parsons, Brent Sandy

Adjunct associate professor
• Rachelle Tsachor

Adjunct assistant professors
• Joey Walker, Brett Wolgast

Professors emeriti

Associate professors emeriti
• Richard J. Bloesch, Don Haines, T.M. Scruggs, Carole Thomas, Robert Yeats

Undergraduate major: music (B.A., B.M.)
Undergraduate minor: music
Graduate degrees: M.A. in music; M.F.A. in music; Ph.D. in music; D.M.A.
Graduate minor: theory pedagogy
Graduate certificate: sacred music
Web site: http://music.uiowa.edu/

The University of Iowa School of Music is prominent in a fine arts community of international repute. It has long been recognized as one of the excellent university-based music schools in the United States.

The school’s on-campus enrollment of approximately 470 music majors is large enough to sustain strong programs in all areas of specialization, yet small enough to ensure the individual attention essential to each student’s development.

The faculty consists of highly trained artist-teachers in each specialization area and scholars of international distinction. Faculty ensembles in residence include the Iowa Woodwind Quintet and the Iowa Brass Quintet.

Private lessons with faculty members are offered in all band and orchestra instruments, voice, piano, and organ.

The school’s undergraduate programs offer all qualified students, whether music majors or nonmajors, the opportunity for further study of music. In addition to its comprehensive course offerings for majors, the school provides a substantial selection of courses especially recommended for nonmajors and several approved for the General Education Program (p. 306) (see "Courses for Nonmajors" below).

Graduate programs in music are designed primarily to prepare students for teaching in secondary schools, colleges, and universities and for careers in performance and music therapy.

The School of Music is a charter member of the National Association of Schools of Music. The requirements for entrance and for graduation are in accordance with the association’s published standards.

The department is one of three academic units in the Division of Performing Arts (p. 221). It participates in offering the division’s Certificate in Performing Arts Entrepreneurship (p. 483).

Undergraduate Programs of Study

• Major in music (Bachelor of Arts, Bachelor of Music)
• Minor in music

The Bachelor of Music program offers concentrations in composition, music education, music therapy, and performance; a second emphasis in jazz studies may be added to the performance concentration. Professional certification in music education and music therapy are available only through the B.M.

The Bachelor of Arts is a nonprofessional degree for students who are not planning careers as musicians or for those who wish to pursue a double major or earn more than one bachelor’s degree. See "B.A. with Second Major in Dance or Theatre" below.

All undergraduate enrollments require School of Music approval. Entering first-year and transfer students who plan to major in music must be accepted into a performance area through audition either in person or by recording before they register. Students who plan to major in composition also must submit examples of creative work; for details, see "Composition Concentration" below. All entering students must complete the online theory diagnostic examination for 025:002 (MUS:1201)
Musician and Theory I and a piano proficiency exam to determine appropriate placement in related courses.

Transfer students admitted to the School of Music must complete a minimum of one year of applied music (lower- or upper-level) and one year of major ensemble at The University of Iowa in order to earn a degree in music. Transfer students who have not completed the equivalent of the four-semester sequence of Musician and Theory I-IV (025:002 [MUS:1201] Musician and Theory I, 025:003 [MUS:1202] Musician and Theory II, 025:004 [MUS:2203] Musician and Theory III, and 025:005 [MUS:2204] Musician and Theory IV) must complete a theory diagnostic exam to determine appropriate placement in the musician and theory sequence. Transfer students who have not completed the equivalent of two semesters of class piano or a piano proficiency exam must meet piano proficiency requirements at The University of Iowa.

B.A. WITH SECOND MAJOR IN DANCE OR THEATRE

Bachelor of Arts students majoring in music may enhance their preparation for the challenge of working in the performing arts by earning a second B.A. major in dance or theatre arts; they also may add course work from the third discipline. The curriculum for earning two majors in the performing arts is rigorous. Students must complete all requirements for both majors; see Dance (p. 210) and Theatre Arts (p. 605) in the Catalog. For the music major’s B.A. requirements, see “Bachelor of Arts: below.

Students must audition for entry to the dance and music majors. No audition is required for entry to the theatre arts major, but students must audition to progress from basic to advanced acting courses. Contact the head of acting in the Department of Theatre Arts to learn more about earning more than one major in the performing arts.

Bachelor of Music

The Bachelor of Music requires a minimum of 120 s.h.; many students earn more than 120 s.h. in fulfilling the requirements for their majors—for instance, those who choose the music therapy concentration or seek teacher certification. The College of Liberal Arts and Sciences maximum hours rule does not apply to the Bachelor of Music, so B.M. students may count more than 50 s.h. of course work in music toward the degree. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The program offers concentrations in composition, music therapy, and performance; a second emphasis in jazz studies may be added to the performance concentration. Bachelor of Music students may not choose guitar as their major instrument, and Bachelor of Arts students may not transfer to the B.M. program with guitar as their major instrument.

Students seeking licensure/certification in music education or music therapy should enroll in the B.M. program.

The Bachelor of Music requires the following School of Music course work.

GENERAL COURSE REQUIREMENTS

All of these:

- 025:001 (MUS:1200) Fundamentals of Music for Majors (or successful completion of the online theory diagnostic examination for 025:002) 3 s.h.
- 025:002 (MUS:1201) Musician and Theory I 4 s.h.
- 025:003 (MUS:1202) Musician and Theory II 4 s.h.
- 025:004 (MUS:2203) Musician and Theory III 4 s.h.
- 025:005 (MUS:2204) Musician and Theory IV 4 s.h.
- 025:071 (MUS:1211) Group Instruction in Piano I (or successful completion of proficiency exam I) 1 s.h.
- 025:072 (MUS:1212) Group Instruction in Piano II (or successful completion of proficiency exam II) 1 s.h.

To register for 025:002 (MUS:1201), students also must register for 025:071 (MUS:1211) or already have completed that course or have been exempted from it by proficiency exam. To register for 025:003 (MUS:1202), students also must register for 025:072 (MUS:1212) or already have completed that course or have been exempted from it by proficiency exam. Transfer students should complete the group piano requirement during their first year in residence unless they are exempted by proficiency exam.

This course:

- 025:074 (MUS:1210) Recital Attendance (six semesters) 6 s.h.

Six semesters of 025:074 (MUS:1210) Recital Attendance are required for all B.M. students, except music therapy students, who are required to take four semesters. Transfer students should plan to enroll in this course each of their remaining semesters, or until the requirement is met.

All of these:

- 025:107 (MUS:3625) Techniques of Conducting 2 s.h.
- 025:144 (MUS:3301) History of Music I (western music of the Middle Ages, Renaissance, and Baroque) 3 s.h.
- 025:146 (MUS:3302) History of Music II (western music 1750-present) 3 s.h.
- 025:154 (MUS:4900) Senior Recital 1 s.h.

To complete the senior recital, students must have achieved upper-level applied status or be enrolled in upper-level applied music courses (see "Applied Music" below). Music therapy students may complete a senior recital or a senior research project. Composition students substitute 025:099 (MUS:4910) Bachelor’s Thesis for the senior recital. The senior recital, research project, or thesis must be completed at The University of Iowa.

One of these:

- 025:080 (MUS:1009) Jazz Cultures in America and Abroad 3 s.h.
- 025:103 (MUS:3310) World Music 3 s.h.
- 025:104 (MUS:3311) Music of Latin America and the Caribbean 3 s.h.
- 025:141 (MUS:3720) History of Jazz 3 s.h.
- 025:178 (MUS:3312) Music, Culture, and Identity 3 s.h.

At least 3 s.h. from these:

- 025:006 (MUS:2206) Form and Analysis 3 s.h.
- 025:101 (MUS:2710) Introduction to Improvisation 3 s.h.
- 025:102 (MUS:3710) Intermediate Jazz Improvisation 2 s.h.
- 025:117 (MUS:3665) Arranging for Band 2 s.h.
- 025:118 (MUS:3750) Jazz Theory 2 s.h.
- 025:145 (MUS:4200) Counterpoint Before 1600 3 s.h.
- 025:147 (MUS:4201) Counterpoint After 1600 3 s.h.
- 025:148 (MUS:3220) Instrumentation 2 s.h.
- 025:153 (MUS:4210) Keyboard Harmony 2 s.h.
025:243 (MUS:4710) Advanced Jazz Improvisation  2 s.h.
025:244 (MUS:4750) Transcription  2 s.h.

APPLIED MUSIC

Students must complete four years of applied music. Instruction is provided on two levels, lower and upper. Students must achieve upper-level status before they may present the senior recital. Readiness for upper-level applied music is determined by a jury examination in the area. The eighth semester of applied music may be waived for students who have successfully completed a senior recital, are enrolled in the Teacher Education Program, and are student teaching. Students are allowed a maximum of six semesters (not including summer) in lower-level applied instruction. Those who want to continue lessons beyond the maximum allowable lower-level registration must do so under the nonmajor category.

Composition students are required to take 6 s.h. of lower-level applied music and 2 s.h. of secondary piano.

Music therapy students who complete a senior research project rather than a senior recital are required to take three years of lower-level applied music.

ENSEMBLE PARTICIPATION

Students must complete eight semesters of major ensemble participation. They normally enroll in a major ensemble during consecutive semesters, beginning early in their degree work, to ensure timely completion of the requirement. Ensemble assignments are made at the discretion of the major teacher and ensemble director. String students participate in University Orchestra and Chamber Orchestra. Wind and percussion students participate in the Symphony Band/Concert Band/University Band. Voice students participate in Camerata Singers, University Choir, Kantorei, and/or University Chorale. Keyboard students may substitute accompaniment for major ensemble participation for two semesters during their junior and/or senior years, with their major applied-music teacher’s consent. Composition students may, with their advisor’s consent, substitute two semesters of other ensembles during their junior and/or senior year.

Music therapy students who complete a senior research project rather than a senior recital are required to complete 6 s.h. of major ensemble participation.

Any student who wants to request adjustment of the major ensemble requirement must submit his or her request in writing to a review committee consisting of the ensemble director(s) involved, the studio instructor, and the associate director for undergraduate studies.

Major ensembles are as follows.

025:142 (MUS:3172) Camerata Singers  1 s.h.
025:181 (MUS:3174) University Choir  1 s.h.
025:185 (MUS:3170) Kantorei  1 s.h.
025:191 (MUS:3176) Women’s Chorale  1 s.h.
025:192 (MUS:3180) Orchestra  1 s.h.
025:194 (MUS:3160) Symphony Band/Concert Band/University Band  1 s.h.

ELECTIVES

Students may take advanced electives in performance (including chamber music and piano accompaniment), theory, composition, music education, music therapy, music history, diverse music cultures, music literature, conducting, and orchestration.

Performance Concentrations

A performance concentration is available in each of the orchestral areas—strings, brass, woodwinds, and percussion—and in voice, piano, and organ. Students must take at least an additional 17 s.h. beyond the School of Music general course requirements. This course work includes required courses and electives unique to each performance area. Course listings for each of the respective areas are available from the School of Music office.

JAZZ STUDIES EMPHASIS

Students with a performance concentration may add a second emphasis in jazz studies. To be admitted to the jazz studies emphasis, students must audition after they complete their first year. Students admitted to the emphasis are assigned to the jazz studies advisor in addition to their regular faculty advisor.

Senior recital and recital attendance requirements are the same as those for the Bachelor of Music. In addition to satisfying all course requirement for the B.M., jazz studies emphasis students must complete 21 s.h. of jazz course work. Many jazz studies courses fulfill other B.M. course requirements, including music electives.

Music Therapy Concentration

Admission to the music therapy concentration is based on successful completion (grade of C-plus or higher) of 025:087 (MUS:1687) Orientation to Music Therapy. In addition to the core courses in music therapy listed below, specific courses are required in biology, anatomy, psychology, and music.

A six-month internship in an approved off-campus clinical facility is required. Following successful completion of the internship, students are eligible to take the board certification examination in music therapy.

The music therapy concentration requires the following course work.

All of these:

07S:144 (EDTL:5630) Psychology of Music  2 s.h.
07S:149 (EDTL:5640) Introduction to Music Research  2 s.h.
025:017 (MUS:1120) Secondary Performance—Voice (taken twice)  2 s.h.
025:071 (MUS:1211) Group Instruction in Piano I  1 s.h.
025:072 (MUS:1212) Group Instruction in Piano II  1 s.h.
025:073 (MUS:2213) Group Instruction in Piano III  1 s.h.
025:074 (MUS:1210) Recital Attendance (four semesters required)  4 s.h.
025:087 (MUS:1687) Orientation to Music Therapy  2 s.h.
025:094 (MUS:3675) Music Therapy Practicum  5 s.h.
025:096 (MUS:3680) Music in Special Education  3 s.h.
025:138 (MUS:4685) Music Therapy with Children  3 s.h.
025:139 (MUS:3690) Music Therapy with Adults  3 s.h.
025:140 (MUS:4670) Internship in Music Therapy  2 s.h.

Four s.h. from these:

025:093 (MUS:3676) Percussion Experience for Teachers and Therapists  1 s.h.

One of these:
Students should consult their music therapy advisor before selecting General Education courses.

**Composition Concentration**

The composition concentration is open to students who have been admitted to a performance area in the School of Music. Before admission to the concentration, students normally must complete the following four-semester sequence.

- 025:002 (MUS:1201) Musicianship and Theory I 4 s.h.
- 025:003 (MUS:1202) Musicianship and Theory II 4 s.h.
- 025:004 (MUS:2203) Musicianship and Theory III 4 s.h.
- 025:005 (MUS:2204) Musicianship and Theory IV 4 s.h.

The last course in the sequence, 025:005 (MUS:2204) Musicianship and Theory IV, is a prerequisite for 025:179 (MUS:2220) Composition (undergraduate composition lessons).

Applicants to the composition concentration must submit a portfolio of creative work to the composition faculty for evaluation and acceptance into the program. Students who wish to prepare a portfolio may register for 025:036 (MUS:1139) Secondary Performance—Composition.

Composition students must satisfy the degree requirements stated under "Bachelor of Music." The composition concentration requires additional course work in composition and music theory, contact the School of Music office.

The course 025:099 (MUS:4910) Bachelor’s Thesis replaces the recital required of applied music students. It consists of one or more compositions, approved by a committee of three faculty members and performed in regularly scheduled School of Music recitals.

**B.M. with Teacher Licensure**

Music majors who intend to earn licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the Bachelor of Music major and all requirements for graduation.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Undergraduate students seeking teacher licensure/certification must be enrolled in a Bachelor of Music program in performance and must complete the appropriate licensure program (e.g., band, choral, string). Students must be admitted to the Teacher Education Program before they may take required professional education courses. See "Admission to the Teacher Education Program" below.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). In addition to the B.M. requirements in music, TEP students must take General Education courses that fulfill licensure requirements. The certification program requires music methods and techniques courses, professional education courses, and student teaching. The following courses are required for all music TEP students.
One college-level math course, excluding
22M:001 (MATH:0100), 22M:003 (MATH:0300), and
22M:008 (MATH:1005)
07B:103 (EPLS:3000) Foundations of Education 3 s.h.
07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
07E:102 (EDTL:3002) Technology in the Classroom 2 s.h.
07E:145 (EDTL:3620) Methods and Materials: General Music 3 s.h.
07E:192 (EDTL:4192) Special Area Student Teaching 6 s.h.
07P:075 (PSQF:1075) Educational Psychology and Measurement 3 s.h.
07S:096 (EDTL:3610) Introduction and Practicum: Music 2 s.h.
07S:187 (EDTL:4087) Seminar: Curriculum and Student Teaching 1 s.h.
07S:190 (EDTL:3090) Orientation to Secondary Education 1 s.h.
07S:191 (EDTL:4091) Observation and Laboratory Practice in the Secondary School 6 s.h.
07S:195 (EDTL:3095) Teaching Reading in Secondary Content Areas 1 s.h.
07U:100 (EDTL:4900) Foundations of Special Education 3 s.h.

BRASS, WOODWIND, AND PERCUSSION STUDENTS

Brass, woodwind, and percussion students in the TEP participate in 025:193 (MUS:3165) Hawkeye Marching Band for one semester. Exceptions must be approved by the head of the music education area.

The following courses are required.
07S:148 (EDTL:3645)/025:110 (MUS:3645) Choral Conducting and Literature 3 s.h.
07S:147 (EDTL:3640)/025:109 (MUS:3640) Choral Methods 3 s.h.

KEYBOARD STUDENTS (NONVOCAL)

Keyboard students who plan to teach in nonvocal areas complete the requirements in either the brass-woodwind-percussion area or the string area, as stated above.

Admission to the Teacher Education Program

Application forms for admission to the Teacher Education Program are available from the Office of Education Services at the College of Education. Application deadlines for the secondary Teacher Education Program are October 1 for entry the following spring and March 1 for entry the following fall. The Teacher Education Program in music accepts a limited number of applicants; meeting the minimum requirements (stated below) does not guarantee admission. Application also requires a proficiency exam and a personal statement.

Minimum requirements for admission to the music TEP are:
- admission to the School of Music;
- a University of Iowa g.p.a. and a cumulative g.p.a. of at least 3.00 at the time of admission to the program;
- a g.p.a. of at least 3.00 on all music course work;
- successful completion of 025:002 (MUS:1201) Musicianship and Theory I and 025:003 (MUS:1202) Musicianship and Theory II;
- completion of at least 33 s.h. of college credit;
- completion of a 10-hour volunteer practicum in a secondary school setting; and
- the PRAXIS I exam.

Bachelor of Arts

The Bachelor of Arts with a major in music requires a minimum of 120 s.h., including 42-47 s.h. of work for the major. The music major for the Bachelor of Arts is designed for students who have strong abilities and interest in music but are not planning on careers as musicians or who wish to pursue a double major or earn more than one bachelor’s degree. Students must audition and be accepted into a performance area. They develop musicianship and performance skills and choose from a wide variety of music electives.

Students in many areas, from engineering and physics to history, art, and English, find that a B.A. in music is a good addition to their studies. Other students choose the B.A. in music to complement course work in business (especially the minor in business administration), foreign language and literature, or interdisciplinary fields such as American studies. Some students combine a B.A. in music with undergraduate preparation to study law or medicine. All B.A. students must complete the College of Liberal Arts and Sciences General Education Program (p. 306) and satisfy all other requirements for graduation with a bachelor’s degree. For more information, contact the School of Music and the Academic Advising Center.
All music majors with scholarships must participate in a major ensemble and studio lessons each semester.

The major in music (Bachelor of Arts) requires the following course work.

All of these:

025:001 (MUS:1200) Fundamentals of Music for Majors (or successful completion of 025:002 online theory diagnostic examination) 3 s.h.
025:002 (MUS:1201) Musicianship and Theory I 4 s.h.
025:003 (MUS:1202) Musicianship and Theory II 4 s.h.
025:071 (MUS:1211) Group Instruction in Piano I (or successful completion of proficiency exam I) 1 s.h.
025:072 (MUS:1212) Group Instruction in Piano II (or successful completion of proficiency exam II) 1 s.h.

To register for 025:002 (MUS:1201), students also must register for 025:071 (MUS:1211) or already have completed that course or have been exempted from it by proficiency exam. To register for 025:003 (MUS:1202), students also must register for 025:072 (MUS:1212) or already have completed that course or have been exempted from it by proficiency exam. Transfer students should complete the group piano requirement during their first year in residence unless they are exempted by proficiency exam.

All of these:

025:074 (MUS:1210) Recital Attendance (two semesters) 2 s.h.
025:004 (MUS:2203) Music Business and Career Development 3 s.h.
025:005 (MUS:2204) Music Business and Career Development II 3 s.h.
025:013 (MUS:3310) World Music 3 s.h.
025:014 (MUS:3311) Music of Latin America and the Caribbean 3 s.h.
025:017 (MUS:3625) Techniques of Conducting 2 s.h.
025:111 (MUS:3665) Arranging for Band 2 s.h.
025:118 (MUS:3750) Jazz Theory 2 s.h.
025:141 (MUS:3720) History of Jazz 3 s.h.
025:144 (MUS:3301) History of Music I 3 s.h.
025:146 (MUS:3302) History of Music II 3 s.h.
025:145 (MUS:4200) Counterpoint Before 1600 3 s.h.
025:231 (MUS:4760) Jazz Composition and Arranging 2 s.h.
025:244 (MUS:4750) Transcription 2 s.h.

All of these:

Performance electives (lower- or upper-level applied music, ensembles, or improvisation) 6 s.h.
Music electives 6 s.h.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

In addition to the requirements listed under the checkpoints, all students must complete 2 s.h. in applied music and 1 s.h. in a major ensemble each semester.

The Four-Year Graduation Plan is not available for music therapy and music education.

Bachelor of Arts

The Bachelor of Arts in music requires 42-47 s.h. in School of Music courses.

Before the third semester begins: 15-18 s.h. of course work in the major, including 025:002 (MUS:1201) Musicianship and Theory I, 025:003 (MUS:1202) Musicianship and Theory II, 025:071 (MUS:1211) Group Instruction in Piano I, and 025:072 (MUS:1212) Group Instruction in Piano II

Before the fifth semester begins: at least 23-32 s.h. of course work in the major

Before the seventh semester begins: at least 33-41 s.h. of course work in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least 40-46 s.h. of course work in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Bachelor of Music

Students may apply more than 50 s.h. earned in School of Music courses toward the minimum 120 s.h. required for the B.M.

Before the third semester begins: 18 s.h. of course work in the major, including 025:002 (MUS:1201) Musicianship and Theory I, 025:003 (MUS:1202) Musicianship and Theory II, and 025:005 (MUS:2204) Music Business and Career Development IV

Before the fifth semester begins: at least 34 s.h. of course work in the major, including 025:004 (MUS:2203) Music Business and Career Development, 025:005 (MUS:2204) Music Business and Career Development II, and 025:005 (MUS:2204) Music Business and Career Development IV

Before the seventh semester begins: at least 50 s.h. of course work in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least 56 s.h. of course work in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate
Honors in the Major

The School of Music offers students the opportunity to graduate with honors in the major. Members of the school’s honors program must have a g.p.a. of at least 3.80 in music.

To graduate with honors in the music major, students must complete at least 6 s.h. of honors work in music, normally in their junior and senior years. They must earn a minimum of 3 s.h. of the required honors work in 025:097 (MUS:4995) Honors in Music by completing one or more honors projects, such as solo or ensemble recitals; compositions, transcriptions, orchestrations, or arrangements; and essays, research papers, editions, or translations. Honors projects must be in addition to the projects normally required for graduation with a major in music.

Students also may earn honors credit in other honors courses (normally upper-level undergraduate courses) or in approved graduate courses (music history and music theory are particularly recommended).

For complete details about requirements for graduation with honors in the music major, visit Honors in Music on the School of Music website and consult the school’s honors advisor.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

Minor

The minor in music requires a minimum of 15 s.h. in music courses, including 12 s.h. in advanced courses and 8 s.h. taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work toward the minor may not be taken pass/nonpass.

Work for the minor must include one music history course, one music history course, and 3 s.h. of performance courses (applied instruction or ensembles). Auditions with the instructor are required for admission to the lower-level applied instruction courses; admission to the theory courses is determined by results on the theory placement exam or completion of 025:001 (MUS:1200) Fundamentals of Music for Majors.

The following courses are considered advanced for the minor.

025:002 (MUS:1201) Musicianship and Theory I 4 s.h.
025:003 (MUS:1202) Musicianship and Theory II 4 s.h.
025:004 (MUS:2203) Musicianship and Theory III 4 s.h.
025:005 (MUS:2204) Musicianship and Theory IV 4 s.h.

Courses numbered 025:100 (MUS:3659) and above
All lower-level applied instruction courses for majors

Students may count a maximum of 7 s.h. of transfer credit up to 7 s.h. toward the music theory, music history, and elective requirements. No transfer credit may be counted toward music performance requirements.

Courses for Nonmajors

The School of Music offers a wide range of courses that are appropriate for non-music majors. Courses about jazz, music and culture, music history, music software, and other topics are available as well as individual instruction on a number of instruments and voice. See "General Music Courses," "Jazz Studies," and "Music History" under "Courses" below.

Several School of Music courses are approved for General Education; look for courses with the prefix 025 (MUS) under "Literary, Visual, and Performing Arts" in the General Education Program (p. 306) section of the Catalog.

Participation in School of Music ensembles is open to all University of Iowa students with the ensemble director’s approval. Major ensembles are as follows.

025:142 (MUS:3172) Camerata Singers 1 s.h.
025:162 (MUS:3184) All-University String Orchestra 1 s.h.
025:181 (MUS:3174) University Choir 1 s.h.
025:185 (MUS:3170) Kantorei 1 s.h.
025:191 (MUS:3176) Women’s Chorale 1 s.h.
025:192 (MUS:3180) Orchestra 1 s.h.
025:194 (MUS:3160) Symphony Band/Concert Band/University Band 1 s.h.

Other courses particularly recommended for music nonmajors include the following.

025:007 (MUS:1007) Garage Band: The Basics 2 s.h.
025:009 (MUS:1000) First-Year Seminar 1 s.h.
025:010 (MUS:1100) Fundamentals of Music 3 s.h.
025:012 (MUS:1012) Creativity in Music 3 s.h.
025:013 (MUS:1301) Concepts and Contexts of Western Music 3 s.h.
025:014 (MUS:1302) Great Musicians 3 s.h.
025:059 (MUS:1020) Performance Instruction for Nonmajors (interested students should consult with the instructor of their instrument) 1 s.h.
025:063 (MUS:1150) Survey of World Percussion 1 s.h.
025:064 (MUS:1010) Recital Attendance for Non-Majors 1 s.h.
025:066 (MUS:1066) Introduction to Film Music 3 s.h.
025:080 (MUS:1009) Jazz Cultures in America and Abroad 3 s.h.
025:082 (MUS:1001) Group Piano I: Non-Music Majors 1 s.h.
025:084 (MUS:1002) Group Piano II: Non-Music Majors 1 s.h.
025:103 (MUS:3310) World Music 3 s.h.
025:104 (MUS:3311) Music of Latin America and the Caribbean 3 s.h.
025:137 (MUS:1004) World of the Beatles 3 s.h.
025:141 (MUS:3720) History of Jazz 3 s.h.
025:144 (MUS:3301) History of Music I 3 s.h.
025:146 (MUS:3302) History of Music II 3 s.h.
025:166 (MUS:1006) Popular Music in the United States 3 s.h.
025:167 (MUS:3850) Introduction to Laban Movement Studies 2-3 s.h.
025:173 (MUS:3154) Introduction to Afro-Cuban Drumming 1 s.h.
025:178 (MUS:3312) Music, Culture, and Identity 3 s.h.

For course content descriptions, see "Courses" below.

National Honor Society

The School of Music sponsors a chapter of Pi Kappa Lambda, the national music honor society. Students of exceptional ability are recommended for membership by faculty members. For more information, consult the School of Music honors advisor.
Financial Support
A number of music performance-based merit scholarships are available to qualified undergraduate music majors. All music majors with scholarships must enroll in a major ensemble and studio lessons each semester. For information, write to the School of Music.

Certificate in Disability Studies
The School of Music administers the undergraduate certificate program in disability studies; see Disability Studies (p. 219) in the Catalog.

Graduate Programs of Study
- Master of Arts in music
- Master of Fine Arts in music
- Doctor of Philosophy in music
- Doctor of Musical Arts
- Minor in theory pedagogy
- Certificate in Sacred Music

Individuals applying to graduate programs in music must audition and/or submit supporting materials in their area of concentration in order to be considered for admission. Information about Graduate College admission and curriculum requirements for each area in the School of Music is available from the school's academic office or on the School of Music web site.

For detailed information about Graduate College admission and policies, see the Manual of Rules and Regulations of the Graduate College or Graduate (p. 888) College in the Catalog.

ADVISORY EXAMINATIONS
Before they register, entering graduate students must take two School of Music advisory examinations: one in music theory, and one in music history and literature. M.A. students in music therapy are not required to take the advisory examination in music theory or music history. These examinations are given at the beginning of the fall semester on the two days (except Sunday) immediately preceding the opening of classes, and at the beginning of the spring and summer sessions by appointment. A leaflet describing the general content of these tests is available from the School of Music academic office.

ENSEMBLE PARTICIPATION
Graduate students in the performance and pedagogy tracks of all graduate programs are required to complete four semesters of major ensemble participation. Students normally enroll in major ensemble participation during consecutive semesters beginning early in their degree work, to ensure completion of the major ensemble requirements in a timely manner. Ensemble assignments are made at the discretion of the major teacher and ensemble director. Major ensembles are as follows.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>025:142</td>
<td>MUS:3172 Camerata Singers</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>025:181</td>
<td>MUS:3174 University Choir</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>025:185</td>
<td>MUS:3170 Kantorei</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>025:191</td>
<td>MUS:3176 Women’s Chorale</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>025:192</td>
<td>MUS:3180 Orchestra</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>025:194</td>
<td>MUS:3160 Symphony Band/Concert Band/University Band</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Keyboard majors may substitute piano accompanying for major ensemble participation, at their major applied teacher’s discretion. Jazz studies majors substitute 025:197 (MUS:3730) Jazz Band for major ensemble participation. Theory, composition, music education, and music therapy majors have no major ensemble requirement. The M.A. in musicology requires one semester of any ensemble.

Any student who wants to request adjustment of this requirement must submit his or her request in writing to a review committee consisting of the major ensemble director(s) involved, the major teacher, and the School of Music associate director for graduate studies.

Master of Arts
The Master of Arts program in music requires a minimum of 30-37 s.h. of graduate credit. The M.A. concentrations in performance, conducting, jazz studies, composition, music theory, musicology, music therapy, and music education requires a recital, capstone project, or thesis. Performance majors present a public recital in place of a written thesis. Music therapy majors complete a capstone research project. Jazz studies majors present a public recital and a separate performance project. The Master of Arts in music education is offered with thesis and nonthesis options.

All M.A. programs—except music therapy and music education—require the following course work.

INTRODUCTORY COURSE
025:321 (MUS:5300) Introduction to Graduate Study in Music 2 s.h.

MUSIC THEORY
Students must earn 6 s.h.
025:240 (MUS:5200) Basic Analytical Techniques (unless exempt by advisory exam) 3 s.h.

Students exempted from 025:240 (MUS:5200) Basic Analytical Techniques through the advisory examination in music theory must substitute an additional theory elective chosen from the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>025:145</td>
<td>MUS:4200 Counterpoint Before 1600</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:147</td>
<td>MUS:4201 Counterpoint After 1600</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:247</td>
<td>MUS:5230 Post-Tonal Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:249</td>
<td>MUS:5235 Tonal Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:256</td>
<td>MUS:5240 Special Topics in Theory and Analysis</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Students also must choose one elective from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>025:145</td>
<td>MUS:4200 Counterpoint Before 1600</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:147</td>
<td>MUS:4201 Counterpoint After 1600</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:241</td>
<td>MUS:6210 History of Music Theory I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:242</td>
<td>MUS:6211 History of Music Theory II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:247</td>
<td>MUS:5230 Post-Tonal Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:249</td>
<td>MUS:5235 Tonal Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:256</td>
<td>MUS:5240 Special Topics in Theory and Analysis</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

MUSIC HISTORY
Students must earn 6 s.h.
One of these:

- Advance History and Literature of Music I
- Advance History and Literature of Music II

Students exempted from 025:301 (MUS:5301) Advanced History and Literature of Music I and/or 025:302 (MUS:5302) Advanced History and Literature of Music II through the advisory examination in music history must substitute a music history course from the following list for each of the exemptions.

025:303 (MUS:6320) Medieval Music 3 s.h.
025:304 (MUS:6325) Renaissance Music 3 s.h.
025:305 (MUS:6330) Seventeenth-Century Music 3 s.h.
025:306 (MUS:6335) Eighteenth-Century Music 3 s.h.
025:307 (MUS:6340) Nineteenth-Century Music 3 s.h.
025:308 (MUS:6345) Music 1900-1945 3 s.h.
025:309 (MUS:6350) Music 1945-Present 3 s.h.
025:310 (MUS:6355) American Music 3 s.h.
025:312 (MUS:6360) Major Composers 3 s.h.
025:313 (MUS:6360) Minor Composers 3 s.h.
025:316 (MUS:6314) Topics in Ethnomusicology 3 s.h.
025:318 (MUS:6315) Foundations of Ethnomusicology 3 s.h.
025:321 (MUS:6321) Medieval Music 3 s.h.
025:324 (MUS:6326) Renaissance Music 3 s.h.
025:325 (MUS:6375) Music Editing 3 s.h.
025:330 (MUS:6331) Seminar in MusicoLOGY 3 s.h.
025:331 (MUS:6327) Performance Practices of Medieval and Renaissance Music 3 s.h.

**Master of Fine Arts**

The Master of Fine Arts program in music requires a minimum of 60 s.h. of graduate credit. It is designed for students of superior ability in instrumental or vocal performance. M.F.A. students present at least two full-length recitals or programs and must write a thesis, which is a research paper of moderate length, in 025:401 (MUS:6910) M.F.A. Thesis. The thesis may relate to some or all of the repertoire included on the recitals.

Students may earn a Master of Arts while working toward the Master of Fine Arts, but they must take two separate final examinations.

**Doctor of Philosophy**

The Doctor of Philosophy program in music requires a minimum of 72 s.h. of graduate credit. Ph.D. concentration areas include composition, musicology, music education, music theory, and vocal pedagogy and literature. The vocal pedagogy and literature program is designed for students who already have achieved a professional level of musical performance; they are required to audition in their major performance area.

Information about specific admission and curricular requirements for each area is available from the School of Music office.

Ph.D. students in composition, musicology, music theory, and vocal pedagogy and literature must complete the courses required for the M.A. (see "Master of Arts" above). They also must complete the following course work.

One or more additional music theory course(s) listed in the M.A. requirements

One of these:


Proficiency in one or more foreign languages is required for Ph.D. students in composition, musicology, music theory, and music literature. Ph.D. students in music education should contact the School of Music for requirements.

**Doctor of Musical Arts**

The Doctor of Musical Arts is offered with two concentrations: conducting, and performance and pedagogy. Requirements for the D.M.A. are the same as for the Ph.D. (see "Doctor of Philosophy" above), except that the D.M.A. requires three recitals or programs (025:503 (MUS:7900) D.M.A. Recital and 025:502 (MUS:7970) D.M.A. Essay) instead of the Ph.D. thesis. At the performance area’s discretion, a concerto performance with orchestra or other appropriate ensemble from the School of Music may be substituted for one of the recitals. Some performance areas allow one or more lecture recitals, with faculty approval. Singers may substitute one major opera role or one major solo contribution to an orchestra performance for one of their recitals. See the school’s associate director for graduate programs for specific area requirements.

**Minor in Theory Pedagogy**

The graduate minor in theory pedagogy requires 15-18 s.h. of credit. The program is open to students who have been admitted to a graduate degree program in the School of Music. The minor requires the following courses.

One of these:

- 025:145 (MUS:4200) Counterpoint Before 1600 3 s.h.
- 025:147 (MUS:4201) Counterpoint After 1600 3 s.h.

Both of these:

- 025:236 (MUS:6215) Music Theory Pedagogy 3 s.h.
- 025:237 (MUS:6200) Music Theory Colloquium (taken 2 times) 0-1 s.h.

One of these:

- 025:249 (MUS:5235) Tonal Analysis 3 s.h.
- 025:312 (MUS:6250) Advanced Tonal Theory and Analysis 3 s.h.

One of these:

- 025:247 (MUS:5230) Post-Tonal Analysis 3 s.h.
- 025:311 (MUS:6245) Advanced Post-Tonal Theory and Analysis 3 s.h.

Two of these:

- 025:241 (MUS:6210) History of Music Theory I 3 s.h.
- 025:242 (MUS:6211) History of Music Theory II 3 s.h.
- 025:256 (MUS:5240) Special Topics in Theory and Analysis 3 s.h.
- 025:311 (MUS:6245) Advanced Post-Tonal Theory and Analysis 3 s.h.
- 025:312 (MUS:6250) Advanced Tonal Theory and Analysis 3 s.h.

**Certificate in Sacred Music**

The Certificate in Sacred Music requires 25 s.h. It is an interdisciplinary program with courses in sacred music, choral conducting and literature, keyboard, voice, religion, and art and art history. Students may earn the certificate...
while working toward a graduate degree. Individuals not enrolled in a graduate program also may complete the certificate, but they must be admitted to the Graduate College and have the consent of a faculty advisor. Completion of the certificate is noted on the student’s transcript.

Financial Support
Qualified graduate students are invited to apply for teaching and research assistantships. Inquiries should be directed to the School of Music office.

Facilities, Resources

Center for New Music
The Center for New Music is a vital component of the School of Music’s composition program. Since its founding in 1966, the center has been both laboratory and showcase for late-20th and 21st-century music. It presents at least four concerts of contemporary works each academic season. It also provides a forum for visiting composers and other creative artists, bringing new music to a variety of outreach venues. Audition, rehearsal, and programming information is available on the Center for New Music web site.

Rita Benton Music Library
The Rita Benton Music Library is currently located in the University’s Main Library. The music library holds more than 70,000 scores, including chamber music sets; 50,000 books, including bound journals; 3,500 microforms, chiefly manuscripts and early printed books; and 28,000 media items in all formats. It receives about 300 journals. Its rare book division has particular strengths in 18th- and 19th-century music theory treatises and instrumental methods, and an outstanding collection of keyboard and chamber music by Ignaz Pleyel. The library also houses the Goldman Band Collection. Music manuscripts of the composer Phillip Greeley Clapp, a former director of the school, are housed in Special Collections & University Archives.

The library’s large reference collection is supplemented by several online resources, including Music Index, IIMP, Grove Music Online, RILM, RISM, RIPM, WorldCat, and InfoHawk Catalog, the University’s online library catalog. Online resources for streamed audio include Classical Music Library, Naxos Music Library, Naxos Jazz, African-American Song, Smithsonian Global Sound, and the Database of Recorded American Music (DRAM).

Materials circulate to University of Iowa faculty and students and to institutions that have reciprocal agreements with the University. Individuals not affiliated with the University may qualify for borrower’s permits.

Courses

Several School of Music courses are especially appropriate for non-music majors. Some are approved for General Education; look for them (prefix 025 [MUS]) under “Literary, Visual, and Performing Arts” in the General Education Program (p. 306) section of the Catalog.

The courses listed under "General" below are especially appropriate for non-music majors, as are several listed under "Music History" below. For others, see "Courses for Nonmajors" earlier in this Catalog section.

Non-music majors may participate in most School of Music ensembles; see "Ensembles" below.

General Music Courses
The following courses are especially appropriate for non-music majors.

Instruction in 025:059 (MUS:1020) Performance Instruction for Nonmajors consists of a half-hour lesson per week. The course is offered on a fee-per-course basis, in addition to tuition. Students register under separate section numbers for different instruments.

025:007 (MUS:1007) Garage Band: The Basics 2 s.h.
Application of GarageBand software (Mac platform) using midi keyboards; composition and music theory for projects using drag-and-drop looping, multitrack recording, sound effects, mixing, importing music for composition. Requirements: prior musical experience (student can sing or play an instrument).

025:008 (MUS:1008) Jazz Masters 3 s.h.
Major 20th-century jazz leaders of varied styles and recordings; developments between 1917 and present.

025:009 (MUS:1000) First-Year Seminar 1 s.h.
An aspect of performance, creativity, musical literature, or scholarship; seminar format with classroom participation, papers, projects, other assignments; may require attendance at lectures, rehearsals, or performances. Requirements: first- or second-semester standing.

025:010 (MUS:1100) Fundamentals of Music 3 s.h.
Notation of pitch and rhythm, intervals, scales, key signatures, triads, and seventh chords. Offered by Saturday & Evening Classes. Requirements: non-music major.

025:012 (MUS:1012) Creativity in Music 3 s.h.
Where does music come from? When, why, and how did people first start making music? How do music creators turn raw inspiration into finished pieces? How do improvisers create music on the spot? Can anyone create music or is that something only for composers? Development of music creation from long ago to present day; presentations by guest composers and performers who will demonstrate how they compose or improvise their music. GE: Literary, Visual, and Performing Arts.

025:013 (MUS:1301) Concepts and Contexts of Western Music 3 s.h.

025:014 (MUS:1302) Great Musicians 3 s.h.

025:059 (MUS:1020) Performance Instruction for Nonmajors 1 s.h.
Bassoon, cello, clarinet, euphonium, flute, horn, oboe, organ, percussion, piano, saxophone, string bass, trombone, trumpet, tuba, viola, violin, or voice. Requirements: non-music major. GE: Literary, Visual, and Performing Arts.

025:063 (MUS:1150) Survey of World Percussion 1 s.h.
Percussion music explored through a selection of nonwestern musical and cultural traditions; hands-on experience learning to play instruments from a variety of musical genres; music of Cuba, Brazil, Africa, Trinidad, Asia, other areas.

025:064 (MUS:1010) Recital Attendance for Non-Majors 1 s.h.
Musical experience through student, faculty recitals.

025:066 (MUS:1066) Introduction to Film Music 3 s.h.
Major styles and composers of film music from early 20th century to the present; focus on case studies to understand different roles music can play in cinema; opportunities to employ critical thinking and listening skills to analyze particular films or key scenes. GE: Literary, Visual, and Performing Arts.

025:074 (MUS:1210) Recital Attendance for Non-Majors 1 s.h.
Requirements: music major.

025:082 (MUS:1001) Group Piano I: Non-Music Majors 1 s.h.
Reading, technical study, chording, playing by ear, improvisation; for beginners. Requirements: non-music major. GE: Literary, Visual, and Performing Arts.

025:084 (MUS:1002) Group Piano II: Non-Music Majors 1 s.h.

History of popular female musicians and the influence of their lyrics, music, and performances on American and British cultures; how women’s musical careers have been influenced by civil rights, the British invasion (Beatles, Rolling Stones), second-wave feminism, postfeminism, Vietnam, counterculture, social injustice, music education, rock festivals, charity concerts. GE: Literary, Visual, and Performing Arts.

025:103 (MUS:3310) World Music 3 s.h.
Varied perspectives on the relationship of music and culture, drawing from musical cultures around the world. GE: Literary, Visual, and Performing Arts.

025:104 (MUS:3311) Music of Latin America and the Caribbean 3 s.h.
Folk and popular musical traditions and their social contexts in Latin America, the Caribbean; listening skills; video/film screenings. GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity.

025:106 (MUS:2106) Improvisation for Classical Musicians 3 s.h.
Theory and practice in beginning nonjazz improvisation; development of aural and rhythmic skills, creation of rhythms and melodies, use of timbres and extended techniques in expression, development of instrumental technique for improvisation, practical understanding of harmony and form, experience in solo and accompaniment roles, creation of short pieces as vehicles for improvisation. Requirements: one year of music theory.

025:111 (MUS:3315) Special Topics 3 s.h.
One or more musical styles, genres, cultures, composers, or subjects.

025:137 (MUS:1004) World of the Beatles 3 s.h.
How the Beatles’ music was influenced by American pop music, the drug culture, and the Avant Garde, nonwestern instruments and philosophy, anti-war sentiments, and world politics, and so forth; Beatlemania’s impact on British and American cultures and its role in opening Eastern Europe to the West. Same as 188:137 (DPA:1004).

025:143 (MUS:3800) Reed Class 1 s.h.
Development of reed-making skills; focus on steps to complete reeds from tube cane to a finished reed; different ways of reed making; practical, pedagogical, and historical approaches; producing various reed styles. Requirements: music major.

025:160 (MUS:2160) Drumline Techniques 1 s.h.
Training and experience in contemporary marching percussion and rudimental drumming techniques.

025:166 (MUS:1006) Popular Music in the United States 3 s.h.
Popular music and culture in the United States from early 20th century to present; basic musical style and performance analysis, social meaning and use.

025:167 (MUS:3850) Introduction to Laban Movement Studies 2-3 s.h.
Introduction to Bartenieff Fundamentals (BF) and Laban Movement Analysis (LMA) as methods of organizing and integrating movement to support artistic goals and expanding expressive range; BF teaches body awareness, breath support, developmental patterns, ergonomically-efficient alignment, balancing of muscular strength and stretch, and coordination; LMA teaches vocabulary of expressive movement and nonverbal communication, including effort (use of energy/dynamics for expression, stamina, stress relief) and shape (how posture and gesture communicate); quality of movement that supports individual goals in artistic expression, sound production, and wellness. Same as 049:105 (THTR:3850), 137:160 (DANC:3850), 188:167 (DPA:3850).

025:172 (MUS:2872) The Music and History of the Symphony Orchestra 3 s.h.
History and great works of symphonic literature; major composers of orchestral music; institutional history of the symphony orchestra; development of critical listening skills to identify orchestral instruments and perceive structure and style of selected orchestral works; following musical scores to derive information about orchestration, style, and form. Recommendations: upper-level non-music major or undergraduate music major.

025:173 (MUS:3154) Introduction to Afro-Cuban Drumming 1 s.h.
Drumming, dance, songs from folkloric and ceremonial Afro-Cuban forms; emphasis on drumming; may include participation in Afro-Cuban drum and dance ensemble. Same as 188:173 (DPA:3154).

025:176 (MUS:3851) Introduction to the Alexander Technique 3 s.h.
The Alexander Technique and "self-use"—how our movement choices affect the results we achieve; improving physical skills and presence; principles from the Alexander Technique in support of performing arts (e.g., speaking, singing, playing an instrument, dancing, acting) and applied to skills in daily life, addressing the underpinnings of movement; physical participation, including laying, rolling, sitting, standing, and locomotion. Same as 188:168 (DPA:3851), 137:173 (DANC:3851), 049:170 (THTR:3851).

025:178 (MUS:3312) Music, Culture, and Identity 3 s.h.
Use of music as marker of social identity; focus on popular music in the United States and interplay among Latino, African, and European-American musical cultures; listening skills.

Applied Music: Lower-Level Undergraduate Majors

Instruction consists of individual and/or class lessons, at the instructor’s option, for a minimum of one hour per week (students register for 2 s.h.), or one half-hour per week (students register for 1 s.h.). Music majors are required to attend weekly performance and pedagogy seminars in applied music.

Courses are offered on a fee-per-course basis, in addition to tuition, and may be repeated.

Guitar instruction is offered only at the lower level. Enrollment in 025:043 (MUS:2038) Lower Level Jazz Guitar is limited to three Bachelor of Arts students. Students may not enroll in the Bachelor of Music program with guitar as their major instrument.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance. Requirements: piano major or approval of the area following a successful audition.

025:042 (MUS:2022) Lower Level Organ arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:043 (MUS:2038) Lower Level Jazz Guitar 1 s.h.
Requirements: Audition required.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:045 (MUS:2024) Lower Level Viola arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:046 (MUS:2025) Lower Level Cello arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:048 (MUS:2027) Lower Level Flute arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:049 (MUS:2028) Lower Level Oboe arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:050 (MUS:2029) Lower Level Clarinet arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:051 (MUS:2030) Lower Level Bassoon arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:052 (MUS:2031) Lower Level Saxophone arr.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.
025:129 (MUS:3030) Upper Level Bassoon
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:130 (MUS:3031) Upper Level Saxophone
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:131 (MUS:3032) Upper Level Horn
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:132 (MUS:3033) Upper Level Trumpet
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:133 (MUS:3035) Upper Level Euphonium
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:134 (MUS:3034) Upper Level Trombone
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:135 (MUS:3036) Upper Level Tuba
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

025:136 (MUS:3037) Upper Level Percussion
Applied lessons and guided instruction in performance, technique, musicality, pedagogy (teaching); weekly lessons; weekly performance/pedagogy seminar conducted in a master class format; student participation as performers, critics, and practice teachers with instructor guidance.

Applied Music: Graduate Majors
Instruction consists of individual and/or class lessons, at the instructor's option, for a minimum of one hour per week (students register for 2 s.h.), or one half-hour per week (students register for 1 s.h.). Courses are offered on a fee-per-course basis, in addition to tuition, and may be repeated.

Applied Music: Secondary Instruction for Majors
Instruction consists of one half-hour lesson per week. Courses are offered on a fee-per-course basis, in addition to tuition, and may be repeated.

025:017 (MUS:1120) Secondary Performance--Voice 1 s.h.
025:018 (MUS:1121) Secondary Performance--Piano 1 s.h.

Requirements: music major.
Choral Literature
025:341 (MUS:6561) Seminar: Choral Literature and Analysis I 1-3 s.h.

025:342 (MUS:6562) Seminar: Choral Literature and Analysis II 1-3 s.h.

025:343 (MUS:6563) Seminar: Choral Literature and Analysis III 1-3 s.h.

025:344 (MUS:6564) Seminar: Choral Literature and Analysis IV 1-3 s.h.

Composition
025:148 (MUS:3220) Instrumentation 2 s.h.
Basic techniques of writing for orchestral instruments; ranges, transpositions, sound production, notating scores and parts. Prerequisites: 025:005 (MUS:2204).

025:156 (MUS:3230) Composition Seminar 0-1 s.h.

025:157 (MUS:4220) Orchestration 2 s.h.
Instrumental capabilities and combinations in solo, chamber, and large ensemble literature; application in composition. Prerequisites: 025:148 (MUS:3220).

025:179 (MUS:2220) Composition arr.


025:250 (MUS:4250) Composition: Electronic Media I 3 s.h.
Composition using analog, digital technology. Offered fall semesters.

025:251 (MUS:4251) Composition: Electronic Media II 3 s.h.
Advanced interactive techniques in composition in association with analog, digital technologies. Offered spring semesters.

Conducting
**Techniques of Conducting**

025:107 (MUS:3625) 2 s.h.
Basic elements, score analysis.

**Advanced Orchestral Conducting**

025:158 (MUS:6580) 2 s.h.
Requirements: graduate standing.

**Seminar in Advanced Band Literature and Band History**

025:200 (MUS:6590) arr.
Band literature; history.

**Advanced Choral Conducting I**

025:203 (MUS:6581) 1-3 s.h.

**Advanced Choral Conducting II**

025:204 (MUS:6582) 1-3 s.h.

**Advanced Choral Conducting III**

025:205 (MUS:6583) 1-3 s.h.

**Advanced Choral Conducting IV**

025:206 (MUS:6584) 1-3 s.h.

**Orchestral Conducting Lab**

025:207 (MUS:6579) 1 s.h.
Conducting practicum experience with a laboratory ensemble; participants also serve as performers to facilitate conducting experience of major orchestral repertoire through guided and critiqued gestural studies.

**Score Reading**

025:225 (MUS:6585) 1 s.h.

**Orchestral Literature**

025:291 (MUS:6586) 2 s.h.

---

**Ensembles**

Enrollment requires consent of instructor. Courses may be repeated.

**Camerata Singers**

025:142 (MUS:3172) 1 s.h.

**All-University String Orchestra**

025:162 (MUS:3184) 1 s.h.
Repertoire, rehearsal pacing, and performance expectation geared to general students. Open to all UI students with no audition.

**Steel Band**

025:163 (MUS:3163) 1 s.h.
Musical and cultural introduction to steel band music of Trinidad and other Caribbean musical styles, including calypso, soca, ska, and reggae.

**Center for New Music Ensemble**

025:171 (MUS:3190) 1 s.h.
Participation in the Center for New Music; focus on contemporary composition and performance, 20th- and 21st-century repertoire and styles.

**Large Pep Band**

025:180 (MUS:3166) 1 s.h.
Performing ensemble for basketball games and wrestling meets. Requirements: membership by audition.

**University Choir**

025:181 (MUS:3174) 1 s.h.

**Chamber Orchestra**

025:183 (MUS:3182) 1 s.h.
Requirements: upper-level undergraduate standing.

**Kantorei**

025:185 (MUS:3170) 1 s.h.

**Piano Accompaniment**

025:186 (MUS:3480) arr.
Collaborative arts techniques, methods, and history. Requirements: keyboard major.

**Piano Chamber Music**

Requirements: music major.

**String Chamber Music**

025:188 (MUS:3482) arr.

**Wind Chamber Music**

025:190 (MUS:3485) arr.
Preparation, performance of representative literature; sections for woodwinds, brass, flute, clarinet, horn, saxophone, double reed, trumpet, trombone, brass choir, tuba/euphonium ensemble.

**Women's Chorale**

025:191 (MUS:3176) 1 s.h.

**Orchestra**

025:192 (MUS:3180) 1 s.h.

**Hawkeye Marching Band**

025:193 (MUS:3165) 1 s.h.
Offered fall semesters.

**Symphony Band/Concert Band/University Band**

025:194 (MUS:3160) 1 s.h.
Participation in Symphony Band, Concert Band, and/or University Band. Requirements: (for concert band) membership by audition.

**Percussion Ensemble**

025:195 (MUS:3150) arr.
Range of styles and idioms, primarily written during the 20th and 21st centuries; historical or cultural aspects such as ancient rudimental drumming styles, ragtime, jazz, popular music, and music from Africa, the Caribbean, Brazil, Cuba, China.

**Percussion Chamber Ensemble**

025:258 (MUS:3151) 1 s.h.
Advanced percussion ensemble experience to complement work in larger format percussion ensemble; preparation and performance of most important repertoire for percussion ensemble; new works brought to light in a small chamber group setting. Requirements: upper-level undergraduate or graduate percussion major.
Jazz Studies

025:080 (MUS:1009) Jazz Cultures in America and Abroad 3 s.h.
How to listen to jazz and recognize a variety of processes that are taking place in performances and recordings; historical, social, and political issues, including race and gender; the unique blend of jazz of a particular region; attendance at live performances, meet and interview musicians, critics, and educators. GE: Literary, Visual, and Performing Arts; Values; Society, and Diversity.

025:095 (MUS:1711) Sight Reading Jazz 1 s.h.
Methods for sight-reading and interpreting jazz notation. Requirements: music major or audition.

025:101 (MUS:2710) Introduction to Improvisation 3 s.h.
Introduction to the practice of improvisation through performance of repertoire and the development of practicing strategies; exercises in melody, harmony, rhythm and transcription that together form an integrated approach to developing improvisations. Prerequisites: 025:002 (MUS:1201). Requirements: audition.

025:102 (MUS:3710) Intermediate Jazz Improvisation 2 s.h.
Improvisation in the jazz repertoire of standards, bebop, and major composers such as Thelonious Monk, Wayne Shorter; memorization and use of melodies, knowledge of chords to the thirteenth, chromatic harmony, development of rhythmic motifs/alteration, strategies for multiple chorus improvisations; separate section for drummers. Prerequisites: 025:101 (MUS:2710) and 025:118 (MUS:3750). Requirements: audition.

025:118 (MUS:3750) Jazz Theory 2 s.h.
Development of skills for interpreting melodies and chord symbols in mainstream practice of jazz harmony at the piano; application of scales, development of voice leading for jazz harmonies, reharmonization, and analysis. Requirements: 025:002 (MUS:1201) or audition.

025:141 (MUS:3720) History of Jazz 3 s.h.
Major 20th-century styles, artists, seminal works, and recordings; developments between 1917 and 1972. GE: Literary, Visual, and Performing Arts; Values; Society, and Diversity.

025:196 (MUS:3760) Jazz Band Techniques 1 s.h.
Development of skills for sight-reading and interpreting notated jazz. Prerequisites: 025:095 (MUS:1711).

025:197 (MUS:3730) Jazz Band 1 s.h.
Jazz performance ensembles, rehearsals, and concerts on and off campus.

025:224 (MUS:3740) Small Jazz Ensembles 1 s.h.
Development of repertoire from standard jazz literature, arrangements and compositions by ensemble members; rehearsals (three hours per week) and performances on and off campus. Requirements: audition.

025:231 (MUS:4760) Jazz Composition and Arranging 2 s.h.
Experience writing and arranging original jazz material for small and large ensembles, and presenting scores in computer notation; individual lessons. Prerequisites: 025:118 (MUS:3750).

025:243 (MUS:4710) Advanced Jazz Improvisation 2 s.h.
Builds on the skills learned in 025:102 (MUS:3710); contemporary techniques and styles used by current practitioners of improvisation; free improvisation, bitonal harmonies, through-composed forms, collective improvisation, nonwestern approaches. Prerequisites: 025:102 (MUS:3710) and 025:118 (MUS:3750). Requirements: audition.

025:244 (MUS:4750) Transcription 2 s.h.
Individual projects to transcribe improvisations, small ensemble arrangements, large ensemble arrangements, or nonwestern techniques; use of computer notation programs and midi-realizations. Prerequisites: 025:102 (MUS:3710) and 025:118 (MUS:3750).

Music Education

The College of Education offers additional music education courses; see Teaching and Learning (p. 774) in the Catalog for listings and descriptions. Some courses have two numbers, one for the School of Music and the other for the College of Education. Students preparing for music teacher licensure should register under the education number. Also see 025:196 (MUS:3760) Jazz Band Techniques under "Jazz Studies."

025:100 (MUS:3659) Class Strings 1 s.h.
String playing and basic principles of string pedagogy; for band and string students. Offered fall semesters for band; offered fall and spring semesters for string. Requirements: teacher education student in music.

025:105 (MUS:3605) Instrumental Techniques 2 s.h.
Same as 07S:143 (EDTL:3605).

025:108 (MUS:3635) Instrumental Conducting 3 s.h.
Advanced skills for instrumental conducting, score analysis, rehearsal techniques, literature selection. Prerequisites: 025:107 (MUS:3625). Same as 07S:145 (EDTL:3635).

025:109 (MUS:3640) Choral Methods 3 s.h.
Organization, implementation of effective choral music programs for all ages. Same as 07S:147 (EDTL:3640).

025:110 (MUS:3645) Choral Conducting and Literature 3 s.h.
Advanced skills appropriate to choral conducting, analysis, literature selection studied and implemented to develop a secure approach to choral art; students preparing to teach in the elementary or secondary schools must register under 07S:148 (EDTL:3645). Prerequisites: 07S:147 (EDTL:3640) and 025:107 (MUS:3625). Same as 07S:148 (EDTL:3645).

025:112 (MUS:3660) String Methods and Materials 3 s.h.
Methods for teaching bands in schools. Offered fall semesters. Same as 07S:150 (EDTL:3660).

025:114 (MUS:3664) Introduction to Band Instruments 2 s.h.
Survey of wind and percussion instruments; for music education string majors.

025:117 (MUS:3665) Arranging for Band 2 s.h.
Scoring and arranging techniques for concert, marching bands. Offered spring semesters.

025:164 (MUS:3630) Band Methods and Materials 3 s.h.
High school and elementary school music methods required for teaching certificate; for instrumental music education majors. Same as 07S:140 (EDTL:3630).

025:182 (MUS:3666) Marching Band Techniques 1 s.h.
Administration, show design. Offered fall semesters.

025:220 (MUS:5600) Music Education Workshop 1 s.h.
For in-service music teachers; topics vary. Same as 07S:241 (EDTL:5600).

025:234 (MUS:5601) Music Education Workshop II 1 s.h.
Varied topics; for in-service music teachers. Same as 07S:242 (EDTL:5601).

Music History
The following courses deal with periods and special topics in music history. They are offered about every two years. All of them have as prerequisites 025:301 (MUS:5301) Advanced History and Literature of Music I and 025:302 (MUS:5302) Advanced History and Literature of Music II, or the equivalents, or consent of instructor.

025:309 (MUS:6350) Music 1945-Present 3 s.h.
History and style of Classical, 19th-, 20th-, and 21st-century music (1750-present). Offered spring semesters.

025:310 (MUS:6355) American Music 3 s.h.
Prerequisites: 025:302 (MUS:5302).

025:313 (MUS:6360) Major Composers 3 s.h.
Prerequisites: 025:301 (MUS:5301).

025:318 (MUS:6314) Topics in Ethnomusicology 3 s.h.
Perspectives on analysis and representation of selected musical cultures from around the world.

025:319 (MUS:6315) Foundations of Ethnomusicology 3 s.h.
Ethnomusicology in relation to domains of musical, humanistic, social science scholarship on expressive culture and artistic processes. Requirements: senior standing.

025:320 (MUS:5310) Introduction to Musicology 1-3 s.h.
Prerequisites: 025:004 (MUS:2203) for music majors. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

025:321 (MUS:5300) Introduction to Graduate Study in Music 2 s.h.
Music library; reference materials; bibliography; research problems, methods; writing research papers. Offered fall and spring semesters.

025:322 (MUS:6321) Medieval Music Notations 3 s.h.
Chant neumes, medieval black notation, musical and textual paleography; transcription of early vocal and instrumental notations; editorial problems. Prerequisites: 025:301 (MUS:5301).
025:324 (MUS:6326) Renaissance Music Notations 3 s.h.
Renaissance white notation, keyboard tablatures, musical paleography; transcription of early vocal, instrumental notations; editorial problems. Prerequisites: 025:301 (MUS:5301).

025:325 (MUS:6375) Music Editing 3 s.h.
Principles and methods of music editing; use of primary source materials, establishment of music text, preparation of critical apparatus; project to prepare a critical edition of music for publication. Prerequisites: 025:321 (MUS:5300).

025:330 (MUS:6310) Seminar in Musicology 3 s.h.
One or more selected areas of music history.

025:331 (MUS:6327) Performance Practices of Medieval and Renaissance Music 3 s.h.
Practical approaches to performing vocal and instrumental music before 1600; theoretical, social issues bearing on performance. Prerequisites: 025:301 (MUS:5301).

025:381 (MUS:7380) Readings in Music History arr.

Music and Technology


025:149 (MUS:3780) Audio Recording I 3 s.h.
Audio fundamentals, including sound generation, acoustical environments, forms of sound energy, basic audio systems; use of microphones (primarily stereo techniques), mixers, recorders, related equipment; introduction to Pro Tools digital recording, editing, and mixing on Macintosh; production of high-quality audio compact discs. Offered fall semesters.

025:152 (MUS:3781) Audio Recording II 3 s.h.
Functionality with Pro Tools digital audio recording, editing, mixing, and mastering on Macintosh; basic digital theory; configuration of Macintosh G4 computer with Pro Tools hardware and software; music editing projects and production of multitrack recordings. Offered spring semesters. Requirements: 025:149 (MUS:3780).

025:161 (MUS:3410) Fundamentals of Piano Technology 1 s.h.
Offered spring semesters.

Music Therapy

025:087 (MUS:1687) Orientation to Music Therapy 2 s.h.
Theory, practice; typical clients and places of employment in music therapy.

Skill development on social instruments such as guitar, autoharp, piano; percussion, song-leading skills, and repertoire development for use in clinical music therapy sessions. Prerequisites: 025:087 (MUS:1687). Requirements: music therapy major.

025:138 (MUS:4685) Music Therapy with Children 3 s.h.

025:139 (MUS:3690) Music Therapy with Adults 3 s.h.
Techniques, procedures for work with adult clients with disabilities. Prerequisites: 025:087 (MUS:1687). Requirements: music therapy major.

025:140 (MUS:4670) Internship in Music Therapy arr.
Clinical training under direction of board certified music therapist. Requirements: core music therapy requirements.

025:221 (MUS:6690) Special Studies in Music Therapy Seminar. Requirements: music therapy or music education graduate standing.

025:283 (MUS:6670) Graduate Music Therapy Practicum Seminar, clinical field work. Requirements: undergraduate music therapy practicum.

025:285 (MUS:6675) Research in Music Therapy--Graduate 1 s.h.
Research methodology; foundation for subsequent semesters of research on capstone project in music therapy.

025:286 (MUS:6680) College Teaching and Clinic Supervision in Music Therapy 3 s.h.
Principles of college teaching, curriculum development, clinical supervision in music therapy.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>025:287 (MUS:6685)</td>
<td>Theory and Research in Music Therapy</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>025:335 (MUS:6131)</td>
<td>Seminar in Performance and Pedagogy Research I</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>025:340 (MUS:7132)</td>
<td>Seminar in Performance and Pedagogy Research II</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Orchestra and Band Instruments**

- Also see 025:112 (MUS:3660) String Methods and Materials, under “Music Education” above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>025:168 (MUS:3140)</td>
<td>Audition Repertoire</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>025:174 (MUS:3483)</td>
<td>Baroque Seminar for Strings</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>025:209 (MUS:5101)</td>
<td>Advanced Woodwind Pedagogy and Literature I</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:210 (MUS:5102)</td>
<td>Advanced Woodwind Pedagogy and Literature II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>025:253 (MUS:5111)</td>
<td>Advanced Brass Pedagogy and Literature I</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:254 (MUS:5112)</td>
<td>Advanced Brass Pedagogy and Literature II</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:255 (MUS:5115)</td>
<td>Advanced Brass Ensemble Literature</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:295 (MUS:5130)</td>
<td>Advanced Percussion Pedagogy and Literature</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:298 (MUS:5121)</td>
<td>Advanced String Methods and Literature I</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

**Organ and Sacred Music**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>025:184 (MUS:4452)</td>
<td>Liturgics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:189 (MUS:4450)</td>
<td>Organ Literature Survey</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:198 (MUS:4454)</td>
<td>Service Playing and Improvisation</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:226 (MUS:5450)</td>
<td>History of Organ Building and Design</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>025:228 (MUS:5452)</td>
<td>Organ Pedagogy</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:229 (MUS:5475)</td>
<td>Organ Literature Special Topics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>025:252 (MUS:5465)</td>
<td>Hymnology</td>
<td>1-2 s.h.</td>
</tr>
</tbody>
</table>

**Piano**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>025:071 (MUS:1211)</td>
<td>Group Instruction in Piano I</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Principles of college teaching, curriculum development, clinical supervision in music therapy.**

- **Theory and Research in Music Therapy**
  - 1 s.h.
  - Historical background, current principles and practices associated with theories of music therapy, common uses with specific populations; research methodologies associated with testing; theories and clinical practices, assigned research publications; information covered over several semesters with each semester covering three to four common theories; seminar includes strengths and limitations of each theory and its place within clinical practice. Requirements: undergraduate core courses in music therapy.

- **Audition Repertoire**
  - 1 s.h.
  - Practicum on passages frequently requested at professional auditions.

- **Baroque Seminar for Strings**
  - 1 s.h.
  - Introduction to Baroque performance practices and techniques on period string instruments; ensembles. Requirements: enrollment in upper-level or graduate-level applied studies.

- **Advanced Woodwind Pedagogy and Literature**
  - I: 2 s.h.
  - Saxophone and clarinet solo and study literature; integration of pedagogical topics.
  - II: 3 s.h.
  - Oboe, bassoon, and flute solo and study literature; integration of pedagogical topics.

- **Advanced Brass Pedagogy and Literature**
  - I: 2 s.h.
  - Tuba, euphonium, and trombone literature; pedagogical topics.
  - II: 2 s.h.
  - Trumpet and horn literature; pedagogical topics.

- **Advanced Brass Ensemble Literature**
  - 2 s.h.
  - Brass chamber music literature, including mixed and like-instrument ensembles.

- **Advanced Percussion Pedagogy and Literature**
  - 2 s.h.
  - Percussion literature, styles, notation, performance techniques, composition; survey.

- **Advanced String Methods and Literature**
  - I: 2 s.h.
  - Violin, viola, cello, and double bass solo and chamber music repertoire, pedagogical methods.
  - II: 2 s.h.
  - Violin, viola, cello, and double bass solo and chamber music repertoire, pedagogical methods.

- **Liturgics**
  - 2 s.h.
  - History of liturgies and survey of liturgical music from Judaism to present.

- **Organ Literature Survey**
  - 2 s.h.
  - Fifteenth century to present. Requirements: advanced undergraduate or graduate standing.

- **Service Playing and Improvisation**
  - 2 s.h.
  - Hymn playing, accompanying, basic improvisation techniques. Requirements: organ major.

- **History of Organ Building and Design**
  - 2-3 s.h.
  - Development of organ design from Middle Ages to present; basic concepts of construction, maintenance.

- **Organ Pedagogy**
  - 2 s.h.
  - History, theory, practice from Renaissance to present; methods, literature appropriate for various levels.

- **Organ Literature Special Topics**
  - 2 s.h.
  - Specialized study in selected areas of organ literature.

- **Hymnology**
  - 1-2 s.h.
  - Survey of historic hymnody: ancient odes, Latin hymns, Reformation hymns and psalms; current developments in hymnody and hymnals; may be special topic study.

- **Group Instruction in Piano I**
  - 1 s.h.
  - Beginning instruction for music majors whose principal performing medium is voice or an orchestral or band instrument; skill development in sight reading, technique, harmonization, transposition, improvisation, simple literature. Corequisites: 025:002 (MUS:1201). Requirements: music major.
025:072 (MUS:1212) Group Instruction in Piano II  
1 s.h.  
Elementary to early intermediate instruction for music majors whose principal performing medium is voice or an orchestral or band instrument; continued skill development begun in 025:071 (MUS:1211); introduction of easy solo and ensemble literature. Corequisites: 025:071 (MUS:1211). Requirements: 025:071 (MUS:1211) or successful completion of proficiency examination.

025:073 (MUS:2213) Group Instruction in Piano III  
1 s.h.  
Varies by semester: skills for the music therapy profession, sight-reading, harmonization, transposition, reading from a fake book, and improvisation (fall); skills for the music education profession, sight-reading, harmonization, transposition, score, and hymn reading (spring). Requirements: music therapy, music education, or piano major.

025:113 (MUS:3400) Methods of Teaching Piano  
2 s.h.  
Methods, materials, and teaching techniques for preschool students, precollege students, and adult learners. Requirements: keyboard major.

025:232 (MUS:5400) Piano Pedagogy I  
2 s.h.  
In-depth study of techniques and materials needed to teach intermediate and advanced piano students; judging competitions; conducting master classes; writing curriculum vitae and cover letters in preparation for academic job searches.

025:233 (MUS:5401) Piano Pedagogy II  
2 s.h.  
History of the piano and its technique and pedagogy; national schools of piano playing; relationship of technological changes in piano construction to piano technique, pedagogy, and composition; major methods and treatises, historical recordings and video clips; research leading to understanding of students’ individual piano lineage.

025:296 (MUS:5410) Piano Literature I  
2 s.h.  
Baroque era to Mozart or Chopin through 1900.

025:297 (MUS:5411) Piano Literature II  
2 s.h.  
Beethoven through Schumann or 20th century.

025:361 (MUS:7400) Special Studies Piano Literature  
arr.  
Individual research in special aspects of piano literature; primarily for D.M.A. students.

025:362 (MUS:7401) Special Studies in Piano Accompaniment and Chamber Music  
arr.  
Advanced collaborative arts practicum. Prerequisites: 025:186 (MUS:3480).

025:097 (MUS:4995) Honors in Music  
1-4 s.h.  
Requirements: honors standing.

025:099 (MUS:4910) Bachelor’s Thesis  
0-1 s.h.

025:154 (MUS:4900) Senior Recital  
1 s.h.

025:199 (MUS:3990) Special Studies  
arr.  

025:390 (MUS:6920) M.A. Performance Project  
arr.  

025:400 (MUS:6950) M.A. Thesis  
arr.  

025:401 (MUS:6910) M.F.A. Thesis  
arr.  

025:402 (MUS:6900) M.A. Recital  
arr.  

025:500 (MUS:7950) Ph.D. Thesis  
arr.  

025:501 (MUS:7960) Composition Ph.D. Thesis  
arr.  

025:502 (MUS:7970) D.M.A. Essay  
arr.  

025:503 (MUS:7900) D.M.A. Recital  
arr.  

Theory

025:001 (MUS:1200) Fundamentals of Music for Majors  
3 s.h.  
Rudiments of music—notation of pitch and rhythm, meter, scales, keys, intervals, triads; first of a five-semester sequence.

025:002 (MUS:1201) Musicianship and Theory I  
4 s.h.  
Principles of harmony; emphasis on aural skills, theoretical concepts, notation. Offered fall semesters. Requirements: 025:001 (MUS:1200) or successful completion of music theory diagnostic exam, and concurrent enrollment in 025:071 (MUS:1211) or successful completion of piano proficiency exam.

025:003 (MUS:1202) Musicianship and Theory II  
4 s.h.  

025:004 (MUS:2203) Musicianship and Theory III  
4 s.h.  
Continuation of 025:002 (MUS:1201) and 025:003 (MUS:1202); focus on common-practice repertory. Offered fall semesters. Prerequisites: 025:003 (MUS:1202).

025:005 (MUS:2204) Musicianship and Theory IV  
4 s.h.  
Continuation of 025:002 (MUS:1201), 025:003 (MUS:1202), and 025:004 (MUS:2203); focus on late 19th- and early 20th-century repertories. Offered spring semesters. Prerequisites: 025:004 (MUS:2203).

025:006 (MUS:2206) Form and Analysis  
3 s.h.  
Analysis of musical forms and procedures, including 18th- and 19th-century tonal repertoires. Prerequisites: 025:005 (MUS:2204). Requirements: undergraduate standing.
025:145 (MUS:4200) Counterpoint Before 1600 3 s.h.
Two- and three-part counterpoint; Renaissance polyphony.
Requirements: 025:004 (MUS:2203) for undergraduates;
025:240 (MUS:5200) for graduate students.

025:147 (MUS:4201) Counterpoint After 1600 3 s.h.
Two- and three-part writing in the style of J.S. Bach; fugue.
Requirements: 025:005 (MUS:2204) for undergraduates;
025:240 (MUS:5200) or exemption on Graduate Theory Advisory
Exam for graduate students.

025:153 (MUS:4210) Keyboard Harmony 1-2 s.h.
Melody harmonization and figured-bass realization at
the keyboard. Requirements: 025:005 (MUS:2204) for undergraduates,
025:240 (MUS:5200) for graduate students; and
keyboard proficiency.

025:236 (MUS:6215) Music Theory Pedagogy 3 s.h.
Methods and techniques of teaching college-level music theory,
including harmony, sight singing, ear training. Prerequisites:

025:240 (MUS:5200) Basic Analytical Techniques 3 s.h.
Theories and strategies of analysis applied to tonal and post-tonal
music.

025:241 (MUS:6210) History of Music Theory I 3 s.h.
Requirements: 025:240 (MUS:5200) or exemption from
025:240 (MUS:5200) on the Graduate Theory Advisory
Examination.

025:242 (MUS:6211) History of Music Theory II 3 s.h.
Prerequisites: 025:240 (MUS:5200) and 025:241 (MUS:6210).

025:247 (MUS:5230) Post-Tonal Analysis 3 s.h.
Requirements: 025:005 (MUS:2204) for undergraduates;
025:240 (MUS:5200) or exemption on Graduate Theory Advisory
Examination for graduate students.

025:249 (MUS:5235) Tonal Analysis 3 s.h.
Requirements: 025:005 (MUS:2204) for undergraduates;
025:240 (MUS:5200) or exemption on Graduate Theory Advisory
Examination for graduate students.

025:256 (MUS:5240) Special Topics in Theory and Analysis 3 s.h.
Requirements: 025:005 (MUS:2204) for undergraduates;
025:240 (MUS:5200) or exemption on Graduate Theory Advisory
Exam for graduate students.

025:311 (MUS:6245) Advanced Post-Tonal Theory and Analysis 3 s.h.
Prerequisites: 025:247 (MUS:5230).

025:312 (MUS:6250) Advanced Tonal Theory and Analysis 3 s.h.
Prerequisites: 025:249 (MUS:5235).


Voice and Opera

025:115 (MUS:1510) Diction for Singers I 2 s.h.
Italian and German pronunciation for singing; basics of
international phonetic alphabet; no previous background
required.

025:116 (MUS:2510) Diction for Singers II 2 s.h.
French and English pronunciation for singing. Prerequisites:
025:115 (MUS:1510).

025:150 (MUS:3510) Interpretation of German Art Song
Schubert, Schumann, Brahms, Wolf, Strauss, Mahler; appropriate
diction, style. Prerequisites: 025:115 (MUS:1510) and
025:116 (MUS:2510).

025:151 (MUS:3511) Interpretation of Non-German Art Song
Art songs in English, French, Italian, Spanish; appropriate
diction, style. Prerequisites: 025:115 (MUS:1510) and
025:116 (MUS:2510).

025:159 (MUS:5510) Graduate Diction 2 s.h.
Advanced pronunciation of singing languages. Requirements:
grade of B or higher in undergraduate diction in French, German,
and Italian.

025:165 (MUS:3500) Opera Workshop 2 s.h.
Opera performing techniques, including acting, aria
interpretation, scene work. Requirements: vocal major or
audition.

025:169 (MUS:3520) Singing for Actors 2 s.h.
Skill development for healthy, effective singing in the
musical theatre style; techniques of vocal production through
breath management, resonance, articulation, flexibility;
song interpretation and repertoire. Recommendations:
for 025:169 (MUS:3520) — concurrent registration in

025:170 (MUS:3501) Opera Theater Chorus 1 s.h.
Requirements: audition.

025:175 (MUS:3521) Acting for Singers and for Dancers 2 s.h.
Fundamentals of acting technique, with attention to demands
on performers in opera, musical theater, and dance. Same as
049:102 (THTR:3521), 137:165 (DANC:3521).

025:201 (MUS:5520) Principles of Voice Production 3 s.h.
Basic physical, physiological, pedagogical principles in understanding professional, nonprofessional, impaired voice
production; vocal anatomy, voice classification; control of
loudness, pitch, register, quality; efficient, inefficient use of
voice; instrumentation for voice analysis, synthesis. Offered fall
semesters of odd years. Same as 003:201 (CSD:5201).
025:202 (MUS:6520) Methods of Teaching Voice
3 s.h.
Attitude, musicianship, foreign language aptitude, physical and emotional characteristics; mental images used to modify respiratory, phonatory, articulatory behavior; vocal hygiene; performance anxiety; student-teacher relationships; administration in vocal schools, professional organizations. Offered spring semesters. Same as 003:202 (CSD:6202).

025:216 (MUS:6525) Voice for Performers
2 s.h.
Comparison of Kinesthetic techniques for singing and acting voice: relaxation, posture, breathing, tone quality, diction, interpretation. Same as 003:204 (CSD:6204), 049:201 (THTR:6525).

025:235 (MUS:6530) Topics in Vocal Performance
2 s.h.
Selected areas of vocal performance.

025:245 (MUS:3502) Opera Production
2-4 s.h.
Preparation and rehearsals leading up to performance of full production; may include one-act opera, chamber opera, musical theater production, or full-length opera. Corequisites: 025:348 (MUS:3503). Requirements: audition.

025:248 (MUS:6535) Opera Theater: Directing Seminar
arr.
Exploration, discussion, and experience using techniques unique to directing opera. Score and libretto analysis, fundamentals of stagecraft, casting and management skills.

025:339 (MUS:6540) Survey of Operatic Literature
3 s.h.
Important operatic scores examined from standpoint of performers, directors; production problems.

025:348 (MUS:3503) Vocal/Operatic Coaching
1 s.h.

025:351 (MUS:6541) Survey of Song Literature I
3 s.h.
German language lieder from 18th century to present; French mélodie from Meyerbeer to present. Offered fall semesters of odd years.

025:352 (MUS:6542) Survey of Song Literature II
3 s.h.
British, American, Italian, Spanish, Latin American, Scandinavian, and Russian art song from 18th century to present. Offered fall semesters of even years.

025:356 (MUS:6555) Voice Habilitation
2-3 s.h.
Application of methods of intervention in development, training, rehabilitation of vocal behavior; motor learning, efficacy of treatment strategies, factors affecting compliance with recommended therapy. Offered fall semesters. Prerequisites: 003:114 (CSD:4114) or 003:201 (CSD:5201). Requirements: enrollment in Summer Vocology Institute, Salt Lake City, Utah. Same as 003:213 (CSD:6213).

025:357 (MUS:6556) Instrumentation for Voice Analysis
2 s.h.
Glottographic, videostroboscopic, electromyographic, and acoustic analysis for assessment of vocal and respiratory function; using these techniques in conjunction with perceptual evaluation of voice; through the Vocology Institute in Utah. Offered summer sessions of even years. Requirements: enrollment in Summer Vocology Institute, Salt Lake City, Utah. Same as 003:221 (CSD:6221).
Performing Arts Entrepreneurship

**Director, Division of Performing Arts**
- Alan MacVey

**Coordinator, Performing Arts Entrepreneurship Program**
- David McGraw

**Undergraduate certificate:** performing arts entrepreneurship
**Web site:** [http://dpa.uiowa.edu/academic-programs/performing-arts-entrepreneurship-certificate](http://dpa.uiowa.edu/academic-programs/performing-arts-entrepreneurship-certificate)

**Undergraduate Program of Study**
- Certificate in Performing Arts Entrepreneurship

The Division of Performing Arts, in partnership with the John Pappajohn Entrepreneurial Center in the Tippie College of Business, offers the undergraduate Certificate in Performing Arts Entrepreneurship. The program gives students the opportunity to pursue professional studies in the performing arts, in the framework of a liberal arts education, and to develop the skills required for creating market-based opportunities in the arts.

**Certificate**

The Certificate in Performing Arts Entrepreneurship requires a minimum of 29 s.h. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student's transcript.

The program is designed for students of dance, music, and theatre arts who wish to learn about the business of the performing arts and to develop the entrepreneurial skills necessary for promoting their artistic work.

Certificate students are strongly encouraged, but not required, to pursue a major in one of the performing arts.

-work for the certificate includes entrepreneurship-related courses in accounting, financial management, and marketing as well as courses focused on arts management and leadership practices in both commercial and nonprofit organizations (20 s.h.). Students also must complete course work in dance, music, or theatre arts (9 s.h.) and an internship in an arts organization (0 s.h.).

Students may not use a course to satisfy more than one certificate requirement (e.g., a business course required for the certificate that is cross-listed in dance, music, or theatre arts may not also be counted toward the performing arts course requirement).

The Certificate in Performing Arts Entrepreneurship requires the following course work.

**PERFORMING ARTS**

Certificate students earn 9 s.h. in advanced courses or courses numbered 100 (3000) or above taken in one of three performing arts units: the Department of Dance, the School of Music, or the Department of Theatre Arts. Many of these courses have prerequisites; consult an advisor about course sequencing.

**BUSINESS AND ENTREPRENEURSHIP**

Students must complete 06T:050 (ENTR:1000) Foundations in Entrepreneurship, an entrepreneurship prerequisite that is offered both on campus and online. They also must complete several courses that focus on entrepreneurial and arts financing; entrepreneurship, innovation, and new ventures in the arts; entrepreneurial marketing; e-commerce for entrepreneurs; arts management; and arts leadership.

Prerequisite:
- 06T:050 (ENTR:1000) Foundations in Entrepreneurship 2 s.h.

One of these:
- 01P:185 (ARTS:3400) Grant Writing in the Arts 3 s.h.
- 06T:133 (ENTR:3100) Entrepreneurial Finance 3 s.h.

One of these:
- 06T:120 (ENTR:2000) Entrepreneurship and Innovation 3 s.h.
- 188:111 (DPA:3520) New Ventures in the Arts 3 s.h.

All of these:
- 06T:134 (ENTR:3200) Entrepreneurial Marketing 3 s.h.
- 06T:148 (ENTR:3600) E-Commerce Strategies for Entrepreneurs 3 s.h.
- 188:109 (DPA:3510) Introduction to Arts Management 3 s.h.
- 188:195 (DPA:4510) Arts Leadership Seminar 3 s.h.

**INTERNSHIP**

Students may complete the required internship (0 s.h.) during any semester in the program. The Pomerantz Career Center coordinates a wide variety of internships; see Career Center Programs (p. 1195) (University College) in the Catalog. Students also may choose other internship opportunities. The Iowa Arts Council and the Iowa Cultural Corridor Alliance maintain lists of recommended host organizations.

**Living-Learning Community**

First- and second-year students studying performing arts entrepreneurship may apply to live in the Arts Living-Learning Community, a coed floor in a University of Iowa east campus residence hall. The community includes students from art and art history, dance, film, music, and theatre arts.

**Courses**

**188:029 (DPA:1000) First-Year Seminar** 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

**188:052 (DPA:1412) The Arts in Performance** 3 s.h.


**188:080 (DPA:2060) Dance and Society: U.S. Forms in Global and Critical Contexts** 3 s.h.
Dance and other physical endeavors as embodied forms of knowledge and culture; U.S. dance practices; European and African dance cultures; aesthetic and political issues raised by concert dance (i.e., performance, choreography, spectatorship, criticism); ethnographic methods to examine the function of dance in cultural formation (i.e., spiritual, celebratory, social, political contexts); lecture, discussion, viewing, movement workshops, formal and informal writing, field research, and BLOG construction. GE: Literary, Visual, and Performing Arts. Same as 137:080 (DANC:2060).

188:109 (DPA:3510) Introduction to Arts Management 3 s.h.
Nonprofit performing arts management and administrative principles; practical applications, trends in the field; focus on arts organizations and their key administrative positions. Same as 049:109 (THTR:3510), 145:109 (INTD:3510).

188:111 (DPA:3520) New Ventures in the Arts 3 s.h.

188:137 (DPA:1004) World of the Beatles 3 s.h.
How the Beatles’ music was influenced by American pop music, the drug culture, and the Avant Garde, nonwestern institutions and philosophy, anti-war sentiments, and world politics, and so forth; Beatlemania’s impact on British and American cultures and its role in opening Eastern Europe to the West. Same as 025:137 (MUS:1004).

188:147 (DPA:3221) Technology for the Entertainment Industry 3 s.h.
Introduction to technology skills that are at the center of the entertainment industry; programming and operating digital lighting and sound consoles, intelligent lighting systems, projection hardware and software; outdoor event rigging, metal construction, and fabrication. Same as 049:147 (THTR:3221).

188:156 (DPA:3210) Makeup Design for the Stage 3 s.h.
Same as 049:156 (THTR:3210).

188:167 (DPA:3850) Introduction to Laban Movement Studies 2-3 s.h.
Introduction to Bartenieff Fundamentals (BF) and Laban Movement Analysis (LMA) as methods of organizing and integrating movement to support artistic goals and expanding expressive range; BF teaches body awareness, breath support, developmental patterns, ergonomically-efficient alignment, balancing of muscular strength and stretch, and coordination; LMA teaches vocabulary of expressive movement and nonverbal communication, including effort (use of energy/dynamics for expression, stamina, stress relief) and shape (how posture and gesture communicate); quality of movement that supports individual goals in artistic expression, sound production, and fitness. Same as 025:167 (MUS:3850), 049:105 (THTR:3850), 137:160 (DANC:3850).

188:168 (DPA:3851) Introduction to the Alexander Technique 3 s.h.
The Alexander Technique and "self-use"—how our movement choices affect the results we achieve; improving physical skills and presence; principles from the Alexander Technique in support of performing arts (e.g., speaking, singing, playing an instrument, dancing, acting) and applied to skills in daily life, addressing the underpinnings of movement; physical participation, including laying, rolling, sitting, standing, and locomotion. Same as 025:176 (MUS:3851), 137:173 (DANC:3851), 049:170 (THTR:3851).

188:173 (DPA:3154) Introduction to Afro-Cuban Drumming 1 s.h.
Drumming, dance, songs from folkloric and ceremonial Afro-Cuban forms; emphasis on drumming; may include participation in Afro-Cuban drum and dance ensemble. Same as 025:173 (MUS:3154).

188:174 (DPA:3085) Introduction to Afro-Cuban Dance 1 s.h.
Introduction to the dance, drumming, and songs of the Afro-Cuban folkloric traditions; emphasis on dance. May participate in UI Afro-Cuban Drum and Dance ensemble. Same as 137:174 (DANC:3085).

188:175 (DPA:3086) Afro-Cuban Drum and Dance Performance 1 s.h.
Dance repertory for the UI Afro-Cuban Drum and Dance Ensemble. Performance pieces based on dance, drumming, songs of the Afro-Cuban folkloric traditions. May participate in UI Afro-Cuban Drum and Dance Ensemble. Same as 137:175 (DANC:3086).

188:182 (DPA:4060) The Contemporary Dance Scene 3 s.h.
Historical, theoretical, and practical elements of contemporary dance; the term "postmodern" and its associations with dance, performing arts, contemporary culture; relationships between process and product, identity and subjectivity, artistic intent and authorship, meaning and intertextuality; possibility of art as a form of dissent; theory and practice placed in a dialectic; analysis and synthesis of previous research. Same as 137:182 (DANC:4060).

188:195 (DPA:4510) Arts Leadership Seminar 3 s.h.

188:202 (DPA:5060) Theories of Dance and the Body 3 s.h.
Theoretical trends in studies of dance and physical bodies; performative and choreographic aspects of being. Same as 137:202 (DANC:5060).

188:275 (DPA:5550) Collaborative Performance 1-4 s.h.
Collaborative experience with advanced artists from varied disciplines that culminates in a final performance; emphasis on sharing and investigating ideas, artistic intent, personal vision, and creating collaborative projects. Same as 137:275 (DANC:5550), 049:275 (THTR:5610).
Philosophy

Chair
• Diane Jeske

Professors
• James Duerlinger, Richard Fumerton, Diane Jeske, Gregory Landini, David Stern

Associate professors
• David Cunning, Evan Fales, Carrie Figdor

Assistant professors
• Asha Bhandary, Jovana Davidovic, Ali Hasan, Katarina Perovic, Carrie Swanson

Professors emeriti
• Laird Addis, Panayot Butchvarov, Phillip Cummins

Undergraduate major: philosophy (B.A.)
Undergraduate minor: philosophy
Graduate degrees: M.A. in philosophy; Ph.D. in philosophy
Web site: http://clas.uiowa.edu/philosophy/

The Department of Philosophy offers programs of study for undergraduate and graduate students. It also administers the interdisciplinary undergraduate major in ethics and public policy, which it offers jointly with the Departments of Economics and Sociology; see Ethics and Public Policy (p. 282) in the Catalog.

Undergraduate Programs of Study

• Major in philosophy (Bachelor of Arts)
• Minor in philosophy

Undergraduate courses in philosophy are designed to impart knowledge of fundamental issues and main developments in philosophy while strengthening logical and analytic skills. A major in philosophy develops abilities useful for graduate or professional work in many fields —law, for example—and for any situation requiring clear, systematic thinking. Students who intend to teach philosophy in a college setting must earn a graduate degree.

Bachelor of Arts

The Bachelor of Arts with a major in philosophy requires a minimum of 120 s.h., including at least 27 s.h. of work for the major. Courses numbered 026:061 (PHIL:2061) Introduction to Philosophy through 026:198 (PHIL:5798) Topics in Philosophy count toward the major. The final 12 s.h. in philosophy courses used to complete the major must be earned at The University of Iowa; the department may make exceptions for students who pursue approved study abroad during their senior year.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major in philosophy requires the following courses. Both of these:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>026:103</td>
<td>(PHIL:2603) Introduction to Symbolic Logic</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:111</td>
<td>(PHIL:3111) Ancient Philosophy</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>026:114</td>
<td>(PHIL:2214) Seventeenth-Century Philosophy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:115</td>
<td>(PHIL:2215) Modern Philosophy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:116</td>
<td>(PHIL:2216) Eighteenth-Century Philosophy</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

And:

Additional philosophy courses (prefix 026) chosen from those numbered 061 through 198: 18 s.h.

In addition to prerequisites listed for individual courses, considerations such as the order in which historical courses are taken are relevant to the effective structuring of the undergraduate major in philosophy. A student’s department advisor or the director of undergraduate studies can provide more information.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

Before the fifth semester begins: at least one course in the major

Before the seventh semester begins: at least five courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: at least six courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major

The department administers an honors program for undergraduate students of superior ability. In order to be admitted to the honors program in philosophy, a student must have taken and passed three courses required for the philosophy major and must be a member of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

In order to graduate with honors in the philosophy major, a student must complete the regular requirements for the major with a g.p.a. of at least 3.40 in philosophy courses and must write an acceptable honors thesis on a significant topic in philosophy that interests him or her. Contact the department’s honors advisor for more information.

Minor

The minor in philosophy requires a minimum of 15 s.h. in philosophy courses, including 12 s.h. in 100-level courses offered by the Department of Philosophy at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Contact the undergraduate studies director for more information.
Graduate Programs of Study

- Master of Arts in philosophy
- Doctor of Philosophy in philosophy

The Department of Philosophy grants admission only for the Ph.D. program. The M.A. is not offered as a terminal degree; it is awarded to students as they work successfully toward the Ph.D.

The graduate program is designed to train teachers and scholars in philosophy. The main areas in the graduate curriculum are metaphysics, epistemology, history of philosophy, logic, philosophy of science, and value theory. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog.

Master of Arts

The Master of Arts in philosophy requires a minimum of 30 s.h. of graduate credit and is offered without thesis. The M.A. is not offered as a terminal degree; it is awarded to students as they work successfully toward the Ph.D. Requirements include courses in metaphysics, epistemology, history of philosophy, ethics, logic, philosophy of science, and value theory. There is no foreign language requirement. Students must take an oral final examination. Contact the graduate studies director for more information.

Joint M.A./J.D.

The Department of Philosophy and the College of Law offer a joint Juris Doctor/Master of Arts degree program. M.A./J.D. students may count 12 s.h. earned in the joint program toward both degrees. They must earn 18 of the 30 s.h. required for the M.A. in graduate-level philosophy courses (the usual requirement is 24 s.h.). They also must earn a minimum of 36 s.h. in undergraduate and graduate philosophy courses, combined (the usual requirement is 42 s.h.). Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the joint degree program.

See "Juris Doctor" and "Joint J.D./Graduate Degrees" in the College of Law (p. 962) section of the Catalog.

Doctor of Philosophy

The Ph.D. requires a minimum of 72 s.h. of graduate credit. Candidacy for the doctoral program is determined by a formal vote of the entire Department of Philosophy faculty, usually after the student has completed three semesters of graduate study in residence.

Requirements include courses in metaphysics, epistemology, history of philosophy, logic, philosophy of science, and value theory. Students are required to take a comprehensive examination that covers their area of specialization and includes both written and oral components. Upon successfully completing the exam, they begin work on a prospectus for their dissertation. There is no foreign language requirement. Contact the graduate studies director for more information.

Courses

For more detailed descriptions of undergraduate and graduate courses offered during a given semester or summer session, visit the University’s ISIS web site before early registration.

For Undergraduates

The following courses are open only to undergraduates.

- **026:001 (PHIL:2401) Matters of Life and Death** 3 s.h.
  Important ethical controversies with life and death implications (abortion, capital punishment, torture, terrorism and war) discussed and analyzed using philosophical reasoning.

- **026:026 (PHIL:1010) First-Year Seminar** 1 s.h.
  Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

- **026:033 (PHIL:1033) The Meaning of Life** 3 s.h.
  Philosophical investigation of the nature of human life and of what makes human life valuable and/or meaningful. GE: Historical Perspectives.

- **026:034 (PHIL:1034) Philosophy and the Just Society** 3 s.h.
  The nature of individuals and governments and the obligations they have to each other; philosophical and historical examination of theories from Plato through the 19th century. GE: Historical Perspectives.

- **026:036 (PHIL:1636) Principles of Reasoning: Argument and Debate** 3 s.h.
  Elementary logic and its application to evaluation of arguments and debates. GE: Quantitative or Formal Reasoning.

- **026:061 (PHIL:2061) Introduction to Philosophy** 3 s.h.
  Issues and arguments; topics may include rational belief, evidence, the self, causation, and the presuppositions of religion. GE: Values, Society, and Diversity.

For Undergraduate and Graduate Students

The following courses are closed to first-year students.

- **026:102 (PHIL:2402) Introduction to Ethics** 3 s.h.
  Analytical and historical introduction to ethical theories about issues such as the nature of goodness, the nature of right conduct. Requirements: sophomore or higher standing. GE: Values, Society, and Diversity.

- **026:103 (PHIL:2603) Introduction to Symbolic Logic** 3 s.h.
  Main ideas and techniques of formal deduction. Requirements: sophomore or higher standing.

- **026:104 (PHIL:3604) Introduction to Philosophy of Science** 3 s.h.
Fundamental issues in scientific method, inductive reasoning, explanation, the distinctive nature of science. Requirements: sophomore or higher standing.

026:110 (PHIL:3110) Philosophy of Ancient Greece and Rome 3 s.h.
Ancient Greek and Roman philosophy from its inception in Ionia in sixth century B.C.E. through the Neoplatonic philosophy of Plotinus in third century C.E., encompassing philosophies of Plato, Aristotle, the Stoics and Epicureans, and later Platonists. Same as 20E:138 (CLSA:3338).

026:111 (PHIL:3111) Ancient Philosophy 3 s.h.
Main trends and major figures, such as Plato and Aristotle. Requirements: sophomore or higher standing.

026:112 (PHIL:3112) Medieval Philosophy 3 s.h.
Main trends and major figures, such as Augustine and Aquinas. Requirements: sophomore or higher standing. Same as 16E:114 (HIST:3112).

026:114 (PHIL:2214) Seventeenth-Century Philosophy 3 s.h.
Main trends, central arguments, major positions; Bacon and Descartes to Leibniz and Locke. Requirements: sophomore or higher standing.

026:115 (PHIL:2215) Modern Philosophy 3 s.h.
Main trends and major figures from Descartes to Kant. Requirements: sophomore or higher standing.

026:116 (PHIL:2216) Eighteenth-Century Philosophy 3 s.h.
Main trends, central arguments, and major positions; Berkeley to Kant.

026:118 (PHIL:3318) Twentieth-Century Philosophy 3 s.h.
Main trends and major figures. Requirements: sophomore or higher standing.

026:130 (PHIL:3430) Philosophy of Human Rights 3 s.h.
Philosophical and legal understanding of the concept of human rights; questions addressed (What are sources of human rights? Are they moral or legal rights? What sorts of rights fall under this category and how do we justify calling some, while not others, rights “human rights”?). Focus on particular human rights including women’s rights, children’s rights, social and economic rights, and more.

026:131 (PHIL:3431) Aesthetics 3 s.h.
Major problems in philosophy of the arts. Requirements: sophomore or higher standing.

026:132 (PHIL:3432) Introduction to Political Philosophy 3 s.h.
Major problems. Requirements: sophomore or higher standing.

026:133 (PHIL:3633) Philosophy of History 3 s.h.
Major problems: objectivity, historiographic methods and theory of interpretation, nature of historical explanations, reduction. Requirements: sophomore or higher standing.

026:134 (PHIL:3845) Buddhist Philosophy 3 s.h.
Introduction to main ideas. Requirements: sophomore or higher standing. Same as 032:175 (RELS:3645).

026:135 (PHIL:3345) Philosophy of Law 3 s.h.
Introduction; the nature of law, legal authority, legal reasoning; issues in criminal law, such as punishment, responsibility; issues in property law; constitutional law. Prerequisites: 026:034 (PHIL:1034) or 026:102 (PHIL:2402) or 026:132 (PHIL:3432). Requirements: sophomore or higher standing.

026:136 (PHIL:3436) The Nature of Evil 3 s.h.
The nature of evil explored through philosophical works, case studies of individuals, videos, and films. Requirements: sophomore or higher standing.

026:137 (PHIL:3437) Introduction to Metaphysics 3 s.h.
How metaphysics investigates ultimate nature of reality and our place in it; fundamental categories of being and relationships; the nature of time, whether time travel is possible, conditions of persistence through time of persons and material objects; the nature of causation and human freedom. Requirements: sophomore or higher standing.
026:148 (PHIL:4048) Readings in Philosophy
Requirements: honors standing and sophomore or higher standing.

026:149 (PHIL:4049) Undergraduate Seminar in Philosophy
Selected problems. Requirements: sophomore or higher standing.

026:152 (PHIL:5152) Plato
Main ideas, major texts.

026:153 (PHIL:5153) Aristotle
Main ideas, major texts.

026:156 (PHIL:4050) Topics in Indian Philosophy
Varied topics related to Indian Philosophy.

026:158 (PHIL:5258) Descartes
Major works, such as the Discourse on Method, as well as lesser known works, such as The World.

026:160 (PHIL:5260) Spinoza and Leibniz
Main ideas, major texts.

026:163 (PHIL:5263) Berkeley and Hume
Comparative and critical examination of metaphysical and epistemological views of 18th-century empiricists George Berkeley and David Hume; theory of ideas, perception, skepticism, limits of knowledge, scientific and philosophical method, role of God in Berkeley’s and Hume’s philosophical systems.

026:166 (PHIL:5266) Kant
Main ideas, major texts of Kant’s metaphysics and epistemology.

026:173 (PHIL:5373) Heidegger
Main ideas and major texts of Heidegger; early and later periods, particular attention to Being and Time; focus on Heidegger’s analyses of being and being-in-the-world.

026:176 (PHIL:5376) Frege and Russell
Main ideas, major texts.

026:177 (PHIL:5377) Wittgenstein
Main ideas, major texts.

026:179 (PHIL:5379) Quine
Major ideas, major texts.

026:180 (PHIL:5480) Analytic Ethics
Topics in contemporary ethics.

026:181 (PHIL:4481) Issues in Philosophy of Law
Main debates in legal philosophy; nature of law, theories of natural law and positivism, the Hart-Fuller debate; legal realism, critical legal theory, feminist legal theory, critical race theory; where legal and moral issues intersect (e.g., punishment, legal obligation, rights).

026:182 (PHIL:5482) History of Ethics
Selected topics in the history of philosophical ethics.

026:185 (PHIL:5485) Political Philosophy
Selected topics.

026:186 (PHIL:5586) Topics in Metaphysics
Fundamental topics; major works, both classical and contemporary.

026:187 (PHIL:5587) Epistemology
Contemporary topics.

026:188 (PHIL:5588) Philosophy of Mind
Contemporary topics.

026:189 (PHIL:5589) Philosophy of Language
Contemporary topics. Same as 103:163 (LING:5589).

026:190 (PHIL:5590) Philosophical Foundations of Cognitive Science
Processes leading from stimulus to behavioral response in cognitive or mentalistic terms; motivations for cognitive explanations, nature of cognitive architecture, problem of mental representation; additional topics may include individuation of inputs and outputs, role of consciousness in cognition, relation between language and thought, nature of concepts.

026:191 (PHIL:5691) Mathematical Logic
Presentation of central metatheorems relating to decidability, completeness, model theory; second-order logic.

026:192 (PHIL:5692) Modal Logic
Formal techniques developed and applied to problems in analysis and modal semantics; related philosophical issues.

026:194 (PHIL:5694) Philosophy of Science
Central topics—for example, scientific explanation, confirmation, the meaning of scientific theories; survey of major 20th-century developments in these areas.

026:196 (PHIL:5696) Philosophy of the Human Sciences
Explanation and understanding, theories and reduction, values and ideology, freedom and causality.

026:198 (PHIL:5798) Topics in Philosophy
A single philosopher or philosophical problem.
### Primarily for Graduate Students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>026:220</td>
<td>Seminar: Philosophy of Language</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:221</td>
<td>Seminar: Metaphysics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:222</td>
<td>Seminar: Epistemology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:223</td>
<td>Seminar: Philosophical Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:224</td>
<td>Seminar: Philosophy of Science</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:225</td>
<td>Seminar: Philosophy of Religion</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:226</td>
<td>Seminar: Ethics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:227</td>
<td>Seminar: Ancient Philosophy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:229</td>
<td>Seminar: Modern Philosophy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:245</td>
<td>Research: Value Theory</td>
<td>arr.</td>
</tr>
<tr>
<td>026:247</td>
<td>Research: Metaphysics and Epistemology</td>
<td>arr.</td>
</tr>
<tr>
<td>026:249</td>
<td>Research: Logic and Philosophy of Science</td>
<td>arr.</td>
</tr>
<tr>
<td>026:253</td>
<td>Thesis</td>
<td>arr.</td>
</tr>
</tbody>
</table>
Physics and Astronomy

Chair

• Mary Hall Reno

Professors

• David R. Andersen (Electrical and Computer Engineering/Physics and Astronomy), Thomas F. Boggess (Physics and Astronomy/Electrical and Computer Engineering), Chaden Djalali, Michael E. Flatté (F. Wendell Miller Professor), John A. Goree, Donald A. Gurnett (Carver/James A. Van Allen Professor of Physics), Richard Hichwa (Radiology/Physics and Astronomy), Philip Kaaret, Paul D. Kleiber (Harriet B. and Harold S. Brady Professor of Laser Physics), Craig A. Kletzing (F. Wendell Miller Professor), Mark T. Madsen (Radiology/Physics and Astronomy), Usha Mallik, Robert L. Merlino, Yannick Meurice, Robert L. Muter, Yasar Onel, Wayne N. Polyzou, Mary Hall Reno, Vincent G.J. Rodgers, Jack D. Scudder, Frederick N. Skiff, Arthur L. Smirl (Physics and Astronomy/Electrical and Computer Engineering, Lowell Battershell Chair in Laser Engineering), Steven R. Spangler

Associate professors

• Kenneth G. Gayley, Gregory Howes, Cornelia C. Lang, Jane M. Nachtmann, John P. Prineas, Craig Pryor, John J. Sunderland (Radiology/Physics and Astronomy), Markus Wohlgemuth

Assistant professors

• Scott Baalrud, Maxim Khodas, Randall McIntaffer, R. Alfredo C. Siochi (Radiation Oncology/Electrical and Computer Engineering/Physics and Astronomy)

Professors emeriti

• Louis A. Frank, William H. Klink, George Knorr, Karl E. Longnren, Edward R. McClinton, John S. Neff, Gerald L. Payne, John W. Schweitzer

Associate professor emeritus

• Charles R. Newsom

Undergraduate majors: physics (B.A., B.S.); applied physics (B.S.); astronomy (B.A., B.S.)

Undergraduate minors: physics; astronomy

Graduate degrees: M.S. in physics; M.S. in astronomy; Ph.D. in physics (optional subtrack in astronomy)

Web site: http://www.physics.uiowa.edu/

The Department of Physics and Astronomy provides comprehensive and rigorous instruction in all basic aspects of its subjects. It also provides research facilities and guidance in selected specialties for advanced individual scholarly work.

In addition to its undergraduate and graduate programs of study, the department offers several courses that undergraduate students in all majors may use to satisfy the General Education Program (p. 306) Natural Sciences requirement and a First-Year Seminar designed for entering undergraduates.

All of the department's courses and advanced laboratories are taught by faculty members. Faculty members also supervise associated laboratories taught by graduate students. Enrollment in courses beyond the elementary level is typically 15 to 20 students; there is ample opportunity for individual work. Special introductory courses are offered for students majoring in physics and astronomy and for others with a special interest in these subjects.

Total enrollment in physics and astronomy courses is approximately 1,700 each semester of the academic year and 150 during the summer session. The department has around 80 undergraduate majors, half of whom are honors students, and 70 graduate students.

About 70 percent of graduates with bachelor's degrees pursue advanced study. Others find positions in government and industrial laboratories and in secondary school teaching. Some use their training as the basis for careers in other fields.

Graduates with an M.S. or Ph.D. in physics or astronomy have opportunities for employment in universities, colleges, and research laboratories in government and industry.

Undergraduate Programs of Study

• Major in physics (Bachelor of Arts, Bachelor of Science)
• Major in astronomy (Bachelor of Arts, Bachelor of Science)
• Major in applied physics (Bachelor of Science)
• Minor in physics
• Minor in astronomy

Students who wish to earn a double major in physics and astronomy must choose their course work carefully; see "B.A. or B.S.: Double Major in Physics and Astronomy" below. Bachelor of Arts students majoring in physics who are interested in science teaching and in earning a graduate degree may enroll in a joint degree program offered by the College of Liberal Arts and Sciences and the College of Education; see "Joint B.A./M.A.T. with Science Education Subtrack" below.

Bachelor of Science: Physics

The Bachelor of Science with a major in physics requires a minimum of 120 s.h., including at least 64 s.h. of work for the major (minimum of 46 s.h. in physics plus 18 s.h. in supporting course work). The program provides preparation for careers in industry, employment in research laboratories, and graduate study in physics and related sciences.

Bachelor of Science students take calculus and linear algebra in addition to physics courses, which include laboratories, and the department encourages them to do additional work. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The physics major for the Bachelor of Science requires the following courses or their equivalents. Many 100-level physics courses have prerequisites; students should consult their advisors when choosing 100-level courses.

MATHEMATICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22M:027 (MATH:2700) Introduction to Linear Algebra</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22M:028 (MATH:2850) Calculus III</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>
LABORATORIES

029:132 (PHYS:3756) Intermediate Laboratory 3 s.h.

One of these:

029:128 (PHYS:3850) Electronics 4 s.h.
029:133 (PHYS:4750) Advanced Laboratory 3 s.h.

Students who choose 029:128 (PHYS:3850) Electronics as one of their two required laboratory courses are advised to take it before they take 029:132 (PHYS:3756) Intermediate Laboratory.

OTHER REQUIRED COURSES

One of these sequences:

029:027 (PHYS:1701)-029:028 (PHYS:1702)-029:029 (PHY Physics I-II - Physics III (strongly preferred)
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.

All of these:

029:030 (PHYS:2704) Physics IV 4 s.h.
029:115 (PHYS:3710) Intermediate Mechanics 3 s.h.
029:118 (PHYS:3730) Statistical Physics 3 s.h.
029:129 (PHYS:3811)-029:130 (PHYS:3812) Electricity and Magnetism I-II 6 s.h.
029:140 (PHYS:3741)-029:141 (PHYS:3742) Introduction to Quantum Mechanics I-II 6 s.h.

Two of these:

029:119 (ASTR:3771) Introduction to Astrophysics I 3 s.h.
029:120 (ASTR:3772) Introduction to Astrophysics II 3 s.h.
029:128 (PHYS:3850) Electronics (may not be repeated) 4 s.h.
029:133 (PHYS:4750) Advanced Laboratory 3 s.h.
029:180 (PHYS:4720) Introductory Optics 3 s.h.
029:182 (PHYS:4726) Electro-Optics 3 s.h.
029:184 (PHYS:4820) Optical Signal Processing 3 s.h.
029:186 (ASTR:4770) Radio Astronomy 3 s.h.
029:192 (PHYS:4740) Elementary Particles and Nuclear Physics 3 s.h.
029:193 (PHYS:4728) Introductory Solid State Physics 3 s.h.
029:194 (PHYS:4731) Plasma Physics I 3 s.h.
029:196 (PHYS:4860) Computational Physics 3 s.h.

Undergraduate majors who plan to pursue graduate study are advised to go as far as they can beyond the minimum requirements listed above, including further work in mathematics. In planning this work, they should be guided by the College of Liberal Arts and Sciences maximum hours rule: Students earning a B.A. or B.S. may apply a maximum of 50 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the course work is accepted toward requirements for the major; students who earn more than 50 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average; but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

Students earning a B.S. with a double major in physics and astronomy may count more than 50 s.h. earned in the Department of Physics and Astronomy to the 120 s.h. required for graduation, but they must earn at least 56 s.h. in course work outside the department in order to graduate.

Bachelor of Arts: Physics

The Bachelor of Arts with a major in physics requires a minimum of 120 s.h., including at least 46 s.h. of work for the major (minimum of 24 s.h. in physics plus 22 s.h. in supporting course work). The B.A. program requires fewer physics courses than the B.S. program does, giving students a wider choice of electives.

The program is designed for students who wish to build a foundation of knowledge in physics but do not plan a research-oriented career in the discipline. It is appropriate for those planning careers in medicine, law, science-related administration, business, or technical writing. It also is good preparation for students interested in secondary school science teaching; see “B.A. or B.S. with Teacher Licensure” below.

Bachelor of Arts students take calculus in addition to physics courses, which include a laboratory. They also take science courses in a thematic area or the physics course work required for teacher licensure, and the department encourages them to do additional work. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The physics major for the Bachelor of Arts requires the following courses or their equivalents. Many 100-level physics courses have prerequisites; students should consult their advisors when choosing 100-level courses.

One of these sequences:

029:027 (PHYS:1701)-029:028 (PHYS:1702)-029:029 (PHYS Physics I-II - Physics III (strongly preferred)
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.

All of these:

029:030 (PHYS:2704) Physics IV 4 s.h.
029:115 (PHYS:3710) Intermediate Mechanics 3 s.h.
029:118 (PHYS:3730) Statistical Physics 3 s.h.
029:129 (PHYS:3811)-029:130 (PHYS:3812) Electricity and Magnetism I-II 6 s.h.
029:140 (PHYS:3741)-029:141 (PHYS:3742) Introduction to Quantum Mechanics I-II 6 s.h.

Two of these:

029:119 (ASTR:3771) Introduction to Astrophysics I 3 s.h.
029:120 (ASTR:3772) Introduction to Astrophysics II 3 s.h.
029:128 (PHYS:3850) Electronics (may not be repeated) 4 s.h.
029:133 (PHYS:4750) Advanced Laboratory 3 s.h.
029:180 (PHYS:4720) Introductory Optics 3 s.h.
029:182 (PHYS:4726) Electro-Optics 3 s.h.
029:184 (PHYS:4820) Optical Signal Processing 3 s.h.
029:186 (ASTR:4770) Radio Astronomy 3 s.h.
029:192 (PHYS:4740) Elementary Particles and Nuclear Physics 3 s.h.
029:193 (PHYS:4728) Introductory Solid State Physics 3 s.h.
029:194 (PHYS:4731) Plasma Physics I 3 s.h.
029:196 (PHYS:4860) Computational Physics 3 s.h.

Additional science courses in a thematic area, approved by the advisor 12 s.h.

B.A. or B.S. with Teacher Licensure

Physics majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching.

Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Students with a strong interest in science teaching may complete a major offered by the Science Education
Program. Students choose from emphases in biology, chemistry, earth science, and physics and earn a Bachelor of Science degree. They may apply for admission to the Teacher Education Program. See Science Education (p. 769) in the Catalog.

**Joint B.A./M.A.T. with Science Education Subtrack**

Students interested in pursuing a graduate degree in teaching may apply to the joint Bachelor of Arts/Master of Arts in Teaching program offered by the College of Liberal Arts and Sciences and the College of Education. Designed for undergraduates in biology, chemistry, environmental sciences, or physics, the joint program enables students to earn a B.A. and an M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees. For more information, see “Joint B.A./M.A.T. with Science Education Subtrack” in the Teaching and Learning (p. 774) (College of Education) section of the Catalog. Interested students should consult an advisor.

**Bachelor of Science: Applied Physics**

The Bachelor of Science with a major in applied physics requires a minimum of 120 s.h., including at least 65-89 s.h. of work for the major. The program offers four areas of concentration: optics, solid-state electronics, computer science, and medical physics. Total credit required for the major depends on a student’s choice of concentration. Students also may design customized concentration areas in close consultation with their advisors and with departmental approval.

The applied physics program is intended primarily for students interested in a broad program of study in physics combined with a significant concentration of courses in a field that has immediate application to industry. The degree provides a foundation for a wide range of employment opportunities in high-technology industries, including research and development, product design and testing, sales, and quality control. It also is designed to include exposure to physics sufficient to allow students to continue with graduate studies in either physics or astronomy.

An essential component of each concentration is successful completion of a one-semester industrial internship or practicum experience in a research laboratory (an applied physics thesis is required for the latter option). This requirement may result in the need for a ninth semester to fulfill all requirements. Because of this, the Four-Year Graduation Plan is not available for the major in applied physics. Well-prepared students will be able to complete the degree in four years. Students should work closely with their advisors on a graduation plan.

All applied physics students complete a common set of courses that includes calculus, linear algebra, physics, and an experiential learning course. They also complete the courses required for their chosen concentration. The department encourages them to take additional course work; advisors can suggest electives that will enrich programs and help students prepare for graduate work. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major in applied physics requires the following courses. Many physics courses numbered 100 or above have prerequisites; students should consult their advisors when choosing courses numbered 100 or above.

**COMMON REQUIREMENTS**

Students in all concentrations must successfully complete the following courses or their equivalents.

**Mathematics**—all of these:

- 22M:027 (MATH:2700) Introduction to Linear Algebra 4 s.h.
- 22M:028 (MATH:2850) Calculus III 4 s.h.

**Physics**—one of these sequences:

- 029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.

**Physics**—all of these:

- 029:030 (PHYS:2704) Physics IV 4 s.h.
- 029:115 (PHYS:3710) Intermediate Mechanics 3 s.h.
- 029:129 (PHYS:3811) Electricity and Magnetism I 3 s.h.
- 029:140 (PHYS:3741) Introduction to Quantum Mechanics I 3 s.h.

**Experiential learning—one of these:**

- A one-semester industrial internship
- A one-semester practicum in a research laboratory (requires an applied physics thesis)

**COMPUTER SCIENCE CONCENTRATION**

All of these:

- 22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
- 22C:021 (CS:2230) Computer Science II: Data Structures 4 s.h.
- Two additional 100-level computer science courses 6 s.h.
- 029:118 (PHYS:3730) Statistical Physics 3 s.h.
- 029:128 (PHYS:3850) Electronics 4 s.h.
- 029:130 (PHYS:3812) Electricity and Magnetism II 3 s.h.
- 029:132 (PHYS:3756) Intermediate Laboratory 3 s.h.

**One of these:**

- 22C:022 (CS:2820) Object-Oriented Software Development 4 s.h.
- 22C:031 (CS:3330) Algorithms 3 s.h.
- 22C:060 (CS:2630) Computer Organization 3 s.h.

**OPTICS CONCENTRATION**

All of these:

- 029:118 (PHYS:3730) Statistical Physics 3 s.h.
- 029:128 (PHYS:3850) Electronics 4 s.h.
- 029:130 (PHYS:3812) Electricity and Magnetism II 3 s.h.
- 029:132 (PHYS:3756) Intermediate Laboratory 3 s.h.
- 029:180 (PHYS:4720) Introductory Optics 3 s.h.

**Two of these:**

- 029:182 (PHYS:4726) Electro-Optics 3 s.h.
- 029:184 (PHYS:4820) Optical Signal Processing 3 s.h.
- 029:193 (PHYS:4728) Introductory Solid State Physics 3 s.h.

**SOLID-STATE ELECTRONICS CONCENTRATION**

All of these:
029:118 (PHYS:3730) Statistical Physics 3 s.h.
029:193 (PHYS:4728) Introductory Solid State Physics 3 s.h.
055:018 (ECE:2410) Principles of Electronic Instrumentation 4 s.h.
055:032 (ECE:3320) Introduction to Digital Design 3 s.h.
055:040 (ECE:2400) Linear Systems I 3 s.h.
055:041 (ECE:3410) Electronic Circuits 4 s.h.
057:017 (ENGR:2730) Computers in Engineering 3 s.h.
059:006 (ENGR:1300) Engineering Problem Solving II 3 s.h.
059:008 (ENGR:2120) Engineering Fundamentals II: Electrical Circuits 3 s.h.

One of these:
029:130 (PHYS:3812) Electricity and Magnetism II 3 s.h.
029:141 (PHYS:3742) Introduction to Quantum Mechanics II 3 s.h.

**MEDICAL PHYSICS CONCENTRATION**

All of these:
002:031 (BIOL:1411)-002:032 (BIOL:1412) Foundations of Biology - Diversity of Form and Function 8 s.h.
004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.
Two additional advanced biology courses 6-8 s.h.
029:128 (PHYS:3850) Electronics 4 s.h.
029:132 (PHYS:3756) Intermediate Laboratory 3 s.h.

One of these:
225:101 (STAT:3510) Biostatistics 3 s.h.
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

One of these:
029:105 (PHYS:4905) Special Topics in Physics (physics of the body) 3 s.h.
029:118 (PHYS:3730) Statistical Physics 3 s.h.
029:130 (PHYS:3812) Electricity and Magnetism II 3 s.h.
029:133 (PHYS:4750) Advanced Laboratory 3 s.h.
029:141 (PHYS:3742) Introduction to Quantum Mechanics II 3 s.h.

**Bachelor of Science: Astronomy**

The Bachelor of Science with a major in astronomy requires a minimum of 120 s.h., including at least 69 s.h. of work for the major. The program provides balanced and integrated course work in astronomy, mathematics, and physics that prepares students for advanced study in astronomy or astrophysics. It also serves as an interesting choice of major for a liberal arts education.

Bachelor of Science students take calculus and linear algebra in addition to physics and astronomy courses, which include laboratories. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The astronomy major for the Bachelor of Science requires the following courses or their equivalents. Required courses 029:137 (ASTR:4850) Astronomical Laboratory and 029:119 (ASTR:3771) Introduction to Astrophysics I are offered every other year; students are responsible for registering for them when they are offered.

**MATHEMATICS**

All of these:
22M:027 (MATH:2700) Introduction to Linear Algebra 4 s.h.
22M:028 (MATH:2850) Calculus III 4 s.h.

**LABORATORIES**

This course:
029:137 (ASTR:4850) Astronomical Laboratory (offered every other year) 3 s.h.

And one of these:
029:128 (PHYS:3850) Electronics 4 s.h.
029:132 (PHYS:3756) Intermediate Laboratory 3 s.h.

**OTHER REQUIRED COURSES**

One of these sequences:
029:061 (ASTR:1771)-029:062 (ASTR:1772) General Astronomy I-II 8 s.h.
029:115 (PHYS:3710) Intermediate Mechanics 3 s.h.
029:119 (ASTR:3771)-029:120 (ASTR:3772) Introduction to Astrophysics I-II (offered every other year) 6 s.h.
029:129 (PHYS:3811)-029:130 (PHYS:3812) Electricity and Magnetism I-II 6 s.h.
029:140 (PHYS:3741) Introduction to Quantum Mechanics I 3 s.h.

One of these:
029:141 (PHYS:3742) Introduction to Quantum Mechanics II 3 s.h.
029:194 (PHYS:4731) Plasma Physics I 3 s.h.

**ADDITIONAL COURSE WORK**

Undergraduate majors who plan to pursue graduate study are advised to go as far as they can beyond the minimum requirements listed above, by taking one or more of the courses listed below.

029:118 (PHYS:3730) Statistical Physics 3 s.h.
029:141 (PHYS:3742) Introduction to Quantum Mechanics II 3 s.h.
029:194 (PHYS:4731) Plasma Physics I 3 s.h.

In planning this work, they should be guided by the College of Liberal Arts and Sciences maximum hours rule: Students earning a B.A. or B.S. may apply a maximum of 50 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the course work is accepted toward requirements for the major; students who earn more than 50 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average; but
they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

Students earning a B.S. with a double major in physics and astronomy may count more than 50 s.h. earned in the Department of Physics and Astronomy to the 120 s.h. required for graduation, but they must earn at least 56 s.h. in course work outside the department in order to graduate.

**Bachelor of Arts: Astronomy**

The Bachelor of Arts with a major in astronomy requires a minimum of 120 s.h., including at least 55 s.h. of work for the major. The B.A. program requires fewer physics and mathematics courses than the B.S. program does, giving students a wider choice of electives.

The program is designed for students who wish to build considerable knowledge in astronomy but do not plan a research-oriented career in the field. It is appropriate for students planning careers in secondary school science teaching or science-related administration; see Science Education (p. 769) (College of Liberal Arts and Sciences) in the Catalog. It also is appropriate for those planning to earn professional degrees.

Bachelor of Arts students take calculus in addition to physics and astronomy courses, which include laboratories. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The astronomy major for the Bachelor of Arts requires the following courses or their equivalents.

One of these sequences:

029:027 (PHYS:1701)-029:028 (PHYS:1702)-029:029 (PHYS 12 s.h.)
Physics I-II - Physics III (strongly preferred)
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II
8 s.h.

All of these:

029:030 (PHYS:2704) Physics IV 4 s.h.
029:061 (ASTR:1771)-029:062 (ASTR:1772) General Astronomy I-II 8 s.h.
029:115 (PHYS:3710) Intermediate Mechanics 3 s.h.
029:119 (ASTR:3771)-029:120 (ASTR:3772) Introduction to Astrophysics I-II 6 s.h.
029:132 (PHYS:3756) Intermediate Laboratory 3 s.h.
029:137 (ASTR:4850) Astronomical Laboratory 3 s.h.

One of these:

029:118 (PHYS:3730) Statistical Physics 3 s.h.
029:180 (PHYS:4720) Introductory Optics 3 s.h.

One of these:

029:128 (PHYS:3850) Electronics 4 s.h.
029:129 (PHYS:3811) Electricity and Magnetism I 3 s.h.
(required vector calculus as prerequisite)

**B.A. or B.S.: Double Major in Physics and Astronomy**

Students working toward a Bachelor of Arts or Bachelor of Science with a double major in physics and astronomy must complete all requirements for both majors and must earn a minimum of 56 s.h. outside the Department of Physics and Astronomy in order to graduate. Students interested in earning a double major should consult with their advisors. See Requirements for a Degree in the College of Liberal Arts and Sciences Academic Policies Handbook.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**B.A.: Astronomy**

Before the third semester begins: math through calculus I and II, physics I and II
Before the fifth semester begins: physics III and IV, at least one more course in the major
Before the seventh semester begins: three more courses in the major and at least 90 s.h. earned toward the degree
Before the eighth semester begins: nine courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.S.: Astronomy**

Before the third semester begins: calculus I and II; and physics II
Before the fifth semester begins: remainder of the required math courses; physics III and IV; two other courses in the major
Before the seventh semester begins: four more courses in the major and at least 90 s.h. earned toward the degree
Before the eighth semester begins: three more courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**B.A.: Physics**

Before the third semester begins: calculus II; and physics II
Before the fifth semester begins: physics III and IV; and up to four more courses in the major
Before the seventh semester begins: two to four more courses in the major and at least 90 s.h. earned toward the degree
Before the eighth semester begins: two or three more courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate
B.S.: Physics
Before the third semester begins: calculus II and physics II
Before the fifth semester begins: physics III and IV; introduction to linear algebra; calculus III; and up to two more courses in the major
Before the seventh semester begins: two to four more courses in the major and at least 90 s.h. earned toward the degree
Before the eighth semester begins: two or three more courses in the major
During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.S.: Applied Physics
The Four-Year Graduation Plan is not available for the major in applied physics. Students should work with their advisors to develop individual graduation plans.

Honors in the Major
The department offers students majoring in physics, applied physics, or astronomy the opportunity to graduate with honors in their major. Departmental honors students must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

To graduate with honors in the major, students must earn 6-8 s.h. in 029:099 (PHYS:4999) Undergraduate Research during their junior and senior years and conduct an investigation under the guidance of a faculty member. They must present a written research report (honors thesis) and describe the results of the research at a departmental seminar.

Minor: Physics
The minor in physics requires a minimum of 15 s.h. in physics, including 12 s.h. taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 for all work in the minor. Course work in the minor may not be taken pass/nonpass.

The 12 s.h. taken at The University of Iowa must be chosen from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>029:029</td>
<td>PHYS:2703 Physics III</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>029:030</td>
<td>PHYS:2704 Physics IV</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td></td>
<td>Physics courses numbered 100 or above</td>
<td></td>
</tr>
</tbody>
</table>

Both 029:029 (PHYS:2703) and 029:030 (PHYS:2704) have prerequisites, as do most physics courses numbered 100 or above. Students must complete a course’s prerequisites before they may enroll in the course.

Minor: Astronomy
The minor in astronomy requires a minimum of 15 s.h. in astronomy and physics courses, including 12 s.h. of upper-level course work and 12 s.h. taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 for all work in the minor. Course work in the minor may not be taken pass/nonpass.

The upper-level course work must include 6 s.h. chosen from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>029:119</td>
<td>ASTR:3771 Introduction to Astrophysics I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>029:120</td>
<td>ASTR:3772 Introduction to Astrophysics II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>029:137</td>
<td>ASTR:4850 Astronomical Laboratory</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Remaining work may be chosen from any astronomy or physics courses numbered 100 or above.

Graduate Programs of Study

- Master of Science in physics (with thesis or critical essay)
- Master of Science in astronomy (with or without thesis)
- Doctor of Philosophy in physics (with optional subtrack in astronomy)

Graduate study in physics and astronomy is highly individualized. The department does not offer a Ph.D. in astronomy, but students may pursue a Ph.D. in physics with a subtrack in dissertation in astronomy.

Each entering graduate student is assigned a faculty advisor, who assists in preparing a plan of study and in guiding the student’s progress. All graduate students who intend to pursue a Ph.D. in physics must pass the qualifying exam (see “Doctor of Philosophy: Physics”).

In addition to offering graduate degree programs, the Department of Physics and Astronomy participates in an interdisciplinary doctoral program, the Program in Applied Mathematical and Computational Sciences (p. 908) (Graduate College).

Master of Science: Physics

The Master of Science program in physics requires a minimum of 30 s.h. of graduate credit. It is offered with thesis or critical essay. The M.S. with thesis requires a thesis based on an original experimental or theoretical investigation by the student. The M.S. with critical essay requires a critical essay on the literature of a particular area of physics.

The M.S. may be a terminal degree or a step toward a Ph.D. In either case, the final examination is oral, conducted by a committee of three faculty members.

Each student’s plan of study should provide for as much advanced work as his or her aptitude and previous preparation permit. Up to one-third of the program of study may be taken in related scientific fields other than physics and mathematics (e.g., chemistry, astronomy, geology, engineering).

All master’s degree students in physics must earn the required 30 s.h. of graduate credit in courses numbered 170 or above, with at least 15 s.h. in courses numbered 200 or above. They must maintain a g.p.a. of at least 3.00.

Students who choose the thesis option must write a thesis based on an original experimental or theoretical investigation that they have conducted. Students may earn a maximum of 6 s.h. in 029:220 (PHYS:7992) Individual Critical Study or 029:281 (PHYS:7990) Research: Physics.

Students who choose the critical essay option must conduct an independent study of the literature on a chosen topic and write a critical essay on that topic. Students may earn a maximum of 4 s.h. in

**Master of Science: Astronomy**

The Master of Science program in astronomy requires a minimum of 30 s.h. of graduate credit. It is offered either with or without thesis. The M.S. may be a terminal degree or a step toward a Ph.D. in physics with specialization and a dissertation in astronomy or astrophysics. In either case the final examination is oral, conducted by a committee of three faculty members.

Up to one-third of the program of study may be taken in related scientific fields (e.g., meteorology, geology, electrical engineering); selection of such courses is encouraged.

All M.S. students in astronomy must maintain a g.p.a. of at least 3.00. Seminars do not count toward the minimum of 30 s.h. required for the degree.

Students in the thesis program earn the required 30 s.h. in courses numbered 170 or above, with at least 15 s.h. in courses numbered 200 or above. Thesis students must earn at least 6 s.h. in the following courses.

- 029:233 (ASTR:6785) The Interstellar Medium: 3 s.h.
- 029:234 (ASTR:6790) Stellar Astrophysics: 3 s.h.
- 029:235 (ASTR:7775) Special Topics in Astrophysics: 1-3 s.h.


Students in the nontesis program must maintain a g.p.a. of at least 3.00 in core graduate courses. They must earn 18 s.h. in the following core graduate courses.

- 029:205 (PHYS:5710) Classical Mechanics: 3 s.h.
- 029:212 (PHYS:5730) Statistical Mechanics I: 3 s.h.
- 029:232 (ASTR:6870) Radiative Processes in Astrophysics: 3 s.h.
- 029:233 (ASTR:6785) The Interstellar Medium: 3 s.h.
- 029:234 (ASTR:6790) Stellar Astrophysics: 3 s.h.
- 029:235 (ASTR:7775) Special Topics in Astrophysics: 1-3 s.h.

Nonthesis students may earn a maximum of 4 s.h. in 029:220 (PHYS:7992) Individual Critical Study and 029:282 (ASTR:7991) Research: Astronomy.

**Doctor of Philosophy: Physics**

The Doctor of Philosophy program in physics requires a minimum of 72 s.h. of graduate credit. For students interested in doing doctoral work in astronomy, the department offers an optional astronomy subtrack, including dissertation, within the Ph.D. program in physics.

Graduate students who wish to pursue a Ph.D. in physics must pass a qualifying examination in all principal areas of physics at the level of advanced undergraduate work. The examination, which may be repeated only once, is given each year before the beginning of the spring semester. Students must pass the qualifying examination before the beginning of their fourth semester of graduate work at The University of Iowa.

All Ph.D. students must take comprehensive examinations; participate in advanced seminars; do original research in experimental physics, theoretical physics, or astrophysics; and prepare and defend a written dissertation based on this work.

The program of study for the Ph.D. in physics includes thorough course work in both classical and quantum physics for all students, whether their specialized research is in an experimental or a theoretical area.

All Ph.D. students in physics must earn at least 24 s.h. in departmental courses numbered 200 or above. They may not count credit earned in 029:220 (PHYS:7992) Individual Critical Study, 029:281 (PHYS:7990) Research: Physics, 029:282 (ASTR:7991) Research: Astronomy, or seminars. Ph.D. students in physics without the astronomy subtrack must complete the following courses.

- 029:211 (PHYS:4761)-029:212 (PHYS:4762) Mathematical Methods of Physics I-II (students who pass a written examination are exempt from this requirement): 6 s.h.
- 029:205 (PHYS:5710) Classical Mechanics: 3 s.h.
- 029:212 (PHYS:5730) Statistical Mechanics I: 3 s.h.

These courses freely use advanced mathematics (e.g., complex variables, tensor analysis). An introduction is provided in 029:171 (PHYS:4761) Mathematical Methods of Physics I and 029:172 (PHYS:4762) Mathematical Methods of Physics II. The selection of less advanced course work depends on the adequacy of a student’s preparation for graduate work; students’ choice of more advanced and specialized courses depends on the direction in which their interests develop.

Ph.D. students in physics with the optional subtrack in astronomy must complete a total of six courses from the following two lists.

**Four of these:**

- 029:232 (ASTR:6870) Radiative Processes in Astrophysics: 3 s.h.
- 029:233 (ASTR:6785) The Interstellar Medium: 3 s.h.
- 029:234 (ASTR:6790) Stellar Astrophysics: 3 s.h.
- 029:237 (ASTR:6880) High Energy Astrophysics: 3 s.h.
- 029:238 (ASTR:6781) Galactic Astronomy: 3 s.h.
- 029:239 (ASTR:6782) Extragalactic Astronomy: 3 s.h.
- 029:278 (ASTR:7830) Space and Astrophysical Plasma Physics: 3 s.h.

**Two of these (total of 6 s.h.):**

- 029:205 (PHYS:5710) Classical Mechanics: 3 s.h.
- 029:212 (PHYS:5730) Statistical Mechanics I: 3 s.h.

After a Ph.D. student has chosen a research specialty, he or she must submit a formal thesis proposal and defend the proposal in an oral comprehensive exam. The appropriate thesis advisor then becomes the candidate’s general advisor and the chair of the comprehensive and final examination committee. The comprehensive exam must be taken before the beginning of the fourth year of graduate study.

Ph.D. candidates are not recommended for the degree until they have written the dissertation in proper form for formal publication and have submitted it for publication.
with the approval of the research advisor, to a widely distributed, refereed scientific journal.

**Admission**

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Financial Support**

Students qualified for graduate study are encouraged to apply for fellowships and assistantships. Contact the Department of Physics and Astronomy chair.

**Research, Facilities**

The department has an excellent library and a number of well-equipped laboratories and observatories, as well as a student computer cluster for which students can obtain accounts. Faculty, students, and staff access national supercomputers via the Internet. The central machine shop is fully equipped and staffed by skilled instrument makers and machinists, and there are electronics and machine shops for use by advanced students and research staff.

Experimental research is conducted in astronomy (optical, radio, and X-ray), atomic and molecular physics, condensed matter physics, elementary particle physics, laser physics, medical physics, plasma physics, and space physics. Extensive facilities are available for construction of specialized research equipment and for data processing and analysis.

State-of-the-art semiconductor materials and devices are grown in two molecular beam epitaxy machines. Ultrafast laser techniques are developed and used to probe electron transport, energy relaxation, recombination, and spin dynamics in the novel nanostructures grown in these machines. Experiments also are conducted on laser-induced coherent phenomena and coherent control of charge carriers in semiconductor nanostructures. The experimental condensed matter program is closely coordinated with the condensed matter theory group.

Plasma physics is an active area of experimental and theoretical research. Laboratory experiments studying plasma processes of importance in various space and astrophysical plasmas are performed in a Q machine, including experiments on waves and instabilities in dusty plasmas. Additional laboratory and microgravity experiments with dusty plasmas include studies of Coulomb crystals, shocks, and complex fluids. Glow discharges for plasma processing applications are studied using laser diagnostics and numerical simulations. Wave propagation and plasma particle dynamics also are studied in collisionless plasmas through laboratory experiments. Laser techniques are developed for measuring plasma flow and following particle orbits. Plasma theory efforts include analytical and numerical investigations of magnetic reconnection and turbulence in space and astrophysical plasmas; collaboration with laboratory and space plasma experimental groups in strongly coupled dusty plasmas, waves, and instabilities; and free electron lasers and hydrodynamic turbulence.

State-of-the-art laser systems are available for high-resolution spectroscopic measurement and ultrafast studies of molecular structure, for collisional relaxation and nonlinear optical effects in atomic and molecular systems, and for plasma diagnostics.

Experimental research in elementary particle physics is carried out at Fermi National Accelerator Laboratory, Stanford Linear Accelerator Center, CERN in Switzerland, and other international laboratories. The present generation of high-energy experiments has been designed to probe both the strong nuclear force and the weak interactions.

The department is well-equipped for research and instruction in observational astronomy. The primary optical instrument is a fully automated 15-inch telescope at a dark-sky site in Arizona. The telescope is equipped with CCD cameras and a variety of filters. There are 3-meter and 4.5-meter radio telescopes on the roof of Van Allen Hall, which are used for instruction and student research projects.

Research programs in galactic and extragalactic radio astronomy are carried out using the facilities of the National Radio Astronomy Observatory, including the Very Large Array and the Very Long Baseline Array, one element of which is 10 miles north of campus. Current long-term research activities include studies of the center of the Milky Way galaxy; investigations of extragalactic radio sources; the formation of powerful winds in young, luminous stars; radio-wave scattering in the interstellar and interplanetary media; and interacting binary stars. A research program in X-ray astronomy has been established, and there is a laboratory for instrument development. Research topics in X-ray astronomy concentrate on observations of X-ray emission from black holes and supernova remnants, using existing spacecraft.

Active theoretical research is carried on in astrophysics; atomic, molecular, and optical physics; condensed matter physics; elementary particle physics; laser physics; mathematical physics; nuclear physics; plasma physics; and space physics. An active mathematical physics seminar fosters the exchange of ideas between mathematics and physics.

The primary emphasis of Iowa’s program in experimental and theoretical space physics is on studies of cosmic and heliospheric physics, magnetospheric physics, and magnetosphere-ionosphere interactions. Facilities are available for designing and constructing spaceflight instruments. Investigators in the department have flown instruments for studying plasmas, energetic charged particles, auroral images, plasma waves, and radio emissions on a wide variety of terrestrial and planetary spacecraft, including Pioneer 10 and 11, Dynamics Explorer, Voyager 1 and 2, Galileo, Polar, Cassini, and Mars Express.

**Courses**

Prerequisites and corequisites are specified as guides and may be waived by the instructor. The following courses are approved for the College of Liberal Arts and Sciences General Education Program (p. 306) Natural Sciences requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>029:002</td>
<td>(PHYS:1300) Nanoscience</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>029:003</td>
<td>(PHYS:1100) From Quarks to Quasars</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>029:006</td>
<td>(PHYS:1200) Physics of Everyday Experience</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>029:008</td>
<td>(PHYS:1400) Basic Physics</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>029:011</td>
<td>(PHYS:1511) College Physics I</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>
029:012 (PHYS:1512) College Physics II 4 s.h.
029:027 (PHYS:1701) Physics I 4 s.h.
029:028 (PHYS:1702) Physics II 4 s.h.
029:044 (PHYS:1410) Physics of Sound 3-4 s.h.
029:050 (ASTR:1070) Stars, Galaxies, and the Universe 3-4 s.h.
029:051 (ASTR:1079) Introductory Astronomy Laboratory 1 s.h.
029:052 (ASTR:1080) Exploration of the Solar System 3-4 s.h.
029:028 (PHYS:1702) Physics II 4 s.h.
029:044 (PHYS:1410) Physics of Sound 3-4 s.h.
029:050 (ASTR:1070) Stars, Galaxies, and the Universe 3-4 s.h.
029:051 (ASTR:1079) Introductory Astronomy Laboratory 1 s.h.
029:052 (ASTR:1080) Exploration of the Solar System 3-4 s.h.

Physics, Primarily for Undergraduates

029:001 (PHYS:1905) Selected Topics in Physics arr.
029:002 (PHYS:1300) Nanoscience 3 s.h.
Properties of very small materials and structures; unique properties emerging at a length scale of one billionth of a meter, or one nanometer. GE: Natural Sciences without Lab.

029:005 (PHYS:2701) From Quarks to Quasars 3-4 s.h.
Conceptual explanation of the latest discoveries in physics—from the smallest objects, such as quarks and atoms, to the largest, such as galaxies, black holes, and quasars. Requirements: non-science major. GE: Natural Sciences without Lab; Natural Sciences with Lab.

029:006 (PHYS:1200) Physics of Everyday Experience 3 s.h.
Principles of physics for non-science majors: basic motion, behavior of fluids, waves, temperature and heat, gravity and planetary motion, electricity and magnetism, optics, nuclear energy, radioactivity, and medical imaging technology; examples from everyday experience. GE: Natural Sciences without Lab.

029:008 (PHYS:1400) Basic Physics 3-4 s.h.
Quantitative treatment of mechanics, electricity, heat, liquids, gases, and atomic, nuclear, and elementary particle physics. Prerequisites: 22M:005 (MATH:1010). Recommendations: closed to students who have taken 029:011 (PHYS:1511) or 029:012 (PHYS:1512). GE: Natural Sciences without Lab; Natural Sciences with Lab.

029:011 (PHYS:1511) College Physics I 4 s.h.
Mechanics, waves, thermodynamics, special relativity. Prerequisites: 22M:005 (MATH:1010). GE: Natural Sciences with Lab.

029:012 (PHYS:1512) College Physics II 4 s.h.

029:027 (PHYS:1701) Physics I 4 s.h.

029:028 (PHYS:1702) Physics II 4 s.h.

029:029 (PHYS:2703) Physics III 4 s.h.
Continuation of 029:028 (PHYS:1702); electromagnetic waves, optics; mechanical and sound waves; thermal physics. Offered fall semesters. Prerequisites: 029:028 (PHYS:1702).

029:030 (PHYS:2704) Physics IV 3-4 s.h.
Introduction to quantum mechanics and other topics in modern physics, including special relativity, atomic and solid state physics. Offered spring semesters. Prerequisites: 22M:026 (MATH:1860) and 029:029 (PHYS:2703). Requirements: (for 3 s.h. option) non-major.

029:039 (PHYS:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

029:044 (PHYS:1410) Physics of Sound 3-4 s.h.
Acoustical foundations of music; production of sound by vibrating objects, properties of sound waves, vocal acoustics, hearing, room acoustics, principles of electroacoustics. GE: Natural Sciences without Lab; Natural Sciences with Lab.

029:081 (PHYS:1611) Introductory Physics I 4 s.h.

029:082 (PHYS:1612) Introductory Physics II 3-4 s.h.
Continuation of 029:081 (PHYS:1611); electricity, magnetism, light. Prerequisites: 029:081 (PHYS:1611). Corequisites: 22M:026 (MATH:1860) or 22M:032 (MATH:1560). GE: Natural Sciences without Lab; Natural Sciences with Lab.

029:084 (PHYS:1619) Introductory Physics II Lab 1 s.h.
Laboratory for 029:082 (PHYS:1612). Requirements: 3 s.h. in 029:082 (PHYS:1612). GE: Natural Sciences Lab only.

029:093 (PHYS:2990) Reading in Physics arr.
Selected topics in physics.

Selected topics in physics and astronomy; discussion, presentations.
029:099 (PHYS:4999) Undergraduate Research
Supervised research leading to written report or oral presentation.

Physics for Undergraduate and Graduate Students

029:103 (PHYS:4990) Reading in Physics
Selected topics in physics.

029:105 (PHYS:4905) Special Topics in Physics
arr.

029:115 (PHYS:3710) Intermediate Mechanics 3 s.h.
Newtonian mechanics; noninertial reference systems; central forces, celestial mechanics; rigid body motion; Lagrangian, Hamiltonian equations of motion; small oscillations. Prerequisites: 22M:026 (MATH:1860), and 029:011 (PHYS:1511) or 029:027 (PHYS:1701) or 029:081 (PHYS:1611).

029:118 (PHYS:3730) Statistical Physics 3 s.h.
Integrated introduction to subjects of thermodynamics, statistical mechanics, kinetic theory; emphasis on applications. Prerequisites: 029:030 (PHYS:2704) and 029:115 (PHYS:3710).

029:128 (PHYS:3850) Electronics 4 s.h.
Design and construction of small circuits; use of measurement instruments—oscilloscope, multimeter, function generator; circuits, including transistors, operational amplifiers, digital, analog-to-digital conversion. Prerequisites: 029:012 (PHYS:1512) or 029:028 (PHYS:1702) or 029:082 (PHYS:1612). Requirements: physics or astronomy major.

029:129 (PHYS:3811) Electricity and Magnetism I 3 s.h.
Electrostatics, magnetic fields, introduction to Maxwell’s equations. Prerequisites: 22M:028 (MATH:2850), and 029:012 (PHYS:1512) or 029:028 (PHYS:1702) or 029:082 (PHYS:1612).

029:130 (PHYS:3812) Electricity and Magnetism II 3 s.h.
Continuation of 029:129 (PHYS:3811); magnetism, electromagnetic waves, A.C. circuits, applications of Maxwell’s equations to wave guides, antennas, optics, plasma physics, other topics. Prerequisites: 029:129 (PHYS:3811).

029:132 (PHYS:3756) Intermediate Laboratory 3 s.h.
Electricity; electronics; magnetism; optics; atomic, nuclear, solid state physics; techniques in data analysis, including error analysis. Prerequisites: 029:028 (PHYS:1702) or 029:082 (PHYS:1612), and 029:029 (PHYS:2703). Corequisites: 029:129 (PHYS:3811).

029:133 (PHYS:4750) Advanced Laboratory 3 s.h.
Topics in electricity; electronics; magnetism; atomic, nuclear, plasma, solid state physics; techniques in data analysis, including error analysis.

029:135 (PHYS:3750) Fundamentals of Micro and Nanofabrication 3 s.h.
Fundamentals of microfabrication and nanofabrication techniques involved in manufacture of a wide-range miniature device with applications in communications, energy, and biomedical industries. Prerequisites: 002:002 (BIOL:1141), 004:006 (CHEM:1060) or 004:011 (CHEM:1110) or 004:012 (CHEM:1120), 029:028 (PHYS:1702) or 029:082 (PHYS:1612), and 029:081 (PHYS:1611).

029:140 (PHYS:3741) Introduction to Quantum Mechanics I 3 s.h.
Superposition principle, Stern-Gerlach experiment, linear operators, measurement theory, time evolution, angular momentum, wave mechanics in one dimension, one-dimensional harmonic oscillator, two-body problems with central forces, the hydrogen atom. Prerequisites: 029:030 (PHYS:2704), 029:115 (PHYS:3710), 22M:027 (MATH:2700), and 22M:028 (MATH:2850).

029:141 (PHYS:3742) Introduction to Quantum Mechanics II 3 s.h.
Perturbation theory, variational methods, WKB approximation, scattering, Helium atom, periodic table, atomic spectroscopy, transition rates, other selected applications. Prerequisites: 029:140 (PHYS:3741).

029:171 (PHYS:4761) Mathematical Methods of Physics I 3 s.h.
Functions of complex variables, integration methods, linear vector spaces, tensors, matrix algebra. Prerequisites: 22M:028 (MATH:2850).

029:172 (PHYS:4762) Mathematical Methods of Physics II 3 s.h.
Continuation of 029:171 (PHYS:4761); Hilbert space, special functions, Fourier transform and expansions in orthogonal polynomials, differential equations, Green’s functions. Prerequisites: 029:171 (PHYS:4761).

029:180 (PHYS:4720) Introductory Optics 3 s.h.
Geometrical and physical optics; interference; diffraction; polarization; microscopic origins of macroscopic optical properties of matter; optical activity; electro-optical, magneto-optical, acousto-optical phenomena; spontaneous Brillouin, Raman, Rayleigh scattering. Prerequisites: 029:130 (PHYS:3812). Same as 055:177 (ECE:4720).

029:182 (PHYS:4726) Electro-Optics 3 s.h.
Wave equation solutions; optical birefringence; finite beam propagation in free space, dielectric waveguides and fibers; optical resonators; nonlinear phenomena; electro-optic, acousto-optic modulation; optical detection, noise; application to communication systems. Requirements: for 055:179 (ECE:5790) — 055:070 (ECE:3700); for 029:182 (PHYS:4726) — 029:130 (PHYS:3812). Same as 055:179 (ECE:5790).

029:184 (PHYS:4820) Optical Signal Processing 3 s.h.
Linear systems description of optical propagation; diffraction and angular plane wave spectrum; lenses as Fourier transformers, lens configurations as generalized optical processors; lasers, coherence, spatial frequency analysis; holography; convolvers, correlators, matched filters; synthetic aperture radar; optical computing. Requirements: for 055:178 (ECE:5780) — 055:070 (ECE:3700); for 029:184 (PHYS:4820) — 029:130 (PHYS:3812). Same as 055:178 (ECE:5780).
029:192 (PHYS:4740) Elementary Particles and Nuclear Physics 3 s.h.
Accelerators, particle detectors, passage of radiation through matter; nuclear structure, nuclear reactions; quark model of hadrons; strong, electromagnetic, weak interactions of elementary particles; gauge theories, intermediate vector bosons; unification of electromagnetic and weak interactions. Prerequisites: 029:140 (PHYS:3741).

029:193 (PHYS:4728) Introductory Solid State Physics 3 s.h.
Phenomena associated with solid state; classification of solids and crystal structures, electronic and vibrational properties in solids; thermal, optical, magnetic, dielectric properties of solids. Prerequisites: 029:140 (PHYS:3741) and 22M:028 (MATH:2850). Same as 055:173 (ECE:4728).

029:194 (PHYS:4731) Plasma Physics I 3 s.h.
Physics of ionized gases, including orbit theory, guiding center motion, adiabatic invariants, ionization balance description of plasmas by fluid variables and distribution functions; linearized wave motions, instabilities; magnetohydrodynamics. Prerequisites: 029:130 (PHYS:3812).

029:196 (PHYS:4860) Computational Physics 3 s.h.
Introduction to contemporary use of computers by physicists; topics such as numerical solutions of ordinary differential equations in classical mechanics, boundary value problems in electricity and magnetism, eigenvalue problems in quantum mechanics, Monte Carlo simulations in statistical mechanics, methods of data analysis. Prerequisites: 029:115 (PHYS:3710), 029:129 (PHYS:3811), and 029:140 (PHYS:3741).

Physics, Primarily for Graduate Students

029:202 (PHYS:5000) Workshops and Special Training in Physics arr.
Workshops and special training opportunities for postbaccalaureate students; may include collaborations with other departments, institutions, or externally funded research organizations.

029:205 (PHYS:5710) Classical Mechanics 3 s.h.
Dynamics of mass points: Lagrange multipliers, small oscillations, Hamilton’s equations; canonical transformations, Hamilton-Jacobi theory; chaos. Prerequisites: 029:115 (PHYS:3710).

029:206 (PHYS:6710) Nonlinear Dynamics 3 s.h.
Deterministic approach of turbulence and chaotic dynamical systems; qualitative theory of ordinary differential equations, perturbation in classical mechanics, ergodicity, bifurcation, universal properties of discrete maps, intermittency, fractals, quantitative characterizations of chaos.

029:210 (PHYS:5729) Fluid Mechanics 3 s.h.
Basic equations of fluid mechanics and solutions of these equations for various cases of special interest; compressible and incompressible flows in two- and three-dimensions, rotational and irrotational flows, self-similar solutions, instabilities, turbulence; relate solutions to application of general interest to physicist and engineers; subsonic and supersonic flows around wings and bodies, gravity waves in oceans and atmospheres, transition to supersonic flow in a rocket nozzle, supersonic outflow of gas from the Sun and other stars, and physics of high energy explosions. Prerequisites: 029:115 (PHYS:3710). Requirements: knowledge of vector calculus at level used in 029:129 (PHYS:3811) and 029:130 (PHYS:3812).

029:212 (PHYS:5730) Statistical Mechanics I 3 s.h.
Probability concepts; kinetic equations; classical and quantum equilibrium statistical mechanics with applications, including ideal and imperfect gases and phase transitions, irreversible processes, fluctuation-dissipation theorems. Prerequisites: 029:118 (PHYS:3730) and 029:140 (PHYS:3741).

029:213 (PHYS:5811) Classical Electrodynamics I 3 s.h.
Advanced electromagnetostatics, boundary value problems, Green’s functions, Maxwell’s equations, radiation theory, physical optics, multipole expansion of radiation field. Prerequisites: 029:130 (PHYS:3812).

029:214 (PHYS:5812) Classical Electrodynamics II 3 s.h.
Special relativity, motion of charges in fields, theories of radiation reaction, special topics. Prerequisites: 029:213 (PHYS:5811).

Essay on topic chosen in consultation with faculty member. Requirements: candidacy for M.S. with critical essay.

029:222 (PHYS:6720) Nonlinear Optics 3 s.h.

029:224 (PHYS:6726) Laser Principles 3 s.h.

029:225 (PHYS:7905) Special Topics in Physics arr.

029:228 (PHYS:6822) Topics in Quantum Electronics 3 s.h.
Quantum optics, optical properties of matter, laser science, photonics.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>029:245</td>
<td>Quantum Mechanics I</td>
<td>3</td>
<td>Nonrelativistic quantum mechanics, ShrWdinger wave mechanics, Hilbert space methods, perturbation theory, scattering, spin and angular momentum, identical particles, selected applications, introduction to relativistic theory. Prerequisites: 029:140 (PHYS:3741) and 029:141 (PHYS:3742).</td>
</tr>
<tr>
<td>029:247</td>
<td>Introduction to Quantum Field Theory</td>
<td>3</td>
<td>Quantization of relativistic and nonrelativistic field theories, covariant perturbation theory, theory of renormalization, dimensional regularization, renormalization group theory, introduction to gauge theories and anomalies. Prerequisites: 029:246 (PHYS:5742).</td>
</tr>
<tr>
<td>029:269</td>
<td>Ethics in Physics for Graduate Students</td>
<td>arr.</td>
<td>Responsible conduct and ethics training.</td>
</tr>
<tr>
<td>029:271</td>
<td>Theoretical Solid State Physics I</td>
<td>3</td>
<td>Central principles of the quantum theory of solids; lattice dynamics, electronic structure, optical properties, superconductivity, magnetism; emphasis on viewpoint of elementary excitations. Prerequisites: 029:193 (PHYS:4728) and 029:246 (PHYS:5742).</td>
</tr>
<tr>
<td>029:273</td>
<td>General Relativity and Cosmology</td>
<td>2-3</td>
<td>Einstein's theory of gravitation; applications to astrophysics and cosmology.</td>
</tr>
<tr>
<td>029:276</td>
<td>Special Topics in Quantum Mechanics</td>
<td>3</td>
<td>Current topics in quantum mechanics, such as string theory, relativistic quantum mechanics, quantum gravity, axiomatic quantum field theory.</td>
</tr>
<tr>
<td>029:277</td>
<td>Special Topics in Condensed Matter</td>
<td>3</td>
<td>Current topics, such as superconductivity and magnetism. Prerequisites: 029:271 (PHYS:7820).</td>
</tr>
<tr>
<td>029:281</td>
<td>Research: Physics</td>
<td>arr.</td>
<td>Microscopic plasma behavior; statistical mechanics of plasmas; Liouville equation; BBGY hierarchy; Fokker-Planck equation and relaxation processes; Balescu-Lenard equation; Vlasov equation and linearized wave motion; shocks, nonlinear plasma motions, and instabilities; fluctuations and radiation processes; topics from recent literature.</td>
</tr>
<tr>
<td>029:294</td>
<td>Advanced Plasma Physics I</td>
<td>3</td>
<td>Continuation of 029:194 (PHYS:4731); cold plasma waves, MHD stability, kinetic theory of plasmas, including Landau damping and velocity space instabilities; nonlinear evolution. Prerequisites: 029:194 (PHYS:4731).</td>
</tr>
<tr>
<td>029:299</td>
<td>Ethics in Physics for Postdocs</td>
<td>0</td>
<td>Responsible conduct and ethics training.</td>
</tr>
</tbody>
</table>

**Astronomy, Primarily for Undergraduates**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>029:040</td>
<td>Origins of Life in the Universe (Part 1)</td>
<td>3</td>
<td>Fundamental questions (How old is the universe? What is the nature of life? How has life evolved on Earth? What are our human origins? Are there other habitable planets in the universe?) that revolve around understanding origins from different perspectives (i.e., astronomy, physics, geoscience, biology, chemistry, anthropology); work with faculty from several departments to investigate these questions; inquiry-based activities to build success in critical thinking, teamwork, effective written and oral communication; origin of the universe, biochemistry of life, and origin of life on Earth; first of a two-part sequence. Recommendations: first-year or sophomore standing. GE: Natural Sciences without Lab. Same as 012:045 (GEOS:1060), 002:050 (BIOL:1060).</td>
</tr>
</tbody>
</table>
029:041 (ASTR:1061) Origins of Life in the Universe (Part 2)
Fundamental questions (How old is the universe? What is the nature of life? How has life evolved on Earth? What are our human origins? Are there other habitable planets in the universe?) that revolve around understanding origins from different perspectives (i.e., astronomy, physics, geoscience, biology, chemistry, anthropology); work with faculty from several departments to investigate these questions; inquiry-based activities to build success in critical thinking, teamwork, and effective written and oral communication; second of a two-part sequence. Prerequisites: 029:040 (ASTR:1060) or 029:050 (BIOL:1060) or 012:045 (GEOS:1060). Recommendations: first-year or sophomore standing. GE: Natural Sciences with Lab. Same as 012:046 (GEOS:1061), 002:051 (BIOL:1061), 113:041 (ANTH:1061).

029:050 (ASTR:1070) Stars, Galaxies, and the Universe
Survey of stars, galaxies, and the universe; life cycles of stars, including black holes and pulsars; diversity of galaxies, including the Milky Way and distant quasars; cosmology—the history, structure, and fate of the universe; current results from recent astronomical observations; night sky observation. Recommendations: closed to physics and astronomy majors. GE: Natural Sciences without Lab; Natural Sciences with Lab.

029:051 (ASTR:1079) Introductory Astronomy Laboratory
Laboratory for 029:050 (ASTR:1070) or 029:052 (ASTR:1080). GE: Natural Sciences Lab only.

029:052 (ASTR:1080) Exploration of the Solar System
Survey of the solar system; physical properties of the planets, comets, and asteroids; origin of the solar system; search for extrasolar planetary systems; search for life in the universe; current results of recent planetary space missions; night sky observation. Recommendations: closed to physics and astronomy majors. GE: Natural Sciences without Lab; Natural Sciences with Lab.

029:053 (ASTR:1090) Life in the Universe
Are we alone? Scientific foundations of this question, technology behind searches for extraterrestrial life in the solar system and on extrasolar planets; evolution of life on Earth; likelihood that such conditions exist elsewhere in the universe; cultural consequences of discovering extraterrestrial life. GE: Natural Sciences without Lab.

029:061 (ASTR:1771) General Astronomy I
Qualitative and quantitative introduction to the development of astronomy, celestial mechanics, time, electromagnetic radiation, telescopes and astronomical instrumentation, planets, smaller solar system objects; laboratory emphasis on observation with telescopes. Requirements: four years of high school math. GE: Natural Sciences with Lab.

029:062 (ASTR:1772) General Astronomy II
Continuation of 029:061 (ASTR:1771); qualitative and quantitative introduction to properties and evolution of sun, stars, interstellar matter, galaxies; cosmology; laboratory emphasis on observation with telescopes. Requirements: four years of high school math. GE: Natural Sciences with Lab.

029:094 (ASTR:2991) Reading in Astronomy
Selected topics in astronomy.

Astronomy for Undergraduate and Graduate Students
029:104 (ASTR:4996) Reading in Astronomy
arr.

029:106 (ASTR:4906) Special Topics in Astronomy
arr.

029:119 (ASTR:3771) Introduction to Astrophysics I
Fundamentals of astrophysical processes in solar system objects, stars, nebulae, interstellar medium, galaxies, cosmology; topics include stellar spectra, binary stars, interstellar gas and dust, stellar evolution, HII regions, radiation processes in galaxies and quasars, mathematical descriptions of the universe. Prerequisites: 22M:027 (MATH:2700), 22M:028 (MATH:2850), 029:030 (PHYS:2704), 029:061 (ASTR:1771), and 029:062 (ASTR:1772). Recommendations: computer programming experience.

029:120 (ASTR:3772) Introduction to Astrophysics II

029:137 (ASTR:4850) Astronomical Laboratory
Techniques and instrumentation in optical and radio astronomy. Prerequisites: 029:030 (PHYS:2704), 029:061 (ASTR:1771), and 029:062 (ASTR:1772).

029:186 (ASTR:4770) Radio Astronomy
Survey of radio astronomy, emphasizing technical aspects; radio, antennas, receivers, radio spectroscopy, interferometer arrays and aperture synthesis; emission mechanisms, pulsars, supernova remnants, radio galaxies.

Astronomy, Primarily for Graduate Students
029:232 (ASTR:6870) Radiative Processes in Astrophysics
3 s.h.
Physical mechanisms for generation of electromagnetic radiation in astrophysics; continuum mechanisms (bremstrahlung, Compton scattering, synchrotron radiation); spectral line radiation from atoms, molecules, and nuclei, including fine structure effects; fundamental physics of processes; application to astronomical observations.

029:233 (ASTR:6785) The Interstellar Medium
3 s.h.
The interstellar medium: optical properties of small interstellar grains, radiative processes in interstellar gas, structure of HII regions, interstellar shock waves, supernova remnants, modification of interstellar medium by luminous stars, molecular clouds.

029:234 (ASTR:6790) Stellar Astrophysics
3 s.h.
Stellar interiors, nuclear astrophysics; advanced topics.
029:235 (ASTR:7775) Special Topics in Astrophysics
Advanced lectures.

029:237 (ASTR:6880) High Energy Astrophysics
3 s.h.
Detection of X-rays and gamma-rays, analysis of X-ray data, black holes and neutron stars, accretion onto compact objects, pulsars, supernova remnants, cosmic rays, gamma-ray bursts.

029:238 (ASTR:6781) Galactic Astronomy
3 s.h.
Structure of the Milky Way galaxy; distance indicators, orbits in the galaxy, spiral structure; evidence for dark matter in the Milky Way, the galactic center; comparison of Milky Way with nearby galaxies.

029:239 (ASTR:6782) Extragalactic Astronomy
3 s.h.
Normal and active galaxies, large scale structure, the early Universe, cosmology.

029:263 (ASTR:7970) Seminar: Astrophysics
arr.
Current research.

029:278 (ASTR:7830) Space and Astrophysical Plasma Physics
3 s.h.
Dynamics and evolution of space and astrophysical plasmas; heliosphere, planetary magnetospheres, accretion disks; plasma waves, shock waves, turbulence.

029:282 (ASTR:7991) Research: Astronomy
arr.
Original research in observational, theoretical astronomy.
Political Science

Chair
• Sara Mitchell

Professors

Associate professors
• Cary R. Covington, Douglas Dion, Timothy M. Hagle, Kelly M. Kadera, Brian H. Lai, Tracy Osborn, Rene Rocha

Assistent professors
• Kyle Mattes, Julianna Pacheco, Frederick Solt

Professors emeriti
• Joel D. Barkan, Alfonso J. Damico, Chong Lim Kim, Michael S. Lewis-Beck, Gerhard Loewenberg, Douglas K. Madsen

Undergraduate majors: political science (B.A., B.S.); international relations (B.A., B.S.)
Undergraduate minors: political science; international relations
Graduate degrees: M.A. in political science; Ph.D. in political science
Web site: http://clas.uiowa.edu/polisci/

The Department of Political Science offers two undergraduate majors and minors as well as graduate degree programs. It also offers several courses that undergraduate students in all majors may use to fulfill General Education Program (p. 306) requirements and a First-Year Seminar designed for entering undergraduate students.

Undergraduate Programs of Study
• Major in political science (Bachelor of Arts, Bachelor of Science)
• Major in international relations (Bachelor of Arts, Bachelor of Science)
• Minor in political science
• Minor in international relations

B.A. and B.S.: Political Science

The Bachelor of Arts with a major in political science requires a minimum of 120 s.h., including 33 s.h. of work for the major (all in political science courses). The Bachelor of Science with a major in political science requires a minimum of 120 s.h., including 44 s.h. of work for the major (33 s.h. in political science courses and 11-13 s.h. of approved mathematics/statistics courses). Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Most of the political science course work required for the major is the same for B.A. and B.S. students, but the major for the B.S. includes a political science research component. The major for the B.S. also requires a set of mathematics/statistics courses, while the major for the B.A. does not.

Students must maintain a g.p.a. of at least 2.00 in all political science courses taken at The University of Iowa, and in all political science courses taken at other institutions and at the University combined.

Students must earn at least 12 s.h. of the political science credit required for the major (33 s.h.) at The University of Iowa. Credit earned in 030:029 (POLI:1000) First-Year Seminar, 030:187 (POLI:3124) Political Science Des Moines Internship Program, and 030:191 (POLI:4900) Government Internship does not count toward the major, but grades in these courses become part of a student's grade-point average.

In planning course work, students should be guided by the College of Liberal Arts and Sciences maximum hours rule: students earning a B.A. or B.S. may apply a maximum of 50 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the course work is accepted toward requirements for the major; students who earn more than 50 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average; but they cannot apply the additional semester hours to satisfy requirements for the major, but grades in these courses become part of a student's grade-point average.

The major in political science requires the following course work.

POLITICAL SCIENCE COURSES (B.A. AND B.S.)

Introductory course:
030:001 (POLI:1100) Introduction to American Politics 3 s.h.

Additional introductory courses—four of these:
030:020 (POLI:1001) Introduction to Politics 3 s.h.
030:030 (POLI:1300) Introduction to Political Thought and Political Action 3 s.h.
030:041 (POLI:1401) Introduction to the Politics of Russia and Eurasia 3 s.h.
030:043 (POLI:1403) Introduction to Politics in the Muslim World 3 s.h.
030:045 (POLI:1405) Introduction to Comparative Politics 3 s.h.
030:050 (POLI:1200) Introduction to Political Behavior 3 s.h.
030:060 (POLI:1500) Introduction to International Relations 3 s.h.
030:061 (POLI:1501) Introduction to American Foreign Policy 3 s.h.
030:070 (POLI:1600) Introduction to Political Communication 3 s.h.
030:071 (POLI:1601) Introduction to Political Media 3 s.h.

Advanced courses:
Political science courses numbered 100 or above, offered as regularly scheduled classroom courses 12 s.h.

ADDITIONAL POLITICAL SCIENCE COURSES (B.A.)
Bachelor of Arts students also complete the following political science course work.

At least two additional political science courses numbered 100 or above 6 s.h.

ADDITIONAL POLITICAL SCIENCE COURSES (B.S.)
Bachelor of Science students also complete the following political science course work.

030:100 (POLI:3000) Understanding Political Research 3 s.h.

One of these:

030:185 (POLI:4600) Honors Research Project 3 s.h.
030:193 (POLI:4701) Undergraduate Research Tutorial 3 s.h.

Recommended but not required:

030:194 (POLI:4702) Senior Research Project/Paper 3 s.h.

MATHEMATICS/STATISTICS COURSES (B.S.)
Bachelor of Science students complete one of the following approved sets of mathematics/statistics courses (11-13 s.h.). Other sets of courses may be used with written approval of the B.S. program advisor.

Set 1:

22M:017 (MATH:1380) Calculus and Matrix Algebra for Business (students may substitute 22M:025 or 22M:031) 4 s.h.
22S:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.
22S:148 (STAT:6513) Intermediate Statistical Methods 4 s.h.

Set 2:

06E:071 (ECON:2800) Statistics for Strategy Problems 3 s.h.
22M:017 (MATH:1380) Calculus and Matrix Algebra for Business 4 s.h.
22S:008 (STAT:1030) Statistics for Business 4 s.h.

Set 3:

22M:025 (MATH:1850) Calculus I (students may substitute 22M:031) 5 s.h.
22M:026 (MATH:1860) Calculus II (students may substitute 22M:032) 5 s.h.
22S:102 (STAT:5543)/07P:143 (PSQF:5143) Introduction to Statistical Methods 3 s.h.

EMPHASES IN POLITICAL SCIENCE (B.A. AND B.S.)
Students may elect to complete one or two emphases while fulfilling the requirements for the major. The emphasis is indicated on the transcript at graduation if the student completes the emphasis and requests recognition from the department.

Each emphasis consists of four courses. Emphases are available in American institutions, American political practice, business and politics, international relations, law and politics, identity politics, political communication, political economy, political processes, political theory, politics of democratization, politics of developing areas, and politics of industrial democracies. For lists of courses approved in each area, contact the Department of Political Science.

B.A. and B.S.: International Relations

The Bachelor of Arts with a major in international relations requires a minimum of 120 s.h., including at least 33 s.h. of work for the major. The Bachelor of Science with a major in international relations requires a minimum of 120 s.h., including at least 44 s.h. of work for the major.

The major in international relations focuses on economic relations between states, a crucial area of study in today’s globalized world. Students in the major are introduced to the politics of foreign countries. They develop an understanding of how countries interact and acquire a deep appreciation for the root causes of problems that transcend national boundaries.

Students choose one of five tracks: conflict and foreign policy, international business and economic relations, regional politics and relationships, transnational issues, or a self-defined track. Requirements for the major are the same for B.A. and B.S. students, except that the major for the B.S. requires a set of mathematics/statistics courses, while the major for the B.A. does not.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students must maintain a g.p.a. of at least 2.00 in all international relations courses taken at The University of Iowa, and in all international relations courses taken at other institutions and at the University combined. Students must complete a minimum of 18 s.h. of work for the major at The University of Iowa. A maximum of 15 s.h. of approved transfer credit may be applied toward the major.

The major in international relations requires the following course work.

INTERNATIONAL RELATIONS CORE (B.A. AND B.S.)
All of these:

030:060 (POLI:1500) Introduction to International Relations 3 s.h.
030:165 (POLI:3512) International Conflict 3 s.h.

One of these:

016:003 (HIST:2403) Western Civilization III 3-4 s.h.
016:082 (HIST:3255) The World Since 1945 3 s.h.
016:143 (HIST:3143) International Politics: The History of the Present 3-4 s.h.

METHODS COURSE (B.A. AND B.S.)

030:100 (POLI:3000) Understanding Political Research 3 s.h.

SENIOR SEMINAR (B.A. AND B.S.)

030:179 (POLI:4800) Senior Seminar in International Relations 3 s.h.

MATHEMATICS/STATISTICS COURSES (B.S.)
Bachelor of Science students must complete one of the following approved sets of mathematics/statistics courses (11-13 s.h.) with a g.p.a. of at least 2.00. Substitutions must be approved by the director of undergraduate studies.

Set 1:
International relations students complete one of the following five tracks, each of which requires 15 s.h. of course work. Students who would like to declare the major in international relations before deciding on a track may talk with an advisor and decide on a track as soon as possible.

**CONFLICT AND FOREIGN POLICY TRACK**
The conflict and foreign policy track requires the following course work (minimum of 15 s.h.).

This course:

030:061 (POLI:1501) Introduction to American Foreign Policy 3 s.h.

Four of these, including at least 6 s.h. of course work offered by each of two departments:

016:144 (HIST:4125) War and Peace in the Twentieth Century 3 s.h.
016:168 (HIST:4146) The History of Warfare 3 s.h.
16A:152 (HIST:4232) United States in World Affairs 3-4 s.h.
16A:153 (HIST:4264) U.S.A. in a World at War 1931-1945 3 s.h.
16A:155 (HIST:4230) The Political Culture of U.S. Foreign Policy 3 s.h.
16E:132 (HIST:4435) War and Society in Modern Europe 3-4 s.h.
16E:185 (HIST:4499) First World War 3-4 s.h.
16W:105 (HIST:4105) World Events in Historical Context 3 s.h.
16W:175 (HIST:4620) Japan--U.S. Relations 3 s.h.
030:130 (POLI:3506) Consequences of War 3 s.h.
030:145 (POLI:3419) War in the Muslim World 3 s.h.
030:146 (POLI:3410) Russian Foreign Policy 3 s.h.
030:162 (POLI:3500) American Foreign Policies 3 s.h.
030:163 (POLI:3520) National Security Policy 3 s.h.
030:168 (POLI:3503) Politics of Terrorism 3 s.h.
030:169 (POLI:3550) Problems of International Politics 3 s.h.
030:173 (POLI:3510) State Failure in the Developing World 3 s.h.
030:178 (POLI:3505) Causes, Consequences, and Management of Civil War 3 s.h.
030:184 (POLI:4500) Honors Seminar on International Politics 3 s.h.
030:198 (POLI:3514) Regional Peace and Security 3 s.h.

**REGIONAL POLITICS AND RELATIONSHIPS TRACK**
The regional politics and relationships track requires the following course work (minimum of 15 s.h.).

This course:

030:045 (POLI:1405) Introduction to Comparative Politics 3 s.h.

Four of these, including at least 6 s.h. of course work from each of two departments:

016:006 (HIST:2604) Civilizations of Asia: Japan 3-4 s.h.
016:007 (HIST:2606) Civilizations of Asia: South Asia 3-4 s.h.
016:008 (HIST:2608) Civilizations of Africa 3 s.h.
016:023 (HIST:1008) Issues in European Politics and Society 3 s.h.
16E:135 (HIST:4460) Twentieth-Century Europe: The Nazi Era 3 s.h.
16E:143 (HIST:4464) Modern France 1789-1871 3 s.h.
16E:152 (HIST:4486) Modern Britain: The Twentieth Century 3 s.h.
16E:156 (HIST:4475) Germany Since 1914: Weimar, Hitler, and After 3-4 s.h.
16E:171 (HIST:4490) Russian History from 900-Present 3 s.h.
16E:178 (HIST:4493) Soviet Union 1917-1945 3-4 s.h.
16W:106 (HIST:4501) Society and Revolution in Cuba 3 s.h.
16W:107 (HIST:4502) History of Mexico 3 s.h.
16W:112 (HIST:4515) Introduction to Modern Latin America 3 s.h.
16W:115 (HIST:4525) Latin American Revolution 3 s.h.
16W:121 (HIST:4715) African History Since 1880 3 s.h.
16W:152 (HIST:4810) History of the Modern Middle East 3 s.h.
16W:153 (HIST:4815) Topics in the Modern Middle East 3 s.h.
16W:155 (HIST:3145) Europe and the U.S. in the Twentieth Century 3 s.h.
16W:173 (HIST:4615) Modern Japan 3 s.h.
16W:178 (HIST:4166) Topics in Asian History 3 s.h.
16W:185 (HIST:4185) Modern Korean History 3 s.h.
16W:194 (HIST:4640) Imperialism and Modern India 3 s.h.
16W:198 (HIST:4655) China Since 1927 3 s.h.
030:041 (POLI:1401) Introduction to the Politics of Russia and Eurasia 3 s.h.
030:043 (POLI:1403) Introduction to Politics in the Muslim World 3 s.h.
030:102 (POLI:3420) Southeast Asia: Democracy, Identity, and Development 3 s.h.
030:103 (POLI:3421) The Politics of Southern Africa 3 s.h.
030:140 (POLI:3412) Government and Politics of Europe 3 s.h.
030:141 (POLI:3413) Russian Politics 3 s.h.
030:142 (POLI:3401) European Union 3 s.h.
030:144 (POLI:3415) Latin American Politics 3 s.h.
030:145 (POLI:3419) War in the Muslim World 3 s.h.
030:146 (POLI:3410) Russian Foreign Policy 3 s.h.
030:147 (POLI:3403) Parties and Elections Around the World 3 s.h.
030:149 (POLI:3450) Problems in Comparative Politics 3 s.h.
030:150 (POLI:3404) Public Policy Around the World 3 s.h.
030:159 (POLI:3405) Authoritarian Politics 3 s.h.
030:163 (POLI:3520) National Security Policy 3 s.h.
030:172 (POLI:3416) France in the 21st Century 3 s.h.
030:173 (POLI:3510) State Failure in the Developing World 3 s.h.
030:183 (POLI:4400) Honors Seminar on Comparative Politics 3 s.h.
030:198 (POLI:3514) Regional Peace and Security 3 s.h.

**TRANSNATIONAL ISSUES TRACK**

The transnational issues track requires the following course work (minimum of 15 s.h.).

At least five of these, including 3 s.h. of credit in courses from each of three departments:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:113</td>
<td>Health Economics (two prerequisites required)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:101</td>
<td>History of Human Rights</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16E:130</td>
<td>Modern European Imperialism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:125</td>
<td>Women and Gender in African History</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:126</td>
<td>Slavery, Jihads, and Saints in Islamic Africa</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:155</td>
<td>International Courts: The Intersection of Law and Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:160</td>
<td>Women and Politics in Global Perspective</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:161</td>
<td>International Organization and World Order</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:164</td>
<td>Race in World Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:195</td>
<td>International Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:197</td>
<td>Politics of International Human Rights Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:045</td>
<td>Global Criminology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:003</td>
<td>The Global Environment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:010</td>
<td>Globalization and Geographic Diversity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:011</td>
<td>Population Geography</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:019</td>
<td>Contemporary Environmental Issues</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:131</td>
<td>Geography of Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:177</td>
<td>Environmental Justice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>131:157</td>
<td>Gender, Sexuality, and Human Rights</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>152:111</td>
<td>International Health</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

152:120 (GHS:4600) Global Health and Human Rights 2-3 s.h.
152:121 (GHS:3110) Health of Indigenous Peoples 3 s.h.
152:135 (GHS:4340) Global Health and Global Food 3 s.h.
152:137 (GHS:4160) History of Public Health 3 s.h.
152:138 (GHS:4162) History of Global Health 3 s.h.
152:152 (GHS:3030) Global Health Conference 1 s.h.
152:158 (GHS:3850) Promoting Health Globally 3 s.h.
152:160 (GHS:3720) Global Health Seminar 3 s.h.
152:184 (GHS:5415) Anthropology and International Health 3 s.h.

### SELF-DEFINED TRACK

Students may create their own track with permission from the director of undergraduate studies. A self-defined track may not duplicate an existing track or another academic program of study at The University of Iowa. It must consist of at least 15 s.h. of course work, which must include 3 s.h. of credit earned in courses from each of three departments.

#### B.A. or B.S. with Teacher Licensure

Political science majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

The Department of Political Science course 030:001 (POLI:1100) Introduction to American Politics is approved for teacher education requirements.

### Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

#### B.A.: Political Science

In addition to the following checkpoints, B.A. honors students must complete 030:180 (POLI:4000) Honors Seminar on the Study of Politics and one additional honors seminar before the seventh semester begins.

Before the fifth semester begins: two courses in the major

Before the seventh semester begins: six courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: eight courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate
B.S.: Political Science
In addition to the following checkpoints, B.S. honors students must complete 030:180 (POLI:4000) Honors Seminar on the Study of Politics and one additional honors seminar before the seventh semester begins.

Before the fifth semester begins: two courses in the major

Before the seventh semester: eight courses in the major, including two of the three required mathematics/statistics courses and 030:100 (POLI:3000) Understanding Political Research; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: 11 courses in the major, including 030:193 (POLI:4701) Undergraduate Research Tutorial

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.A.: International Relations
Before the third semester begins:
030:060 (POLI:1500) Introduction to International Relations

Before the fifth semester begins: all core courses and the methods course

Before the seventh semester begins: all core courses; the methods course; at least 12 s.h. in the track; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: all core courses; the methods course; and all track requirements

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.S.: International Relations
Before the third semester begins:
030:060 (POLI:1500) Introduction to International Relations

Before the fifth semester begins: all core courses, the methods course

Before the seventh semester begins: all core courses; the methods course; at least two of the mathematics/statistics courses; at least 12 s.h. in the track; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: all core courses, the remaining mathematics/statistics course, and all track requirements

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major: Political Science
The department offers outstanding students the opportunity to graduate with honors in the political science major. Departmental honors students must have a g.p.a. of at least 3.33 in the major and must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

To graduate with honors in the political science major, students must maintain a g.p.a. of at least 3.50 in the major. They must complete 9 s.h. in honors courses numbered 100 or above with a grade of B or higher in each course, and they are encouraged to take honors sections of introductory courses whenever available. Their work must include the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>030:180 (POLI:4000) Honors Seminar on Study</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>of Politics (preferably taken during the</td>
<td></td>
</tr>
<tr>
<td>second year)</td>
<td></td>
</tr>
</tbody>
</table>

At least one additional honors seminar, from these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>030:181 (POLI:4100) Honors Seminar on</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>American Politics</td>
<td></td>
</tr>
<tr>
<td>030:182 (POLI:4300) Honors Seminar on</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Political Theory</td>
<td></td>
</tr>
<tr>
<td>030:183 (POLI:4400) Honors Seminar on</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>030:184 (POLI:4500) Honors Seminar on</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>International Politics</td>
<td></td>
</tr>
<tr>
<td>One course numbered 300 or above, with the</td>
<td></td>
</tr>
<tr>
<td>instructor’s consent</td>
<td></td>
</tr>
</tbody>
</table>

Final honors project—one of these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>030:185 (POLI:4600) Honors Research Project</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:186 (POLI:4601) Honors Senior Thesis</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

For more information about honors in the political science major, contact the Department of Political Science honors advisor.

Honors in the Major: International Relations
The department offers outstanding students the opportunity to graduate with honors in the international relations major. Honors students in international relations must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

To graduate with honors in the international relations major, students must maintain a g.p.a. of at least 3.50 in the major. They must complete 030:184 (POLI:4500) Honors Seminar on International Politics or 030:183 (POLI:4400) Honors Seminar on Comparative Politics. They also must designate 030:179 (POLI:4800) Senior Seminar in International Relations as an honors course and complete an honors thesis, registering in 030:186 (POLI:4601) Honors Senior Thesis.

Minor: Political Science
The minor in political science requires a minimum of 15 s.h. in political science courses, including 12 s.h. in courses numbered 100 or above and 12 s.h. taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Credit by exam is not accepted. Credit from 030:029 (POLI:1000) First-Year Seminar, 030:187 (POLI:3124) Political Science Des Moines Internship Program, and 030:191 (POLI:4900) Government Internship does not count toward the minor. Credit earned through a University of Iowa Regents program is considered credit earned at The University of Iowa.
Students may complete an emphasis area (see "Emphases in Political Science"); however, emphasis areas in the minor are not recorded on the transcript. Students may request a letter from the Department of Political Science noting the completion of an emphasis area in the minor.

Minor: International Relations

The minor in international relations requires a minimum of 15 s.h. in course work approved for the international relations major, including at least 9 s.h. in courses numbered 100 or above and at least 12 s.h. taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students may count a maximum of 9 s.h. earned in course work from one department toward the minor.

Courses for the minor must include this:

- 030:060 (POLI:1500) Introduction to International Relations 3 s.h.

And one of these:

- 030:165 (POLI:3512) International Conflict 3 s.h.

National Honor Society

The department sponsors a chapter of Pi Sigma Alpha. Students who have a cumulative g.p.a. of at least 3.30, have attained junior standing, and have completed 15 s.h. of course work in political science are considered for membership. Contact the Department of Political Science honors advisor for more information.

Graduate Programs of Study

- Master of Arts in political science
- Doctor of Philosophy in political science

Graduate study in political science emphasizes the Doctor of Philosophy program, which is designed for students planning academic careers. The department usually offers the master's degree only as a preliminary step toward the Ph.D.

Master of Arts

The Master of Arts program in political science requires a minimum of 30 s.h. of graduate credit, with a g.p.a. of at least 3.25. No thesis is required. Each student's record is reviewed by a final examination committee, which may waive the final oral examination.

A first-year evaluation committee convenes at the end of the student's first year of courses; if the committee finds that a student's work provides sufficient evidence of the research and writing skills ordinarily demonstrated in a master's thesis, it may recommend that the student be allowed to proceed with a doctoral program. When the first-year evaluation committee finds the quality of a student's work inadequate for recommending continuation toward the Ph.D., the committee may recommend that the student be permitted to seek the nonthesis M.A. as a terminal degree.

Doctor of Philosophy

The Doctor of Philosophy program in political science requires a minimum of 72 s.h. of graduate credit. The program is designed to prepare students for research, teaching, and scholarly endeavor in academic settings and private or governmental institutions. It produces graduates who are deeply committed to the study of politics, familiar with fundamental knowledge about political processes, well trained in methods and techniques for careful investigation of basic and applied research questions, and determined to make contributions to the discipline of political science and to society.

The department usually admits seven to ten Ph.D. students each year, so students work closely with faculty members, often collaborating on research and publication. Graduate students know one another and enjoy supportive, congenial working conditions.

Doctoral study usually lasts four to five years. The first-year curriculum for all students consists of core courses equally divided between substance and methodology. Emphasis is on basic research methods, including quantitative methods, that political scientists must understand thoroughly. Special attention is given to research design, collection of observations, and data analysis and interpretation.

The second and third years of study are spent in small seminars with focused, substantive topics. Papers written for these seminars might be submitted to journals or read at professional meetings. Students must take their qualifying examinations by the end of the third year. They take their comprehensive examination (oral defense of the dissertation proposal) by the middle of the first semester of their fourth year.

The fourth and fifth years are spent on dissertation research and writing. Students who do basic research and gather data abroad often require an additional year to complete the dissertation.

Six fields of study are available: American politics, comparative politics, international relations, political theory, formal theory, and for those who wish to go beyond the basic methodology training, research methods. Each student chooses three fields of study for qualifying examinations.

The Guide to Doctoral Study in Political Science, available from the Department of Political Science and on its website, provides a comprehensive statement of departmental requirements.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Courses

For Undergraduates

Courses numbered below 100 are introductory; those numbered 100-199 are advanced.

Courses 030:029 (POLI:1000) First-Year Seminar and 030:191 (POLI:4900) Government Internship do not count toward the major or minor in political science; 030:191 (POLI:4900) Government Internship is offered only satisfactory/fail.
030:001 (POLI:1100) Introduction to American Politics
3 s.h.
Structure and processes; political institutions including Congress, presidency, Supreme Court, parties, interest groups, bureaucracy; discussion of framing and significance of the U.S. Constitution. GE: Social Sciences.

030:020 (POLI:1001) Introduction to Politics
3 s.h.
Introduction to selected processes, institutions, or behaviors central to the study of politics.

030:021 (POLI:1002) Lawyers in the American Political System
3 s.h.
Training and careers of lawyers; various roles they play in the American political system. Requirements: no prior enrollment in 030:119 (POLI:3150) with the subtitle Lawyers in the American Political System.

030:029 (POLI:1000) First-Year Seminar
1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

030:030 (POLI:1300) Introduction to Political Thought and Political Action
3 s.h.
Common problems, literature, analytic techniques. GE: Social Sciences; Values, Society, and Diversity.

030:041 (POLI:1401) Introduction to the Politics of Russia and Eurasia
3 s.h.
Political dynamics in postcommunist countries of east-central Europe and Eurasia; imperial legacies, ideology and practice of communist politics, patterns of democracy and authoritarianism. GE: International and Global Issues; Social Sciences.

030:043 (POLI:1403) Introduction to Politics in the Muslim World
3 s.h.
Processes of politics and government in pivotal countries of the Muslim world; foundations of Islam, legacies of Western imperialism, regime types, regional conflicts, oppositional organizations; domestic and foreign policy; selected countries include Syria, Iran, Iraq, Egypt, Turkey, Saudi Arabia, Palestine, and Israel. GE: International and Global Issues; Social Sciences.

030:045 (POLI:1405) Introduction to Comparative Politics
3 s.h.
Politics worldwide, including all regions and levels of development; wide-ranging themes, including democratization, sustainability, role of interest groups, authoritarian regimes, electoral systems, parties. GE: International and Global Issues; Social Sciences.

030:050 (POLI:1200) Introduction to Political Behavior
3 s.h.
Patterns and basis of political behavior of American electorate; trends in voter turnout; vote choice; ideology, partisanship, and public opinion. GE: Social Sciences.

030:060 (POLI:1500) Introduction to International Relations
3 s.h.
Theoretical introduction to contemporary international relations; emphasis on security and military affairs, international political economy, politics of global environmental problems. GE: International and Global Issues; Social Sciences.

030:061 (POLI:1501) Introduction to American Foreign Policy
3 s.h.
Foreign policies: goals, basic themes and general patterns, problems encountered by policy makers, means employed in dealing with other nations and international organizations, processes by which policies are formulated, factors that influence structure of policies. GE: International and Global Issues; Social Sciences.

030:070 (POLI:1600) Introduction to Political Communication
3 s.h.
Institutions, dynamics, issues of political communities considered as networks of communication; representative topics include political actors, ads, films, media, myths, news, publics, regulations, rhetorics, symbols. GE: Social Sciences.

030:071 (POLI:1601) Introduction to Political Media
3 s.h.
Politics in news, culture, commerce, campaigns, and government with attention to current media (e.g., cinema, internet, print, television).

030:072 (POLI:1602) Introduction to Political Analysis
3 s.h.
Tools necessary to analyze and solve puzzles in politics (i.e., Why do countries go to war rather than negotiate? Why do lifelong enemies become allies? Why do majorities act irrationally?); questions approached from a quantitative perspective (unlike most political analyses), in particular, game theory—a branch of mathematics that investigates how rational players act in situations (like those in politics) of strategic interaction. GE: Quantitative or Formal Reasoning.

030:100 (POLI:3000) Understanding Political Research
3 s.h.
Creating knowledgeable evaluators of current research in political science; interpretation of different quantitative techniques with examples from current political science research.

030:101 (POLI:3001) Hawkeye Poll
3 s.h.
Basics of survey design, sampling, question wording, interpreting responses, and writing press releases; students work together to help design questions as part of the Hawkeye Poll, a collaborative teaching and research enterprise in the Department of Political Science.

030:102 (POLI:3420) Southeast Asia: Democracy, Identity, and Development
arr.
How eleven states of Southeast Asia ord er government and society; emphasis on issues of democracy, identity, and development; geographic, ethno-demographic, and colonial foundations; current politico-economic dynamics; political participation, identity politics, and various approaches to political, economic, and overall human development.

030:103 (POLI:3421) The Politics of Southern Africa
3 s.h.
Comparative approach to politics of ten countries in the Southern Africa region; mineral riches, substantial agricultural resources, millions of hard working and talented people; poverty, underdevelopment, and inequality; varied paths toward development; mosaic of ethnic, religious, and regional groups that impact domestic and regional politics; politics analyzed at regional, state, and sub-state level.

030:104 (POLI:3107) Writing in Political Science: Writing for "Science" and for "Politics" 3 s.h.
Writing for "science" and "politics" of political science; science writing emphasis on explanation and aims for clarity and precision to produce understanding; political writing emphasis on advocacy, which can highlight, obscure, and "spin" to motivate readers; evaluation of examples of each writing form; principles that help clear or obfuscate, explain or persuade, depending on their purpose; compose examples of each writing form.

030:105 (POLI:3423) North Africa and the Middle East: Policy and Diplomacy 3 s.h.
Focus on 18 states (plus the Palestinian Authority) of North Africa and the Middle East that range from Morocco in the west through Iran in the east (excluding Turkey); political dynamics in North Africa and the Middle East that have been significantly radically altered by recent developments in this crucial region, including uprisings of the Arab Spring, killing of Osama bin Laden, withdrawal of the U.S. military from Iraq, and increased American focus on domestic economic problems; policy challenges facing the United States as it seeks to achieve its objectives in the region.

030:106 (POLI:3113) Research in Judicial Politics 3 s.h.
Applied research training in courts and judicial politics. Prerequisites: 030:116 (POLI:3101) or 030:153 (POLI:3121) or 030:158 (POLI:3120).

030:107 (POLI:3114) Women and Politics in the United States 3 s.h.
Involvement of women in the U.S. political system; topics include political theories about women’s involvement in politics and government, women and constitutional law, public policies that affect women, women’s participation in politics at the mass and elite levels.

030:108 (POLI:3104) Immigration Politics 3 s.h.
United States immigration policy and political consequences of Latino population growth; contrast of political experiences of Latinos with groups and ideals of democratic political systems; analyses of past immigration policies; studies of public opinion, voter turnout, and campaign tactics.

030:109 (POLI:3109) Fixing America’s Electoral System 3 s.h.
What’s wrong with American politics and what can be done to fix it; overview of major problems facing American democracy from polarized political parties and money in politics, to low voter turnout and trust in government, to growing gap between super rich and middle class; focus on problem solving, including movement towards digital politics and new media, participatory democracy, reform of congressional elections and non-partisan redistricting, presidential elections (Elector College), presidential nomination process, campaign finance, voter registration and voting, proportional representation. Requirements: no prior enrollment in 030:119 (POLI:3150) with the subtitle of Election Reform.

030:110 (POLI:3123) State Politics in Iowa 3 s.h.
Introduction to Iowa government and politics; emphasis on Iowa Constitution, founding and history, political institutions, voting, political parties, mass movements and interest groups; evangelical movement in Iowa, immigration, and Iowa’s role in national politics given the state’s first-in-the-nation caucus.

030:111 (POLI:3110) Local Politics 3 s.h.
Models of city government, relation to state and federal governments; rights, liabilities of municipalities; city elections, campaigns, issues; role of pressure groups.

030:112 (POLI:3105) Minority Representation in American Politics 3 s.h.
Effects of voting rights legislation, election laws, interest groups, and institutional constraints on minority representation in American politics.

030:113 (POLI:3100) American State Politics 3 s.h.
Approaches to analysis of political behavior in American state governments; emphasis on cultures, parties, actors, processes, issues.

030:114 (POLI:3106) Racism and Politics in the U.S. 3 s.h.
Evolution of white racial attitudes over time; political experiences of African Americans contrasted with other groups and the ideals of democratic political systems; effect of race on political participation, partisan affiliation, vote choice, and policy preferences.

030:115 (POLI:3116) The Presidency 3 s.h.
Development, current status of the office, powers, functions of American presidency; recruitment, multiple roles of chief executive; party, congressional, administrative, judicial relationships.

030:116 (POLI:3101) American Constitutional Law and Politics 3 s.h.
Role of U.S. Supreme Court in American political system; emphasis on analysis of Supreme Court cases.

030:118 (POLI:3108) American Political Development 3 s.h.
Transformations in American political behavior and institutions over time.

030:119 (POLI:3150) Problems in American Politics 1-3 s.h.
Problems in studying American system; structures, functions, behavior.

030:120 (POLI:3117) Public Administration and Bureaucratic Politics 3 s.h.
Administrative and organizational theory and behavior; techniques of management; relations between administration and other branches in federal and state governments; administrative politics.
030:121 (POLI:3122) Public Choice
Introduction to some of the most important topics in public choice (i.e., How do we explain what the public “wants”? Can we determine group preferences and group choices even if individual incentives run contrary to society’s needs?); study of public choice theory problems in political science—how we determine society’s preference among candidates, public policies, or even types of government.

030:125 (POLI:3118) Interest Groups
Theory, organization, and structure of interest groups; how they influence Congress, executive branch, courts, elections, state government; regulations governing lobbying and campaign contributions.

030:126 (POLI:3111) American Public Policy
Functions and policies of national government; emphasis on domestic policy making, impact of public policy.

030:127 (POLI:3201) Political Campaigning
Current state of political campaigning at all levels of government; history of campaigning, role of money and campaign finance reform, television and negative advertising, Internet campaigning.

030:128 (POLI:3112) Direct Legislation
Direct democracy—lawmaking by the citizenry without legislative action; origins, historical perspectives, usage across politics, regulations; consequences of direct democracy; concerns about equality of access, tyranny of majority; United States, other countries.

030:129 (POLI:3119) Policy Matters: Perspective on Contemporary Problems
Public policy issues in scholarly perspective: UI experts provide background introduction to weekly issues; presentations of new policy initiatives, roundtable on policy options; panels representing local, state, and national options and experience involving policy practitioners, legislators, and advocates. Same as 016:115 (HIST:3115).

030:130 (POLI:3506) Consequences of War
War’s enduring effects: war’s impact on individuals, including combatants and noncombatants; war’s impact on states, including states’ development, economic, political, and social effects; war’s effects on the international system.

030:131 (POLI:3304) Global Justice
Introduction to normative issues in international politics (i.e., Under what conditions are wars just? When is intervention justified? Do wealthier nations owe anything to those elsewhere who are in need?); theoretical works on global justice by Rawls, Kant, Pogge, Walzer, and others; normative theories analyzed against background of empirical examples, such as recent humanitarian interventions, contemporary wars, current trade regime, global environmental problems; seminar. Requirements: may not enroll if already taken the course as a substitute under 030:169 (POLI:3550).

030:132 (POLI:3305) Modern Political Theory
Major writers and intellectual trends in political thought from Renaissance and Reformation to 19th century.

030:133 (POLI:3300) Postmodern Political Theory
Major writers and intellectual trends, from 19th century to World War II.

030:134 (POLI:3306) Problems of Democracy
Theory and practice of democracy; democratic ideals and the institutions and practices necessary for those ideals to work in everyday politics—power, equality, majority rule, participation, trust, representation.

030:135 (POLI:3422) The Horn of Africa: Pirates, Politics, and Development
Microcosm of policy issues of very high interest to the United States that affect nations across Africa and elsewhere in developing world; multilevel analyses to compare sub-state, state, regional, and global influences on political and economic developments in these countries; focus on region encompassing eight East African countries, ranging from Sudan in northwest to Kenya in southeast.

030:136 (POLI:3301) Strategy in Politics
How to isolate the most important elements in strategic political behavior, build models to understand them, recognize common scenarios, devise institutional resolutions to the Prisoners’ Dilemma and coordination problems.

030:137 (POLI:3400) Introduction to Political Economy
Economic reasoning applied to political issues, including evolution of institutions, voting, leadership, interest groups, bargaining tactics, federalism, bureaucracy, fairness and compensation for wrongs, legitimacy of democracy, electoral cycles in economic policy.

030:138 (POLI:3302) Current Political Theory
Thinkers or schools of thought, from World War II to present.

030:139 (POLI:3303) Political Issues
Representative topics include democracy, revolution, justice, obligation, technology, authority.

030:140 (POLI:3412) Government and Politics of Europe
Political institutions, processes of selected European countries. GE: International and Global Issues; Social Sciences.

030:141 (POLI:3413) Russian Politics
Institutions and processes of governing this large world power; Russian political dynamics, including struggles to unify or diversify power; political responses to major economic, technical, and social challenges. Recommendations: 030:041 (POLI:1401). GE: International and Global Issues; Social Sciences.

030:142 (POLI:3401) European Union
Politics of the European Union; institutional characteristics and major political issues of the European Union, including popular and national responses to European integration.

030:143 (POLI:3414) Government and Politics of the Far East
Functions, institutions of government in countries of Far East; focus on social, economic, historical environments. GE: International and Global Issues; Social Sciences. Same as 039:178 (ASIA:3414).

030:144 (POLI:3415) Latin American Politics 3 s.h.
Governmental institutions, major interest groups; focus on area as a whole. GE: International and Global Issues; Social Sciences.

030:145 (POLI:3419) War in the Muslim World 3 s.h.
Foundations, evolutions, and outcomes of recent wars in the Middle East; primary focus on insurgencies in Syria, Afghanistan, Pakistan, and Iraq, together with Arab-Israel conflict; Sunni-Shiite, Jewish-Arab, Arab-Kurd cleavages; military activities of international forces; rise of insurgent forces (i.e., the Taliban); Al Qaeda alliance; shadow governments; institutions of governance; strategies and ideologies of oppositional organizations.
Requirements: no prior enrollment in 030:149 (POLI:3450) with subtitle "War in the Muslim World."

030:146 (POLI:3410) Russian Foreign Policy 3 s.h.
Russia's behavior as a major economic, military, and diplomatic power in the world and what shapes that behavior; Russians' perceptions of other countries; Russian national interests; capabilities and domestic political dynamics; implications for foreign policy of the United States and other countries.

030:147 (POLI:3403) Parties and Elections Around the World 3 s.h.
Comparative approach and exploration of political parties and elections around the world; party formation and development, identification and voter behavior, competition and strategies; election outcomes; electoral systems and their consequences. Recommendations: 030:045 (POLI:1405) is strongly recommended.

Political development of China; rise to power of Mao's communist party, attempts to transform Chinese society; the Cultural Revolution; tensions and achievements of the reform era; whether partnership or conflict will define the China-U.S. relationship in the coming decades.

030:149 (POLI:3450) Problems in Comparative Politics 3 s.h.
Structures, functions, behaviors of different political systems.

030:150 (POLI:3404) Public Policy Around the World 3 s.h.
Does the design of democratic institutions lead to poor or slow government response to crises (e.g., Hurricane Katrina, Gulf Oil Spill)? Does increased citizen participation in policy making help or hurt? How can citizens in democracies hold government accountable, especially when it is under pressure to adopt certain policies (e.g., economic stimulus packages, environmental or financial regulations, health care, taxation)? Implementation of laws in democracies, accountability of policy makers and consequences of controlling them, and so forth.

030:151 (POLI:3417) Political Leadership 3 s.h.
Foundations, effects of leadership in different political systems.

030:152 (POLI:3102) The U.S. Congress 3 s.h.
History of Congress, how congressional elections shape what legislators do, how laws are made in Congress, rules and maneuvers that shape these laws, and the future of Congress as one of the major institutions of American government; gain an understanding of Congress and why Americans continue to be confused and fascinated by this complicated branch and its politics.

030:153 (POLI:3121) The Judicial Process 3 s.h.
Role of courts, lawyers, judges, interest groups in the American political system.

030:154 (POLI:3202) Political Psychology 3 s.h.
Political phenomena from psychological perspective; political behaviors of individuals, including decision making by elites and masses, evaluations of political candidates, mass mobilization, response to mass media; psychological concepts including stereotyping, social cognition, attitude, group identification.

030:155 (POLI:3509) International Courts: The Intersection of Law and Politics 3 s.h.
Introduction to important international courts including (Permanent) International Court of Justice, European Court of Justice, International Criminal Tribunal for Yugoslavia, International Criminal Tribunal for Rwanda, and International Criminal Court; the formation, design, and expansion of international courts from political and legal perspectives; states' capabilities, regime type, and war; intersection of domestic and international law, emphasizing the major legal systems in the world (civil law, common law, Islamic law).

030:156 (POLI:3406) Ethnic and Religious Conflict in the Muslim World 3 s.h.
Ethnic and religious conflict in the Muslim world; cultural preservation and religious nationalism examined through case studies of ethnic and religious groups in countries such as Afghanistan and Iraq; conditions under which conflict becomes violent, protracted, and regionalized; strategies and ideologies employed by states and oppositional and/or insurgent groups; role of international actors in regional conflicts.

030:157 (POLI:3203) Campaigns, Elections, and Voting Behavior 3 s.h.
Determinants of voting behavior; correlates of political participation, political apathy; political socialization processes; nature and functions of elections.

030:158 (POLI:3120) The Criminal Justice System 3 s.h.
Role of actors, institutions that constitute and participate in the American criminal justice system.

030:159 (POLI:3405) Authoritarian Politics 3 s.h.
Political dynamics in countries with authoritarian governing regimes; different types of authoritarian regimes and what distinguishes them from democracies; how authoritarian regimes gain power and collapse; authoritarian political dynamics, including role of ordinary citizens; tendencies toward or away from authoritarianism worldwide.

030:160 (POLI:3507) Women and Politics in Global Perspective 3 s.h.
Women and politics in Europe and the global South; women’s participation in political parties and social movements, women in the bureaucracy, women and the politics of international, femininity and the state, emergence of female gender identities.

**030:161 (POLI:3501) International Organization and World Order** 3 s.h.
How and why states have developed regularized patterns of interaction in the spheres of economics and security through international organizations and international regimes; regional integration processes, multilateralism.

**030:162 (POLI:3500) American Foreign Policies** 3 s.h.
Ends pursued, problems encountered, means employed by the United States in relations with other states and international organizations.

**030:163 (POLI:3520) National Security Policy** 3 s.h.
Nuclear weapons and deterrence, credible commitments, value of emphasizing sea power or land power, strategic differences between symmetric and asymmetric conflict, information and intelligence, domestic politics and use of force abroad; United Nations Security Council and international law, role of private military contractors, and integration of armed forces by race, gender, and sexual orientation.

**030:164 (POLI:3508) Race in World Politics** 3 s.h.
Fundamental questions about racial and ethnic politics; racial and ethnic identities and their interaction with other major social cleavages such as class, nationality, sexuality, religion, gender; concepts and use of race and ethnicity viewed through varied theoretical perspectives; contemporary events around the globe.

**030:165 (POLI:3512) International Conflict** 3 s.h.
International conflict as the primary ingredient of international politics; sources, causes, and effects of conflict, alliance structures, power distribution, geography, arms races, deterrence.

**030:166 (POLI:3515) Global Communication and Politics** 3 s.h.
How distance and language barriers in communication have fallen since 2000; how politics and the world are affected when such barriers to communication disappear.

**030:167 (POLI:3502) Politics and the Multinational Enterprise** 3 s.h.
Political factors affecting a firm’s decision to go multinational; effects on home and host countries; political risk management; bargaining between states and corporations; regulation of multinationals by nation-states and international organizations; political implications of global mergers.

**030:168 (POLI:3503) Politics of Terrorism** 3 s.h.
Political motivations of terrorists; responses to terrorism, politics of prevention and preparation for terrorism; contemporary terrorist organizations, international responses to them.

**030:169 (POLI:3550) Problems of International Politics** 3 s.h.
Problems in studying international system, structures, functions, behavior.

Political, historical dimensions; political aspects of trade, monetary systems, foreign investment, aid, dependency, global interdependence.

**030:171 (POLI:3204) Public Opinion** 3 s.h.
Role in making public policy; formation, change of political attitudes and opinions; political ideology; measurement of public opinion; how opinion polls are conducted; experience with interviewing and conducting public opinion research. Same as 034:153 (SOC:3525).

**030:172 (POLI:3416) France in the 21st Century** 3 s.h.
French politics from the end of the 20th century to beginning of the 21st century; history of France’s Fifth Republic; institutional development; key events that influenced politics in France over the last 50 years; major issues that shape France today—citizenship, immigration, identity, France’s role in the European Union, electoral and institutional reform, rise of the extreme right, role of women in French society, how protest still affects French politics.

**030:173 (POLI:3510) State Failure in the Developing World** 3 s.h.
State failure in the developing world, including notable cases like Somalia and Zimbabwe; causes of state failure; potential policy interventions designed to address consequences of state failure.

**030:174 (POLI:3600) Multimedia Politics** 3 s.h.
How increasingly universal access to communication affects political campaigning and advocacy; the use of blogging, video, and developing communication media by citizens and candidates to talk politics.

**030:175 (POLI:3601) Politics of Film** 3 s.h.
Issues in the popular politics of aesthetics, communication, culture, and myth, explored through analysis of films.

**030:176 (POLI:3418) Governance in the Middle East** 3 s.h.
Institutions and social systems that are affected by political behavior; ways in which Islam, oil production, and international forces shape political evolution in the region; comparative political inquiry of the operation of government institutions in the context of specific historical legacies, economic structures, and population characteristics in Iran, Iraq, Egypt, Turkey, Saudi Arabia.

**030:177 (POLI:3504) Globalization** 3 s.h.
Introduction to multidisciplinary literature on political economy and culture of globalization; major topics of debate on globalization.

**030:178 (POLI:3505) Causes, Consequences, and Management of Civil War** 3 s.h.
Causes, duration, management, and consequences of civil war; factors that create more frequent, longer civil wars (e.g., greed, grievance, ethnic conflict, state capacity); conflict management strategies for ending civil wars and minimizing long-term negative consequences.

**030:179 (POLI:4800) Senior Seminar in International Relations** 3 s.h.
Completion of final research project as a culmination of student’s work in the major; research supervised by a faculty member; required for international relations major. Recommendations: taken during one of student’s final two semesters at the University of Iowa.

030:180 (POLI:4000) Honors Seminar on the Study of Politics
Selected topics in philosophy, theory, and methods for the systematic study of politics; foundations of scientific inquiry, including processes of theory building, concept formation, and hypotheses testing; political research; challenges faced when conducting good political science; questions of research design, measurement accuracy, and sample selection; application of multivariate research process. Requirements: honors standing in political science.

030:181 (POLI:4100) Honors Seminar on American Politics
Ideas, issues, methods in selected area. Requirements: junior or senior honors standing in political science.

030:182 (POLI:4300) Honors Seminar on Political Theory
Intensive study of ideas, issues, methods in an area of political theory. Requirements: junior or senior honors standing in political science.

030:183 (POLI:4400) Honors Seminar on Comparative Politics
Ideas, issues, methods in selected area. Requirements: junior or senior honors standing in political science.

030:184 (POLI:4500) Honors Seminar on International Politics
Ideas, issues, methods in selected area. Requirements: junior or senior honors standing in political science.

030:185 (POLI:4600) Honors Research Project
Special research assistance to political science faculty. Requirements: junior or senior honors standing in political science.

030:186 (POLI:4601) Honors Senior Thesis
Supervised research and writing. Requirements: honors standing in political science and more than one semester before graduation.

030:187 (POLI:3124) Political Science Des Moines Internship Program
Supervised professional work experience in government and nongovernment organizations, as well as private industry. Corequisites: 030:188 (POLI:3125). Requirements: sophomore or higher standing.

030:188 (POLI:3125) Perspectives on Contemporary Iowa
In-depth examination of the state of Iowa; culture, politics, and contemporary issues facing the state and Midwest region in which it resides; historical and political development of Iowa as a state; policy implications of development on contemporary Iowa; how history, culture, and politics impact citizenry of the state; designed to enrich internship program in Des Moines.

How business, governments, and societies interact and fail to interact; exploration of questions that are empirical (i.e., how does the relationship between business and government impact society?); and normative (i.e., how should the relationship between business and government impact upon society?); where one sits on business-government-society (BGS) triangle often shapes how normative questions are answered; how such an approach helps to better understand these relationships and how they lead to specific corporate, government, and societal outcomes.

030:190 (POLI:4700) Independent Study
Supervised special projects.

030:191 (POLI:4900) Government Internship
Undergraduate internships in state or national legislative office, executive agency, or with election campaign official.

030:192 (POLI:4703) Special Topics in Politics
Presentations by distinguished lecturers on topics in the study of politics not covered in other courses. One or two weeks.

030:193 (POLI:4701) Undergraduate Research Tutorial
Individual training in applied research.

030:194 (POLI:4702) Senior Research Project/Paper
Supervised research and writing. Requirements: political science major and more than one semester before graduation.

030:195 (POLI:3511) International Law
Introduction to field of international law from a political and legal perspective; history and contemporary status of international law in several areas: human rights, humanitarian (law of war), environmental law, trade; structure and areas of international law; ask if international law is or can it be an effective tool of international cooperation from a political science perspective; structure of the basic documents of international law and organizations, key cases in the field from a legal perspective. Requirements: may not enroll if already taken the course as a subtitle under 030:169 (POLI:3550).

030:196 (POLI:3411) Democracy: Global Trends and Struggles
Diverse contemporary understandings and practices of democracy; worldwide democratization trends; what political, economic, cultural and transnational factors shape those trends; how elites and citizens struggle to promote or retard democracy; the news full of people around the world taking action to demand democracy and what this term, so highly prized, really means; what is known about when democracy will replace authoritarianism; how can democracies more fully live up to their promise.

030:197 (POLI:3513) Politics of International Human Rights Law

Interaction between politics and international human rights law; international law and organizations, human rights, ratification of human rights treaties; theories of international law and cooperation, exposure to tools of international relations (diplomacy, trade, aid, shaming, sanctions), the role that international and domestic civil society groups play in advocating for states to commit to human rights laws.

**030:198 (POLI:3514) Regional Peace and Security** 3 s.h.
Analysis of the causes of peace and conflict between countries in various regions of the world; theories of zones of peace, security communities, regional security complexes.

**030:199 (POLI:3602) New Media and Politics** 3 s.h.
Blogging, microblogging, and video production as tools of new media (anyone can twitter and reach a large audience); how these technologies work, how they are being used in current politics, what they portend for the future, and what tools are next. Requirements: no prior enrollment in 030:139 (POLI:3303) with the subtitle New Media and Politics.

### For Graduate Students

Courses numbered 200-299 are core courses; those numbered 300 and above are advanced.

**030:200 (POLI:5000) Introduction to Political Analysis** 4 s.h.
Conceptual problems of political analysis; empirical research strategies, philosophy of science. Requirements: M.A. or Ph.D. standing in political science.

**030:201 (POLI:5001) Introductory Methodology** 3-4 s.h.
Introduction to quantitative techniques in political science; set theory, probability distributions, estimation, testing; emphasis on acquiring mathematical skills for more advanced quantitative work in political science. Requirements: M.A. or Ph.D. standing in political science.

**030:205 (POLI:5004) Introduction to Formal Models in Political Science** 4 s.h.
Use of formal mathematical models; current modeling techniques, applications in American politics, comparative politics, international politics. Requirements: M.A. or Ph.D. standing in political science.

**030:210 (POLI:5100) American Politics** 4 s.h.
Major literature of American politics, emphasis on comparative, systemic, behavioral studies. Requirements: M.A. or Ph.D. standing in political science.

**030:230 (POLI:5300) Political Theory** 4 s.h.
Methods of political theory, epistemological and moral foundations of political inquiry; terms of political discourse (e.g., power, legitimacy, equality, ideological foundations of politics); schools of thought and current controversies in political theory. Requirements: M.A. or Ph.D. standing in political science.

**030:240 (POLI:5400) Comparative Politics** 4 s.h.
Conceptual, theoretical, and methodological issues in comparative study of politics; developments in comparative politics subfield. Requirements: M.A. or Ph.D. standing in political science.

**030:242 (POLI:6635) Crossing Borders Seminar** 2-3 s.h.


**030:260 (POLI:5500) International Politics** 4 s.h.
Approaches to study of international politics. Requirements: M.A. or Ph.D. standing in political science.

**030:301 (POLI:5003) Intermediate Methodology** 4 s.h.
Techniques of data analysis; statistical models and their relationship to hypotheses tested. Requirements: doctoral standing in political science and one semester of intermediate statistics.

**030:302 (POLI:7000) Writing Political Science** 4 s.h.
Practice in planning and completing political inquiries, with emphasis on writing for scholarly publication; experience refining one's prior research projects for submission to disciplinary journals, and drafting dissertation proposals. Requirements: doctoral standing in political science.

**030:303 (POLI:7003) Advanced Methodology** 4 s.h.
Introduction to regression techniques for limited dependent and qualitative variables in political science; logit, probit, multinomial logit and probit, ordered logit and probit, event history models, event count models; emphasis on understanding how and when to apply these models.

**030:304 (POLI:7001) Experimental Methods** 4 s.h.
Methods, techniques used in political science experiments.

**030:306 (POLI:7002) Topics Methodology** 4 s.h.
Application of advanced statistical techniques in political science; limited dependent variable regression techniques, simulation methods, missing data techniques, history/rare event analysis and maximum likelihood, and topics tailored to students' research; focus on learning how and when to apply these techniques.

**030:307 (POLI:7004) Qualitative Methods** 4 s.h.
Introduction to qualitative methods in political science research; interviewing, ethnographic research, process tracing, comparative historical analysis, content and discourse analysis, fuzzy set theory.

**030:310 (POLI:7100) Modeling American Politics** 4 s.h.
Exploration of how well formal models explain the real world and how the fit between models and world can be improved.

**030:315 (POLI:7102) The Presidency** 4 s.h.
American chief executive: history, recruitment, behavior, roles, responsibilities, powers, relationships with other institutions.
030:319 (POLI:7150) Problems in American Politics 4 s.h.
Problems in study of American political system; structures, functions, behavior.

030:339 (POLI:7350) Problems in Political Theory 4 s.h.
Prescriptive and explanatory political theory.

030:344 (POLI:7401) European Union 4 s.h.
Politics of the European Union; institutional characteristics and major political issues of the European Union, including popular and national responses to European integration.

030:346 (POLI:7423) Comparative Parties and Elections 4 s.h.
Introduction to important questions and puzzles in the study of political parties; party formation and development, the role of parties in society, how parties are organized, party systems, electoral systems, party strategy and behavior, development of new parties, whether parties are still relevant, regeneration of communist parties in post-communist regimes, ethnic parties, failure of party consolidation.

030:349 (POLI:7450) Problems of Comparative Politics 4 s.h.
Problems in study of comparative political systems; structures, functions, behavior.

030:352 (POLI:7200) Legislative Behavior 4 s.h.
Institutions, processes, behavior in the United States, Europe, or developing countries.

030:353 (POLI:7201) Political Psychology 4 s.h.
Political phenomena from a psychological perspective; decision making by elites and masses, evaluations of political candidates, mass mobilization, response to mass media; psychological theories used to explain these behaviors, including stereotyping, social cognition, attitude, group identification, attribution.

030:357 (POLI:7202) Public Opinion and Electoral Behavior 4 s.h.
Political attitudes and beliefs in mass publics; voting behavior; how electoral systems function.

030:361 (POLI:7500) Foreign Policy 4 s.h.
Foreign policy making and international behavior in relation to theories, findings from selected countries.

030:362 (POLI:7503) International Conflict and Cooperation 4 s.h.
Recent theoretical and empirical debates in international relations literature; emphasis on formal and quantitative research.

030:363 (POLI:7501) Dynamic Models of International Politics 2-4 s.h.
Overview of several dynamic modeling techniques used to study international relations; modeling assumptions, the kinds of information models can provide, evaluation of models.

030:367 (POLI:7504) Theories of International Political Economy 1-4 s.h.
Theories focusing on international system, the state, bureaucracies, interest groups, international organizations, bargaining processes, distributive norms.

030:368 (POLI:7502) International Systems and Global Governance 4 s.h.
Literature of international systems and international organization; major schools of thought in international relations theory, their utility in explaining evolution of the international system and recent developments in international organization and global governance.

030:369 (POLI:7550) Problems in International Politics 4 s.h.
Issues of international politics, emphasis on problems of theoretical analysis.

030:390 (POLI:7900) Readings Tutorial 4 s.h.
Independent study.

030:393 (POLI:7901) Research Tutorial 4 s.h.
Individual training in applied research.

030:398 (POLI:7910) Ph.D. Dissertation 4 s.h.
Psychology

Chair
• Jodie M. Plumert

Professors
• Mark S. Blumberg (F. Wendell Miller Professor), Alan J. Christensen (Psychology/Internal Medicine), Steven W. Duck (Communication Studies/Psychology), John H. Freeman, Gary J. Gaeth (Marketing/Psychology), Andrew R. Hollingworth, A. Kim Johnson (F. Wendell Miller Professor), Grażyna Kochanska (Stuit Professor of Developmental Psychology), Susan K. Lutgendorf, James N. Marchman, Cathleen M. Moore, Michael W. O’Hara, Jane S. Paulsen (Psychiatry/Psychology), Jodie M. Plumert, John P. Spencer, Scott P. Stuart (Psychiatry/Psychology), Daniel T. Tranel (Neurology/Psychology), Shaun P. Vecera, Edward A. Wasserman (Stuit Professor of Experimental Psychology), Paul D. Windschitl

Associate professors
• Joseph Barrash (Neurology/Psychology), Prahlad Gupta, Richard Eliot Hazeltine, Erika Lawrence, Kristian E. Markon, Robert M. McMurray, J. Toby Mordkoff, Amy Poremba, Larissa K. Samuelson, Teresa A. Treat, Mark W. Vander Weg (Internal Medicine/Psychology)

Assistant professors
• C. Daryl Cameron, Jason K. Clark, Susan Wagner Cook, Lilian N. Dindo (Psychiatry/Psychology), Thomas A. Farmer, Julie J. Gros-Louis, Jody L. Jones (Surgery/Psychology), Ryan T. LaLumiere, Rebecca Neel, Molly A. Nikolas, Jason J. Radley, Lisa S. Segre (Nursing/Psychology), Andrew R. Todd, Michelle W. Voss

Adjunct professor
• Lori J. Nelson

Adjunct associate professor
• Robert F. Kirby

Adjunct assistant professors
• Martin Acerbo, Alex Casillas, Leyre Castro, Brian K. Gehl, Gregory L. Gullickson, M. Bryant Howren, Debra L. Johnson, Sammy Perone, Robert L. Thunhorst, Gregory Tinkler

Lecturer
• Meara Habashi

Professors emeriti

Associate professor emeritus
• Sue R. Rosner

Undergraduate major: psychology (B.A., B.S.)
Undergraduate minor: psychology
Graduate degrees: M.A. in psychology; Ph.D. in psychology
Web site: http://www.psychology.uiowa.edu/

The Department of Psychology offers an undergraduate major and minor as well as graduate degree programs. It also offers courses that undergraduate students in all majors may use to satisfy the General Education Program (p. 306) Social Sciences requirement and a First-Year Seminar designed for entering undergraduate students.

Undergraduate Programs of Study
• Major in psychology (Bachelor of Arts, Bachelor of Science)
• Minor in psychology

The major in psychology is designed to contribute to students’ general liberal arts and sciences education and to provide a foundation for postbaccalaureate training in psychology and closely related disciplines as well as areas such as business, law, communication, medicine, and the allied health sciences. Students who intend to enter the job market immediately after completing an undergraduate degree should complement their psychology major with substantial preparation in another program more closely tied to the world of work (e.g., education, social work, business, journalism, nursing). Almost all vocational opportunities in psychology require advanced degrees.

The psychology major for the Bachelor of Science is intended for students who plan to pursue advanced work in psychology or in a related discipline. It requires a specific grade-point average for admission and certain courses in statistics, experimental psychology, mathematics, and natural science. The psychology major for the Bachelor of Arts has fewer specific requirements and puts less emphasis on methodology. Both programs leave time for students to supplement the psychology major with another program of study.

Students who change to a psychology major after two years of undergraduate work may find they do not have sufficient background for the B.S. program. They may wish to enrich the B.A. program with courses in experimental psychology and other advanced electives if they intend to pursue graduate work in psychology or a related field.

Students in either program begin with a general introductory course, followed by biological psychology, statistics, and methodology courses and introductory courses in several broad areas: developmental science, clinical psychology, cognitive psychology, and social psychology. These courses are followed by upper-level psychology course work selected by the student.

The department maintains excellent facilities to support teaching and research on human and animal behavior. All faculty members are directly engaged in research, and they bring to their undergraduate teaching the excitement that such activity generates. Many opportunities exist for interested and capable students to participate in current research projects in the department.

The department has an active undergraduate organization, the Iowa Students Psychology Association, which is open to all interested students. The group sponsors speakers, films, career days, and student symposia.
ADMISSION TO THE MAJOR
Admission to psychology major for the Bachelor of Arts is open; any University of Iowa undergraduate student may enter the B.A. program.

Admission to the major for the Bachelor of Science is selective. To be eligible for admission to the B.S. program, students must have completed 30 s.h. of college course work (excluding any credit by exam) and must have a cumulative g.p.a. of 2.67 or higher. There is no limit on the number of qualified students admitted to the B.S. program. Students who do not meet the minimum admission requirements may petition the department in writing, presenting additional evidence of their qualifications.

Entering first-year and transfer students who have completed less than 30 s.h. of course work and are interested in entering the B.S. program are admitted to the B.A. program until they satisfy the admission requirements for the B.S. program. New transfer students who meet the admission requirements for the B.S. program may choose to enter the B.S. or the B.A. program.

Any student in the B.A. program may switch to the B.S. program if he or she meets admission requirements at the time of the request. Students may switch from the B.S. to the B.A. program at any time.

Bachelor of Arts, Bachelor of Science
The Bachelor of Arts with a major in psychology requires a minimum of 120 s.h., including 44-45 s.h. of work for the major, with a minimum of 29 s.h. in psychology courses. The major for the B.A. is designed for students who wish to gain considerable knowledge in psychology but do not necessarily plan a professional career in the discipline. It is appropriate for students preparing for careers in law, business, counseling, social work, or secondary school teaching (see “B.A. or B.S. with Teacher Licensure” below). It can be combined with a second major more easily than can the Bachelor of Science program.

The Bachelor of Science with a major in psychology requires a minimum of 120 s.h., including 53-56 s.h. of work for the major, with a minimum of 36 s.h. in psychology courses. The major for the B.S. emphasizes research methodology, so the B.S. may be the degree of choice for students who plan to do graduate work in psychology and related research fields. However, a Bachelor of Science is not required for graduate study in psychology.

Choice of a degree program should be dictated by the student’s personal career goals. B.A. students interested in pursuing graduate study in psychology or other social sciences may enrich their program by taking courses in mathematics, statistics, research methods, and the natural sciences.

B.A. and B.S. students complete the same psychology core and psychology electives. The major for the B.A. also requires an additional statistics or computer science course plus a second concentration area, while the major for the B.S. also requires a pair of natural science courses, one semester of calculus, and an additional mathematics course. All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Transfer students must complete at least 15 s.h. of the major at The University of Iowa.

The psychology major requires the following courses or their equivalents.

Common Requirements
PSYCHOLOGY CORE (B.A. AND B.S.)
All psychology majors (B.A. and B.S.) complete the following course work for the psychology core.

Psychology—all of these:
031:001 (PSY:1001) Elementary Psychology 3 s.h.
031:002 (PSY:2701) Biological Psychology 4 s.h.
031:010 (PSY:2810) Research Methods in Psychology 4 s.h.

Statistics—one of these (3-4 s.h.):
22S:008 (STAT:1030) Statistics for Business 4 s.h.
22S:025 (STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference 3 s.h.
22S:101 (STAT:3510) Biostatistics (recommended for B.S. students) 3 s.h.
22S:102 (STAT:5543)/07P:143 (PSQF:5143) Introduction to Statistical Methods (recommended for B.S. students) 3 s.h.

LOWER-LEVEL PSYCHOLOGY ELECTIVES (B.A. AND B.S.)
B.A. and B.S. students take three of these (9 s.h.) after completing 031:001 (PSY:1001) Elementary Psychology.
031:013 (PSY:2301) Introduction to Clinical Psychology 3 s.h.
031:014 (PSY:2401) Introduction to Developmental Science 3 s.h.
031:015 (PSY:2501) Introduction to Social Psychology 3 s.h.
031:016 (PSY:2601) Introduction to Cognitive Psychology 3 s.h.

UPPER-LEVEL PSYCHOLOGY ELECTIVES (B.A. AND B.S.)
B.A. and B.S. students take three advanced psychology courses (total of 9 s.h.) after satisfactorily completing the psychology core and other specified prerequisites. Psychology courses [prefix 031 (PSY)] numbered 100 (3000) or above may be used to fulfill this requirement, except those in the following list.
031:121 (PSY:4020) Laboratory in Psychology 4 s.h.
031:188 (PSY:4960) Advanced Research Practicum 1-3 s.h.
031:189 (PSY:2970) External Practicum in Psychology 1-3 s.h.
031:190 (PSY:4090) Psychology Seminar 3 s.h.
031:191 (PSY:2990) Individual Readings and Projects 1-3 s.h.
031:192 (PSY:2980) Teaching/Advising Practicum in Psychology 1-3 s.h.
031:199 (PSY:4990) Honors Thesis Research 1-3 s.h.

Additional Bachelor of Arts Requirements
COGNATE REQUIREMENT (B.A.)
Psychology majors earning a B.A. complete one of the following upper-level statistics or computer science courses. Students who fulfill the psychology core statistics requirement (above) with 22S:101 (STAT:3510) Biostatistics or 22S:102 (STAT:5543) Introduction to Statistical Methods must use a different course to fulfill the cognate requirement.
Statistics:
06E:071 (ECON:2800) Statistics for Strategy Problems 3 s.h.
22S:101 (STAT:3510) Biostatistics 3 s.h.
22S:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.
22S:120 (STAT:3120) Probability and Statistics 4 s.h.
22S:148 (STAT:6513) Intermediate Statistical Methods 4 s.h.

Computer science:
22C:001 (CS:1020) Principles of Computing 3 s.h.
22C:005 (CS:1110) Introduction to Computer Science 3 s.h.
22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
22C:080 (CS:2110) Programming for Informatics 4 s.h.

SECOND CONCENTRATION AREA (B.A.)
B.A. students complete 9 s.h. of course work in a single
department other than psychology. Courses used to fulfill
this requirement must be taken at The University of Iowa
and may not be used to fulfill General Education Program
(p. 306) requirements. A second major or a minor may be
used to fulfill the requirement.

Additional Bachelor of Science
Requirements

PSYCHOLOGY TOPICS COURSES (B.S.)
Psychology majors earning a B.S. take both of these.
031:121 (PSY:4020) Laboratory in Psychology 4 s.h.
031:190 (PSY:4090) Psychology Seminar 3 s.h.

NATURAL SCIENCE COURSES (B.S.)
B.S. students are required to complete one of the following
pairs of specified natural science courses.
One semester each of chemistry and biology
One semester each of chemistry and physics
Two semesters of chemistry
Two semesters of physics
All of these combinations can be used to fulfill the General
Education Program (p. 306) natural sciences requirement.
Students should consult with their advisors concerning
specific courses that satisfy these requirements.

CALCULUS AND ADDITIONAL MATHEMATICS
(B.S.)
B.S. students must complete at least one semester of
calculus; in most cases, students also must have
completed at least one precalculus mathematics course.
One of these:
22M:016 (MATH:1460) Calculus for the Biological
Sciences 5 s.h.
22M:017 (MATH:1380) Calculus and Matrix Algebra for
Business 4 s.h.
22M:025 (MATH:1850) Calculus I 5 s.h.
Variable Calculus 4 s.h.
B.S. students also complete at least one additional course
in advanced mathematics, statistics, or computer science
chosen from the following lists.
Mathematics:
22M:026 (MATH:1860) Calculus II 5 s.h.
22M:027 (MATH:2700) Introduction to Linear Algebra 4 s.h.
22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus 4 s.h.

Statistics:
06E:071 (ECON:2800) Statistics for Strategy Problems 3 s.h.
22S:120 (STAT:3120) Probability and Statistics 4 s.h.
22S:148 (STAT:6513) Intermediate Statistical Methods 4 s.h.

Computer science:
22C:001 (CS:1020) Principles of Computing 3 s.h.
22C:005 (CS:1110) Introduction to Computer Science 3 s.h.
22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
22C:080 (CS:2110) Programming for Informatics 4 s.h.

B.A. or B.S. with Teacher
Licensure
Psychology majors interested in earning licensure to teach in
elementary and/or secondary schools must complete
the College of Education’s Teacher Education Program
(TEP) in addition to the requirements for the major and
all requirements for graduation. The TEP requires several
College of Education courses and student teaching.
Contact the Office of Education Services for details.
Students must satisfy all degree requirements and
complete Teacher Education Program licensure before
degree conferral.

Joint B.A./M.P.H. with Community
and Behavioral Health Subtrack
Bachelor of Arts students majoring in psychology who are
interested in earning a Master of Public Health degree with
community and behavioral health subtrack may apply
to the joint B.A./M.P.H. program offered by the College of
Liberal Arts and Sciences and the College of Public Health.
The program permits students to count 12 s.h. of credit
forward the requirements for both degrees, enabling them
to begin the study of public health before they complete
the bachelor’s degree. For information about the public
health program, see “Community and Behavioral Health
Subtrack” in the Master of Public Health Program (p. 1171)
section of the Catalog.

Four-Year Graduation Plan
The following checkpoints list the minimum requirements
students must complete by certain semesters in order
to stay on the University’s Four-Year Graduation Plan.
(Courses in the major are those required to complete the
major; they may be offered by departments other than the
major department.)

Bachelor of Arts
In addition to courses in psychology, the B.A. requires
three courses in a second concentration area.

Before the third semester begins: 031:001 (PSY:1001)
Elementary Psychology

Before the fifth semester begins: 031:002 (PSY:2701)
Biological Psychology, statistics, one or more lower level electives

Before the seventh semester begins: four courses in the major [including 031:010 (PSY:2810) Research Methods
in Psychology, one second-area course; and at least 90 s.h. earned toward the degree.

**Before the eighth semester begins:** two additional courses in the major and an additional second-area course.

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses.

**Bachelor of Science**

Note: The psychology major for the B.S. is open only to students who have earned 30 s.h. and have a g.p.a. of at least 2.67. Students must complete a natural science sequence, either as part of the General Education Program or in addition to it. Students also must complete a semester of calculus and an advanced math, statistics, or computer science course, which may require some preliminary work.

**Before the third semester begins:** 031:001 (PSY:1001) Elementary Psychology, 031:002 (PSY:2701) Biological Psychology.

**Before the fifth semester begins:** calculus, statistics, three additional courses in the major [including 031:010 (PSY:2810) Research Methods in Psychology].

**Before the seventh semester begins:** two more courses in the major; one course for the psychology natural science requirement; and at least 90 s.h. earned toward the degree.

**Before the eighth semester begins:** the advanced math/statistics/computer course and two more courses in the major.

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate.

**Honors in the Major**

The department offers students the opportunity to graduate with honors in the psychology major. Departmental honors students must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33; visit Honors at Iowa to learn about the University of Iowa Honors Program.

To graduate with honors in psychology, students must complete 031:190 (PSY:4090) Psychology Seminar and write an honors thesis. The thesis is based on an approved original honors research project that the student has conducted under the guidance of a faculty member. Interested students should contact the department’s honors advisor.

**Minor**

The minor in psychology requires a minimum of 15 s.h., including 12 s.h. in psychology courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass or satisfactory/fail. Before registering for a psychology course, students must satisfy the course’s prerequisites.

A minor in psychology complements majors in a variety of disciplines. Department advisors can help students identify courses for the minor that are especially appropriate for their major.

**National Honor Society**

The department sponsors a chapter of Psi Chi, the national honor society in psychology and affiliate of the American Psychological Association. Students who have a g.p.a. of at least 3.00 overall and 3.10 in psychology course work and who have completed 9 s.h. of psychology may request a membership application form. Consult the department’s academic coordinator for more information.

**Graduate Programs of Study**

- Master of Arts in psychology (with or without thesis)
- Doctor of Philosophy in psychology

Graduate study in psychology is designed for students seeking the Ph.D.; students enrolled in the doctoral program may elect to receive a Master of Arts when they have completed the M.A. requirements.

**Master of Arts**

The Master of Arts program in psychology requires 30 s.h. of graduate credit with thesis, and 37 s.h. of graduate credit without thesis. The department ordinarily offers the M.A. only to students enrolled in the Ph.D. program. Thesis students must earn 24 of the required 30 s.h. at The University of Iowa. Course work for the thesis program must include a statistics course, courses outside the primary specialization area, and at least an additional 8 s.h. earned in Department of Psychology courses and seminars. Thesis students also must complete an acceptable scholarly thesis and perform successfully in an oral defense of their thesis.

Nonthesis students must earn 30 of the required 37 s.h. at The University of Iowa. Course work for the nonthesis program must include a statistics course, courses outside the primary specialization area, and at least an additional 15 s.h. earned in Department of Psychology courses and seminars. Nonthesis students also must perform successfully on an examination covering their area of specialization.

**Doctor of Philosophy**

The Doctor of Philosophy program in psychology requires a minimum of 72 s.h. of graduate credit. Students entering without previous graduate work usually require at least four years to complete the program; those entering with previous graduate training usually require three to five additional years in the department, depending on the nature of the earlier preparation.

The Ph.D. program places strong emphasis on preparation for research, teaching, and scholarly endeavor, whether in academic settings or in industrial, governmental, or medical institutions. The intent is to produce graduates who are deeply committed to the study of psychology, familiar with fundamental knowledge about psychological processes, well-trained in the methods and techniques for careful investigation of basic and applied problems, and determined to make contributions to the discipline of psychology and to society.

Graduate training is organized in six broad areas: behavioral and cognitive neuroscience, clinical psychology, cognition and perception, developmental science, health...
psychology, and social psychology (see "Graduate Training Areas" below). Each entering student is expected to identify one of these as his or her primary area and to follow a program that develops thorough understanding of the substantive material and methods of investigation central to that subdiscipline. While pursuing specialty training, all students must meet course requirements in statistics and research methods and in content areas other than their primary one.

The training area programs are sufficiently flexible to permit students to develop substantial competence in a second training area. Individually tailored programs are possible.

The 72 s.h. required for the Ph.D. includes at least 33 s.h. in Department of Psychology courses. All students must satisfy, through one of several options, requirements in statistics and research methods. They also must take course work outside the primary training area to develop a background in the discipline of psychology as a whole.

During each of the first two semesters, graduate students ordinarily take three courses—for example, a statistics course, a course or two in the primary training area, and/or an outside area elective. Students also begin their research under the supervision of their advisor and with the guidance of their research advisory committee.

Near the end of the fall semester of the second year, students submit a report describing their research to date. At the beginning of the following semester, they present their research at the annual graduate research symposium.

During subsequent years, students continue selected course work in their training and interest areas and continue to develop their research programs. In addition, they develop a prospectus for the dissertation research and take the comprehensive examination, which covers material in the specialty area. The final year is devoted primarily to conducting the Ph.D. study and preparing the dissertation. In the Ph.D. final examination, students present an oral defense of their dissertation and are expected to relate the dissertation work to broader issues in the discipline of psychology.

Graduate Training Areas

Behavioral and Cognitive Neuroscience

The program in behavioral and cognitive neuroscience focuses on the analysis of learning, memory, attention, motivation, aging, sensory processing, and sleep, in both human and nonhuman subjects, through the application of behavioral and biological principles. Special faculty strengths are in classical and operant conditioning, motivation and emotion, developmental psychobiology, neurobiology of learning, comparative psychology, cognitive neuroscience, neuropsycharmacology, neuroendocrinology, and neuroanatomy. Students in this program have the opportunity to learn state-of-the-art techniques in computer-controlled experimentation and electronic instrumentation as well as advanced analytic and laboratory methods in neurophysiology, nonhuman neurosurgery, histology, and assays of biochemical activity.

Faculty members in the behavioral and cognitive neuroscience area interact extensively with colleagues from other divisions in the psychology department and from several basic science and clinical departments in the Carver College of Medicine, including anatomy, anesthesiology, pharmacology, internal medicine, pediatrics, and neurology. These collaborative activities provide excellent research and training opportunities for students interested in emerging interdisciplinary fields such as behavioral medicine.

Clinical Psychology

The clinical training program emphasizes a clinical science approach to the study of mental and physical health. It is designed for students who intend to pursue careers in clinical research and are interested primarily in developing scholarly understanding of clinical phenomena, acquiring research skills necessary for systematic investigation of such phenomena, and developing and implementing evidence-based approaches to service. Students whose primary interest is clinical practice should apply to a program with a focus on practice.

Students in the clinical program may develop special competence in areas such as aggression, marital and family dysfunction, eating disorders, personality disorders, anxiety disorders, affective disorders, behavioral and cognitive therapies, child psychopathology, and clinical health psychology. Faculty members collaborate actively with colleagues from departments such as internal medicine, microbiology, neurology, obstetrics and gynecology, otolaryngology—head and neck surgery, pediatrics, psychiatry, and surgery, and from other units, such as the Center for Health Policy and Research and the Iowa City Veterans Affairs Medical Center.

Students must become familiar with clinical material and competent in the application of clinical skills in order to pursue clinical research, so the department closely integrates practicum experience in the Seashore Clinic with course work and supervised research experience. Advanced students have opportunities to gain additional practicum experience through placement in clinical facilities maintained by local, state, federal, and University agencies. Students in the clinical program who wish to have the designation "clinical psychology" on their official transcript must satisfactorily complete a one-year internship at an approved internship site before receiving a Ph.D. The internship ordinarily comes after completion of all course work and most, if not all, of the dissertation project.

The clinical training program is fully accredited by the American Psychological Association (see Accreditation on the association's web site) and the Psychological Clinical Science Accreditation System (PCSAS).

Cognition and Perception

The cognition and perception training area is guided by the philosophy that understanding a specific cognitive process requires an understanding of how it interacts with other cognitive processes. The area pursues empirical rigor and theoretical development, so its research is theory driven and data tested.

Research programs of the area's laboratories overlap with each other, and most content areas are studied by multiple laboratories and with multiple methodologies. Areas of strength include categorization, computational modeling, cognitive control, language and language learning, learning and memory, visual cognition, attention, and working memory.
Students in perception and cognition take basic courses and seminars in specialty areas, but they devote most of their time to research activities. Students work closely with a faculty mentor at first and then become progressively independent as they gain knowledge and skills. The program encourages students to work with more than one faculty member, both in the program and across the department and the University. Students often combine basic work on cognition with work in areas such as neuroscience, psychiatry, marketing, law, social psychology, and human factors engineering.

**Developmental Science**

The developmental science program focuses on understanding the processes that underlie change as each individual follows a unique developmental pathway. Students examine influences on development ranging from the level neurons to neighborhoods, and they work to understand the step-by-step accumulation of effects across these levels and over time. Students are taught a broad range of developmental theory and acquire expertise in multiple research paradigms, such as observational research, experimentation, computational methods, and neuroimaging. They also have the opportunity to study and collaborate with faculty members whose research cuts across domains such as perception, cognition, action, social processes, and basic biological mechanisms. Faculty members collaborate with their colleagues across the University, including those in the Carver College of Medicine. These collaborations provide students with a unique breadth of training.

Students take courses in many areas of developmental science as well as in other areas of psychology. They also have research opportunities in early communication and social development, cognitive development in infancy and childhood, neuroimaging in toddlers and adults, and developmental psychobiology. The developmental research group meets regularly in conjunction with other members of the University of Iowa’s DELTA Center, providing students and faculty members the opportunity to present and discuss their own research as well as to gain exposure to other developmental work being conducted in the department and at the University.

**Health Psychology**

The health psychology program is concerned with application of psychological theory, methods, and treatment to understanding of physical health and illness. The program’s perspective is based on the biopsychosocial model, which posits that biological, psychological, and social processes are integrally and interactively involved in physical health and illness.

Graduate training in health psychology emphasizes the integration of knowledge about biological, psychological, and social factors. Students are involved in research whose content and methods reflect the biopsychosocial perspective. Training in health psychology is facilitated by the faculty’s longstanding collaborations with medical practitioners and researchers at the University’s Carver College of Medicine and University of Iowa Hospitals and Clinics. Availability of medical populations and state-of-the-art medical technologies afford a unique opportunity for doctoral students in health psychology.

Research areas of the health psychology program include stress and illness, psychoneuroimmunology, patient adherence, animal models of hypertension and heart failure, postpartum depression, women’s health issues, and psycho-oncology.

**Social Psychology**

The social psychology program offers a variety of perspectives on interpersonal and intrapersonal processes. Examples of research foci of faculty and students are social cognition, social comparison, close relationships, social and emotional development, attitudes and persuasion, stereotyping and prejudice, decision making, health psychology, and individual differences.

Graduate training in the social psychology program is designed primarily to prepare students for careers in psychology research and teaching. In addition to their experiences and course work in the program and in the Department of Psychology, students can benefit from opportunities in related academic units at the University, such as the Departments of Sociology, Communication Studies, and Statistics and Actuarial Sciences and the Tippie College of Business. Such experience can broaden a student’s training, research opportunities, and employment prospects.

**Admission**

Since the graduate program in psychology is designed primarily for students seeking the Ph.D., all applicants are considered on that basis. Occasionally, a qualified applicant who is in good standing in another UI graduate program and is interested in advanced work in psychology only through the M.A. level may be admitted to pursue a joint graduate program. Students interested in such a program should contact the department chair before filing an application.

The application deadline is December 15. For all materials to be on file by that date, applicants should take the Graduate Record Examination (GRE) General Test in October, and no later than December. The subject test in psychology is not required. Applications may be submitted any time but are considered only once each year—between December 15 and February 1—for admission the following fall. Admission decisions are based on a composite consideration of prior academic and research performance; letters of reference; scores on the verbal, quantitative, and analytic writing sections of the GRE General Test; and the applicant’s statement about background and purpose. Admission materials are reviewed initially by faculty members in the applicant’s primary training area.

An undergraduate major in psychology—including a laboratory course in experimental psychology, a course in statistics, and additional work in the natural sciences and in mathematics—is desirable but not required. Students who have not had such a background but are strongly qualified on other grounds may be admitted. They are expected to remedy deficiencies through special course work or independent study before embarking on the regular graduate program.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Financial Support**

All students admitted to the Ph.D. program in psychology are guaranteed five years of financial support, as long
as they make satisfactory progress and remain in good academic standing. Financial support is provided through fellowships, teaching assistantships, research assistantships, and traineeships, depending on merit and availability. No separate application for financial aid is required.

Faculty

Faculty members of the Department of Psychology are nationally and internationally renowned leaders in a variety of subdisciplines. Their research is funded by numerous federal and private research grants, their findings are documented in many publications, and their accomplishments have won many awards.

Facilities

The department’s facilities for graduate training and research are among the finest in the country. The Kenneth W. Spence Laboratories of Psychology, adjoining space in Seashore Hall, and the newly renovated Stuit Hall provide a variety of laboratories for human and animal studies. Facilities include animal housing areas; a histology laboratory; observation suites with remote audiovisual control and recording equipment; soundproof chambers; electrophysiological recording rooms; conditioning laboratories; the Seashore Clinic; and well-equipped electronic, mechanical, and woodworking shops. Computers are widely available. Office space for graduate students and faculty members is provided in Seashore Hall.

The research and teaching activities of the department benefit greatly from the facilities and staff of other University and local agencies, including University of Iowa Hospitals and Clinics, the Iowa City Veterans Affairs Medical Center, the University Counseling Service, the Center for Disabilities and Development, the Wendell Hall. The research and teaching activities of the department benefit greatly from the facilities and staff of other University and local agencies, including University of Iowa Hospitals and Clinics, the Iowa City Veterans Affairs Medical Center, the University Counseling Service, the Center for Disabilities and Development, the Wendell Johnson Speech and Hearing Clinic, the Center for Health Policy and Research, and the School of Social Work.

Courses

Primarily for Undergraduates


031:010 (PSY:2810) Research Methods in Psychology
Logic of experimental and nonexperimental methods, application of methods to analysis of behavioral phenomena; skills for critical evaluation of professional and public literature dealing with scientific study of behavior: philosophy of scientific psychology, principles of research design and control, psychological testing, applications in several research areas. Prerequisites: 031:001 (PSY:1001), and 22S:008 (STAT:1020) or 22S:025 (STAT:1020) or 22S:101 (STAT:3510) or 22S:102 (STAT:5543) or 07P:025 (PSQF:1020) or 07P:143 (PSQF:5143) or 034:010 (SOC:2160).

031:013 (PSY:2301) Introduction to Clinical Psychology
Introduction to abnormal psychology: scientist-practitioner model, training, ethics, research methods in clinical psychology; current approaches to intellectual, personality, behavioral assessment; theories, research on treatment of psychological disorders. Prerequisites: 031:001 (PSY:1001). GE: Social Sciences.

031:014 (PSY:2401) Introduction to Developmental Science
Current research in developmental science; prenatal development, brain development, motor and physical development, perceptual development, language development, cognitive development, aspects of socio-emotional development; emphasis on modern theoretical approaches. Prerequisites: 031:001 (PSY:1001). GE: Social Sciences.

031:015 (PSY:2501) Introduction to Social Psychology
Research and theories on people’s thoughts, feelings, and behaviors in social situations; attitudes, attributions, person perception, aggression, stereotypes and prejudice, attraction, relationships, social influence, group processes, altruism. Prerequisites: 031:001 (PSY:1001).

031:016 (PSY:2601) Introduction to Cognitive Psychology

031:019 (PSY:2910) Industrial/Organizational Psychology
Applications of psychology to problems in world of work; emphasis on personnel selection, training, attitudes, motivation, measurement of job performance. Prerequisites: 031:001 (PSY:1001).

031:029 (PSY:1000) First-Year Seminar
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

031:030 (PSY:2130) Advanced Psychology for Pre-Medical Track
Psychology as a behavioral science; elementary psychology in more depth, advanced topics. Prerequisites: 031:001 (PSY:1001). Requirements: non-psychology major.
031:050 (PSY:2915) Psychology of Aging 3 s.h.
The later years of human life viewed from perspectives of
developmental psychology, biology, sociology. Prerequisites:

031:063 (PSY:2930) Abnormal Psychology: Health
Professions 3 s.h.
Introduction to psychological disorders; description of
psychopathology; general issues in etiology and treatment;
for non-psychology students in allied health professions.
Prerequisites: 031:001 (PSY:1001) Requirements: non-psychology
major.

For Undergraduate and Graduate
Students
Before enrolling in any upper-level undergraduate
courses, students must complete all specified lower-level
prerequisites or obtain consent of instructor.

031:103 (PSY:3030) Social and Personality
Development 3 s.h.
Emotional, social, and personality development from
infancy to adolescence; major theories and empirical
research; child temperament, parent-child relationship,
and social context as contributors to individual differences.
Prerequisites: 031:002 (PSY:2701). Requirements: grade of C‑
or higher in 031:010 (PSY:2810) and grade of C‑ or higher in
031:014 (PSY:2401) or 031:015 (PSY:2501).

031:105 (PSY:3530) Personality 3 s.h.
Classic theoretical models and contemporary empirical
research in personality, including influence of heredity
and environment, consistency and stability of behavior.
Prerequisites: 031:002 (PSY:2701). Requirements: grade of C‑
or higher in 031:010 (PSY:2810) and grade of C‑ or higher in
031:013 (PSY:2301) or 031:015 (PSY:2501).

031:106 (PSY:3540) Attitude Change 3 s.h.
Current theoretical approaches; laboratory and field methods of
research; basic processes of change considered within broader
framework of psychology. Prerequisites: 031:002 (PSY:2701).
Requirements: grade of C‑ or higher in 031:010 (PSY:2810) and
grade of C‑ or higher in 031:015 (PSY:2501).

031:111 (PSY:3570) Social Cognition 3 s.h.
Research and theory on cognitive structures and processes
that underlie judgment, decision, belief, and behavior in social
situations; attribution, heuristics, schemas, person perception,
stereotypes, attitudes. Prerequisites: 031:002 (PSY:2701).
Requirements: grade of C‑ or higher in 031:010 (PSY:2810) and
grade of C‑ or higher in 031:015 (PSY:2501).

031:114 (PSY:3420) Cognitive Development of
Children 3 s.h.
Developmental research, theory concerning children's
concepts, thinking, problem solving, memory, communication.
Prerequisites: 031:002 (PSY:2701). Requirements: grade of C‑
or higher in 031:010 (PSY:2810) and grade of C‑ or higher in
031:014 (PSY:2401).

031:116 (PSY:3560) Psychology of Gender 3 s.h.
Origins of gender roles, gender socialization in childhood, gender
differences across lifespan; research on gender differences in
cognition, emotions, behavior, physical and mental disorders,
communication. Prerequisites: 031:002 (PSY:2701). Requirements:
grade of C‑ or higher in 031:010 (PSY:2810) and grade of C‑
or higher in 031:015 (PSY:2501).

031:119 (PSY:3620) Human Memory 3 s.h.
Contemporary psychological theory and research on short-term
and long-term memory, acquisition processes, related topics
in cognition. Prerequisites: 031:002 (PSY:2701). Requirements:
grade of C‑ or higher in 031:010 (PSY:2810) and grade of C‑ or
higher in 031:016 (PSY:2601).

031:121 (PSY:4020) Laboratory in Psychology 4 s.h.
Laboratory study of an aspect of behavior; topics in a particular
area (e.g., learning and memory, perception, social behavior,
operant behavior, physiological processes). Prerequisites:
031:002 (PSY:2701). Requirements: grade of C‑ or higher in
031:010 (PSY:2810).

031:122 (PSY:3085) Language Development 3 s.h.
Introduction to first language acquisition, with focus on infancy
through five years; sound discrimination abilities, word learning,
babbling and speech production, acquisition of grammar;
perspectives from psychology, audiology, linguistics, speech
pathology. Prerequisites: 031:002 (PSY:2701). Requirements:
grade of C‑ or higher in 031:010 (PSY:2810) and grade of C‑ or
higher in 031:014 (PSY:2401) or 031:016 (PSY:2601). Same as
164:140 (SLA:3401).

031:123 (PSY:3040) Psychology of Learning 3 s.h.
Psychological science of acquired behavior; interests in
experimental study of Pavlovian conditioning, operant
conditioning, cognition in humans and nonhuman animals,
relevance to behavioral adaptation. Prerequisites:
031:002 (PSY:2701). Requirements: grade of C‑ or higher in
031:010 (PSY:2810) and grade of C‑ or higher in
031:002 (PSY:2701) or 031:016 (PSY:2601).

031:125 (PSY:3210) Animal Cognition 3 s.h.
Mental functions of animals, comparison to humans;
intelligence, memory, communication, language, social learning,
consciousness, human-animal interaction. Requirements: grade
of C‑ or higher in 031:010 (PSY:2810) and grade of C‑ or higher in
031:002 (PSY:2701).

031:126 (PSY:3220) Behavioral Neuroscience 3 s.h.
Basic concepts and techniques in neurosciences, their
application to analysis of sensory processes, arousal
mechanisms, motivation, learning. Requirements: grade of C‑
or higher in 031:010 (PSY:2810) and grade of C‑ or higher in
031:002 (PSY:2701).

031:128 (PSY:3230) Psychopharmacology 3 s.h.
How drugs act to influence behavior; general principles of drug
action on the nervous system; licit and illicit drugs, use/abuse,
historical perspective on drug use. Requirements: grade of C‑
or higher in 031:010 (PSY:2810) and grade of C‑ or higher in
031:002 (PSY:2701).

031:129 (PSY:3250) Neuroscience of Learning and
Memory 3 s.h.
Major topics in the neuroscience of learning and memory; focus on anatomical, cellular, molecular bases of various learning and memory processes. Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:002 (PSY:2701).

031:130 (PSY:3630) Psychology of Thinking 3 s.h.
Problem solving, reasoning, judgment and decision making, language and thought, intelligence, creativity. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:016 (PSY:2601).

031:132 (PSY:3240) Motivation, Addiction, and the Brain 3 s.h.
Analysis of motivated behaviors (e.g., behaviors to obtain specific goals, such as food) and the brain processes that guide such behavior; exploration of brain processes underlying addiction. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:002 (PSY:2701) and grade of C- or higher in 031:010 (PSY:2810).

031:133 (PSY:3060) Visual Perception and Cognition 3 s.h.
Psychological and neurophysiological examination of vision. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:002 (PSY:2701) or 031:016 (PSY:2601).

031:136 (PSY:3065) The Aging Mind and Brain 3 s.h.
Current theories and research on biological, cognitive, and emotional changes that occur during aging; methodologies for studying cognitive and brain aging. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:002 (PSY:2701) or 031:016 (PSY:2601), and grade of C- or higher in 031:010 (PSY:2810).

031:137 (PSY:3670) Language Processes 3 s.h.
Psychological processes involved in using languages, including speech perception and production, the meaning of words, understanding and producing sentences, and basics of discourse and pragmatics; developmental and neural bases of language processes. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810), grade of C- or higher in 031:016 (PSY:2601), and psychology major; or nonmajor and 103:100 (LING:3001) or 003:015 (CSD:1015). Same as 103:137 (LING:3670).

031:139 (PSY:3270) Neurobiology of Stress 3 s.h.
Introduction to concept of stress and physiological systems involved; factors modulating stress vulnerability versus resilience; stress interactions with other systems with health relevance; emphasis on current research on brain mechanisms. Requirements: grade of C- or higher in 031:002 (PSY:2701) and grade of C- or higher in 031:010 (PSY:2810).

031:140 (PSY:3015) Psychology of Interpersonal Relations 3 s.h.
Theories, empirical findings, speculation from social psychology and related disciplines regarding how people form, maintain, and alter close, interpersonal relationships. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:013 (PSY:2301) or 031:015 (PSY:2501).

031:152 (PSY:3010) Health Psychology 3 s.h.
Psychological contributions to understanding etiology, prevention, treatment of physical illness; basic and clinical research that addresses reciprocal effects of behavior and physical health. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810), and grade of C- or higher in 031:002 (PSY:2701) or 031:013 (PSY:2301) or 031:015 (PSY:2501).

031:156 (PSY:3660) Human Information Processing 3 s.h.
Early through contemporary theory and research on human information processing; focus on human-machine interaction and ergonomics. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:015 (PSY:2501) or 031:016 (PSY:2601), or graduate standing.

031:163 (PSY:3320) Abnormal Psychology 3 s.h.
Etiology, phenomenology, and treatment of child and adult DSM-IV psychological disorders (e.g., mood disorders, psychotic disorders, anxiety disorders, personality disorders). Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:013 (PSY:2301).

031:166 (PSY:3330) Childhood Psychopathology 3 s.h.
Major forms of childhood psychopathology; current theoretical approaches and methodological issues in diagnosis, conceptualization, treatment of developmental psychopathology. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:013 (PSY:2301).

031:168 (PSY:3350) Psychotherapies 3 s.h.
Current theories and research on frequently used psychotherapeutic approaches; focus on methodology in psychotherapy research, specific types of therapy, and empirically supported therapies. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:013 (PSY:2301).

031:170 (PSY:3340) Behavior Modification 3 s.h.
Basic approaches to modification of clinically distressing behavior; learning theory principles underlying techniques, translation into procedures, experimental evaluation of effectiveness. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:013 (PSY:2301).

031:174 (PSY:3020) Mind and Behavior 3 s.h.
Theories of what it is to act and know, of what intelligence might be in animals, humans, machines; perspectives from philosophy, psychology. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810), grade of C- or higher in 031:002 (PSY:2701) or 031:016 (PSY:2601), and junior or senior standing.

031:185 (PSY:2960) Research Practicum in Psychology 3 s.h.
Small-group participation in faculty research projects; literature review, study planning, data collection, analysis, interpretation, write-up.
031:188 (PSY:4960) Advanced Research Practicum 1-3 s.h.
Individual participation in faculty research projects; significant reading and writing. Requirements: two semesters of 031:185 (PSY:2960) or 143:100 (HONR:3200).

031:189 (PSY:2970) External Practicum in Psychology 1-3 s.h.
Student participation in career-related professional activities in community and University of Iowa agencies.

031:190 (PSY:4090) Psychology Seminar 3 s.h.
Readings from original sources, presentations, papers, student participation. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810), psychology B.S. enrollment, and senior standing.

031:191 (PSY:2990) Individual Readings and Projects 1-3 s.h.
Requirements: psychology major and undergraduate standing.

031:192 (PSY:2980) Teaching/Advising Practicum in Psychology 1-3 s.h.
Participation in faculty teaching (undergraduate teaching assistant) or the Psychology Peer Advisor Program.

031:199 (PSY:4990) Honors Thesis Research 1-3 s.h.
Supervised original project; leads to written thesis, oral defense. Requirements: honors standing.

Primarily for Graduate Students

031:201 (PSY:6510) Advanced Social-Personality Psychology 3 s.h.
Classic and contemporary theory, research, methodological issues in social-personality psychology.

031:202 (PSY:6520) Attitudes and Persuasion 3 s.h.
Classic and current theories and findings on persuasion, the formation and measurement of attitudes.

031:206 (PSY:6530) Advanced Social Cognition 3 s.h.
Research and theory on cognitive processes that underlie judgment, decision, belief, and behavior in social situations; attribution, heuristics, counterfactual thinking, schemas, person perception, stereotypes, attitudes.

031:210 (PSY:5410) Proseminar in Developmental Science 3 s.h.
Introduction to developmental process and developmental science; topics organized around mechanisms of development, with cross-disciplinary focus.

031:211 (PSY:6550) Advanced Social and Personality Development 3 s.h.
Theory and research on social and personality development; overview of development and individual differences in emotions, temperament, attachment, self, social cognition, conscience; influence of biological factors, social relationships, and broader ecology on adaptive and maladaptive developmental pathways.

031:214 (PSY:6450) Processes of Language Acquisition 3 s.h.
Theoretical and computational approaches to the study of first language acquisition from infancy to five years, including prelinguistic sound discrimination, babbling, semantic development, categorization abilities, syntactic and grammatical development.

031:216 (PSY:6490) Dynamic Systems and Development 3 s.h.
Dynamical systems theory, its application to basic problems in developmental psychology; development of motor control, cognition, language; comparisons with other theoretical approaches in developmental psychology.

031:218 (PSY:6430) Cognitive Development 3 s.h.
Theoretical and empirical analyses of children’s cognitive development; spatial and numerical concepts, causal reasoning, categorization, metacognition, memory. Same as 164:240 (SLA:6466).

031:220 (PSY:5610) Proseminar in Cognition and Perception 3 s.h.
Broad overview of study of cognition, including cognitive psychology, computer science and artificial intelligence, linguistics, neuroscience, philosophy of mind.

031:226 (PSY:6640) Visual Perception 3 s.h.
Theoretical and empirical analyses of low- and high-level visual functions, including edge detection, surface representation, object identification.

031:227 (PSY:6650) Attention 3 s.h.
Theory and research on attention, from viewpoints of cognitive psychology and cognitive neuroscience, including historical perspectives, recent approaches.

031:230 (PSY:6210) Behavioral Pharmacology 3 s.h.
Behavioral analysis of drug action; emphasis on physiological and biological mechanisms underlying behavioral processes in experimental animals, humans.

031:241 (PSY:5210) Fundamentals of Behavioral Neuroscience 4 s.h.
Concepts, methods, and findings in behavioral and cognitive neurosciences; emphasis on principles of neuroscience, sensation, motivation, emotion. Same as 132:241 (NSCI:6241).

031:242 (PSY:5212) Fundamentals of Learning and Behavior 3 s.h.
Concepts, methods, and findings in behavioral and cognitive neurosciences; emphasis on principles of comparative psychology, motor control, learning. Same as 132:242 (NSCI:6242).

031:245 (PSY:5050) Quantitative Methods in Psychology 4 s.h.
Overview of statistical methods based on the general linear model, including ANOVA, ANCOVA, and multiple regression; how to conduct these analyses using SPSS. Requirements: first-year graduate standing in psychology.

Introduction to mixed-effects analysis of hierarchically structured and cross-classified psychological data using R. Prerequisites: 031:245 (PSY:5050).

031:250 (PSY:5710) Introduction to Health and Behavioral Science
Evolution of health psychology; survey of major physiological systems in which pathology is affected by behavioral processes; review of theoretical approaches, experimental paradigms from behavioral science as they may apply to assessment of health problems; prevention, intervention, psychological adaptation to physical disease.

031:252 (PSY:6050) Clinical Behavioral Medicine
Biopsychosocial framework applied to study, treatment of chronic and acute physical conditions; clinical concepts, procedures.

031:254 (PSY:6740) Drug Addiction
Analysis of factors involved in drug addiction; social, clinical, and biological processes.

031:258 (PSY:6570) Personality and Individual Differences
Major theoretical, empirical issues in contemporary personality research, including stability and consistency of behavior, influence of heredity and environment in personality development, nature and organization of traits, validity of trait inferences.

031:260 (PSY:5320) Descriptive Psychopathology
Psychiatric syndromes, including description, etiology, experimental and clinical research; development, function of classification systems.

031:263 (PSY:5330) Principles of Psychological Assessment
Assessment theory and basic psychometric principles in test construction, evaluation, application; ethical, social, psychological, psychometric issues and controversies in assessment.

031:264 (PSY:5332) Psychological Appraisal II
Introduction to assessment with children and adults, including assessment of cognitive abilities and achievement testing, neuropsychological assessment, and psychodiagnostic/personality assessment. Prerequisites: 031:263 (PSY:5330).

031:265 (PSY:6265) Neuroscience Seminar

031:266 (PSY:6340) Psychological Therapies
Historical development and current status of empirically based therapies for psychological disorders, including anxiety, depression, schizophrenia, childhood disorders; emphasis on critical evaluation of therapy techniques.

031:278 (PSY:6370) Principles of Neuropsychology
Principles of human neuropsychology, including foundations (history, methods, approaches), major functional systems (vision, memory, language, spatial processing), executive functions (emotional processing and personality), and applications (experimental, clinical). Recommendations: prior course work in psychological assessment, psychopathology, and neuroanatomy.

031:279 (PSY:7090) Principles of Scholarly Integrity: Psychology
Training in responsible conduct of research; focus on psychological research and scholarly activities; student/mentor responsibilities; authorship; plagiarism/falsification/fabrication of data; intellectual property; conflict of interest; fiscal, institutional, societal; treatment of human and animal subjects. Requirements: enrollment in graduate psychology program.

031:280 (PSY:7150) Current Topics in Psychology
3 s.h.

031:291 (PSY:7160) Problems in Psychology
Individual study.

031:295 (PSY:7120) M.A. Thesis Research
Arr.

031:296 (PSY:7130) Ph.D. Dissertation Research
Arr.

031:297 (PSY:7110) Research Projects
Arr.

031:302 (PSY:7510) Seminar: Social Psychology
Professional issues, current topics relevant to social psychologists.

031:318 (PSY:7430) Seminar: Cognitive Development
Theoretical, methodological issues focused on cognitive and perceptual development.

031:335 (PSY:7020) Seminar: Cognitive Neuroscience
Neurological and behavioral investigations of attention, perception, learning, memory, decision making, planning; contemporary models, theories.

031:338 (PSY:7210) Seminar: Advanced Topics in Behavioral and Cognitive Neuroscience
Prerequisites: 031:241 (PSY:5210).

031:360 (PSY:7310) Seminar: Orientation to Clinical Research
Issues in clinical research, including use of databases, advisor/advisee relationships, preparation of IRB proposals, paper presentation and publication, common early career problems, funding resources.

031:365 (PSY:5365) Seminar: Neuropsychology and Neuroscience
Arr.
Clinical neuropsychology and cognitive neuroscience: cutting-edge research from scientific journals, case presentations in clinical neuropsychology, and current research. Same as 064:365 (NEUR:5365), 132:365 (NSCI:5365).

031:370 (PSY:7030) Seminar: Health Psychology 0-3 s.h.
Theoretical and methodological issues; focus on specific topics (i.e., chronic disease, psychoneuroimmunology).

Major ethical and legal issues relevant to clinical psychologists’ varied roles; understanding of legal and ethical issues encountered by psychologists in varied settings, development of personal working model for resolving ethical and professional concerns.

031:461 (PSY:7350) Introductory Practicum arr.
Orientation to Department of Psychology clinic, including instruction in interviewing, observation of clinic procedures, attendance at clinic rounds under supervision of clinical psychology faculty members.

Supervised practice in psychological assessment techniques.

031:463 (PSY:7360) Therapy Practicum arr.
Supervised practice and clinical experience in application and evaluation of psychological therapies.

Supervised practice and clinical experience in field setting; psychological assessment techniques and/or application, evaluation of psychological therapies.

031:465 (PSY:7370) Supervision and Consultation Practicum arr.
Supervision and training of less advanced students; consultation to other programs and agencies.

031:604 (PSY:7095) Principles of Scholarly Integrity: Psychology 0 s.h.
Training in responsible conduct of research and scholarly activities; student/mentor responsibilities; authorship; plagiarism/falsification/fabrication of data; intellectual property; conflict of interest; fiscal, institutional, societal; treatment of human and animal subjects. Requirements: postdoctoral standing in psychology.
Religious Studies

Chair
- Diana Fritz Cates

Professors
- Diana Fritz Cates, Jay A. Holstein, Raymond A. Mentzer, Frederick M. Smith (Religious Studies/Asian and Slavic Languages and Literatures), Richard B. Turner (Religious Studies/African American Studies)

Associate professors
- Kristy Nabhan-Warren, Michenele Pesantubbee, Morten Schlüter, Ahmed Souaiaia

Assistant professors
- Robert Cargill (Religious Studies/Classics), Melissa Anne-Marie Curley, Paul Dilley (Religious Studies/Classics)

Lecturers
- Robert H. M. Gerstmyer, Jordan A. Smith

Professors emeriti

Undergraduate major: religious studies (B.A.)
Undergraduate minor: religious studies
Graduate degrees: M.A. in religious studies; Ph.D. in religious studies
Web site: http://clas.uiowa.edu/religion/

The Department of Religious Studies encourages multidisciplinary inquiry into religious ideas, experiences, philosophies, cultural expressions, and social movements. It studies a rich array of traditions and paths—for example, South Asian religions, ancient Judaism and early Christianity, African diaspora and Native American traditions, Chinese Buddhism, modern European Christianity, various Islamic sects, popular religions in Japan, American Christianities, and new forms of religion that many people may not yet recognize as religions.

The department’s students gain many benefits through the critical study of religion. They learn how people from around the world have responded to age-old questions about life, love, suffering, and death. In the process, they deepen their own engagement with life. They also learn about the importance of perspective. They realize that one party’s view of a situation can be very different from another’s and that unrecognized differences of perspective can lead to misunderstandings and conflicts. They acquire valuable skills in helping others to understand complex psychological phenomena, community-shaping texts, social institutions, group behaviors, and geopolitical events that have to do with religion.

Religion has taken countless forms over the millennia and continues to wind its way through history. The Department of Religious Studies helps students to think clearly and creatively about the many forms that religion takes and the subtle ways in which it operates. The department does not advocate for or against particular ideas or practices, nor does it shield individual religions from honest and fair criticism.

Undergraduate Programs of Study

- Major in religious studies (Bachelor of Arts)
- Minor in religious studies

The major in religious studies helps students gain strengths they will need in an increasingly globalized world: curiosity, open-mindedness, critical thinking and effective communication skills, global cultural competency, knowledge of diverse religions and their influences, and the ability to use intelligence and creativity in addressing humanitarian concerns.

Because religious ideas inform every aspect of life, many students who major in religious studies choose to earn a second major in another discipline, such as anthropology, biology, classics, English, history, journalism and mass communication, philosophy, political science, or psychology. Religious studies students often go on to graduate study; divinity school; professional study in law, medicine, or dentistry; and careers in nursing, social work, human rights, nongovernmental organizations, counseling, or business, especially in areas that involve human resource management.

Bachelor of Arts

The Bachelor of Arts with a major in religious studies requires a minimum of 120 s.h., including 30 s.h. of work for the major. Students must maintain a g.p.a. of at least 2.00 in the major. Courses for the major may not be taken pass/nonpass. Transfer students may count a maximum of 15 s.h. of transfer credit toward the major; transfer credit is evaluated individually.

Course work for the major includes core courses and electives. Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306); they may count a maximum of three religious studies courses toward General Education Program requirements.

The major in religious studies requires the following course work.

**CORE COURSES**

Both of these (6 s.h.):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>032:015 (RELS:1015)</td>
<td>Religions in a Global Context: The Critical Role of Religion in International Affairs</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:196 (RELS:4950)</td>
<td>Senior Majors Seminar</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Course 032:015 (RELS:1015) Religions in a Global Context: The Critical Role of Religion in International Affairs provides an introduction to the study of the world’s religions; students should take it as early as possible.

The capstone course 032:196 (RELS:4950) Senior Majors Seminar is offered each spring semester. Ideally, students take it during their senior year, but they may take it during their junior year, instead.

**ELECTIVES**

Students complete 24 s.h. of elective course work (at least eight courses) chosen from either or both of two categories: religious traditions and critical issues (listed below). Students choose courses as follows.

At least two foundation courses numbered 001-019 and 021-049 (1000-1999) 6 s.h.
of revered texts, religious doctrines, social norms, rituals, or oral traditions. They may explore religious perspectives on the nature of reality or the meaning of human existence, and they may focus on issues of gender, sexuality, race, ethnicity, class, globalization, human rights, or law and politics.

### Religious Traditions

Courses in this category generally focus on religious traditions or movements in historical perspective, within particular geographical areas, or across regions. They may address foundational stories of creation and cosmic order, archaeological findings, the compilation and interpretation of revered texts, religious doctrines, social norms, rituals, and practices, or conflicts and schisms.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>032:001</td>
<td>The Judeo-Christian Tradition</td>
</tr>
<tr>
<td>032:006</td>
<td>Introduction to Judaism</td>
</tr>
<tr>
<td>032:010</td>
<td>Gods, Buddha, and Ghostly</td>
</tr>
<tr>
<td>032:011</td>
<td>Introduction to the Hebrew Bible/</td>
</tr>
<tr>
<td></td>
<td>Old Testament</td>
</tr>
<tr>
<td>032:012</td>
<td>Introduction to the New Testament</td>
</tr>
<tr>
<td>032:013</td>
<td>Gateway to the Bible</td>
</tr>
<tr>
<td>032:014</td>
<td>Introduction to Indian Religions</td>
</tr>
<tr>
<td>032:017</td>
<td>Japanese Religions</td>
</tr>
<tr>
<td>032:025</td>
<td>Medieval Religion and Culture</td>
</tr>
<tr>
<td>032:026</td>
<td>Modern Religion and Culture</td>
</tr>
<tr>
<td>032:029</td>
<td>First-Year Seminar</td>
</tr>
<tr>
<td>032:030</td>
<td>Introduction to Islamic Civilization</td>
</tr>
<tr>
<td>032:054</td>
<td>Issues in American Catholicism</td>
</tr>
<tr>
<td>032:058</td>
<td>Liturgy and Devotion in Christian</td>
</tr>
<tr>
<td></td>
<td>Tradition</td>
</tr>
<tr>
<td>032:060</td>
<td>Sacred World of Native Americans</td>
</tr>
<tr>
<td>032:061</td>
<td>Middle East and Mediterranean:</td>
</tr>
<tr>
<td></td>
<td>Alexander to Suleiman</td>
</tr>
<tr>
<td>032:081</td>
<td>Hindu Religion and Art</td>
</tr>
<tr>
<td>032:082</td>
<td>Ancient Mediterranean Religions</td>
</tr>
<tr>
<td>032:085</td>
<td>Early Modern Catholicism</td>
</tr>
<tr>
<td>032:092</td>
<td>Messianic and Apocalyptic</td>
</tr>
<tr>
<td></td>
<td>Prophecy in the Bible</td>
</tr>
<tr>
<td>032:094</td>
<td>Jesus and His Interpreters</td>
</tr>
<tr>
<td>032:100</td>
<td>Biblical Hebrew I</td>
</tr>
<tr>
<td>032:101</td>
<td>Biblical Hebrew II</td>
</tr>
<tr>
<td>032:103</td>
<td>Biblical Archaeology</td>
</tr>
<tr>
<td>032:104</td>
<td>Egyptian Art</td>
</tr>
<tr>
<td>032:105</td>
<td>The World of the Old Testament</td>
</tr>
<tr>
<td>032:116</td>
<td>Japanese Religion and Thought</td>
</tr>
<tr>
<td>032:122</td>
<td>Classical and Hellenistic Periods I</td>
</tr>
<tr>
<td>032:132</td>
<td>Medieval and Reformation</td>
</tr>
<tr>
<td></td>
<td>Religious Thought</td>
</tr>
<tr>
<td>032:142</td>
<td>Banned from the Bible:</td>
</tr>
<tr>
<td></td>
<td>Introduction to Pseudepigrapha and Apocrypha</td>
</tr>
<tr>
<td>032:143</td>
<td>Early Christianity: From Jesus to the</td>
</tr>
<tr>
<td></td>
<td>Rise of Islam</td>
</tr>
<tr>
<td>032:145</td>
<td>Mythology of Otherworldly Journeys</td>
</tr>
<tr>
<td>032:152</td>
<td>Qumran and the Dead Sea Scrolls</td>
</tr>
<tr>
<td>032:154</td>
<td>Religious Conflict: Early-Modem Period</td>
</tr>
<tr>
<td>032:160</td>
<td>Religious Identity in the Modern</td>
</tr>
<tr>
<td></td>
<td>Secular State</td>
</tr>
<tr>
<td>032:164</td>
<td>Greek Religion and Society</td>
</tr>
<tr>
<td>032:166</td>
<td>The History of a Religious and</td>
</tr>
<tr>
<td></td>
<td>Spiritual Practice: Yoga in Asia and</td>
</tr>
<tr>
<td></td>
<td>Beyond</td>
</tr>
<tr>
<td>032:170</td>
<td>Topics in Asian Religions</td>
</tr>
<tr>
<td>032:179</td>
<td>Islamic Cultural Presence in Spain</td>
</tr>
<tr>
<td>032:181</td>
<td>Special Topics in Western Religion</td>
</tr>
<tr>
<td>032:186</td>
<td>The Literature of Daoism</td>
</tr>
<tr>
<td>032:188</td>
<td>Zen Buddhism</td>
</tr>
<tr>
<td>032:192</td>
<td>Traditions of Religious Reform</td>
</tr>
<tr>
<td>032:195</td>
<td>Individual Study: Undergraduates</td>
</tr>
<tr>
<td>032:197</td>
<td>Honors Tutorial</td>
</tr>
<tr>
<td>032:198</td>
<td>Honors Essay</td>
</tr>
</tbody>
</table>

### Critical Issues

Critical issues courses generally focus on ideas, arguments, or problems, often with reference to influential texts or oral traditions. They may explore religious perspectives on the nature of reality or the meaning of human existence, and they may focus on issues of gender, sexuality, race, ethnicity, class, globalization, human rights, or law and politics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>032:002</td>
<td>The Changing Face of Religion in America</td>
</tr>
<tr>
<td>032:003</td>
<td>Quest for Human Destiny</td>
</tr>
<tr>
<td>032:004</td>
<td>Living Religions of the East</td>
</tr>
<tr>
<td>032:016</td>
<td>Religion and Liberation</td>
</tr>
<tr>
<td>032:020</td>
<td>War and Peace in Religious Thought and</td>
</tr>
<tr>
<td></td>
<td>Practice</td>
</tr>
<tr>
<td>032:029</td>
<td>First-Year Seminar</td>
</tr>
<tr>
<td>032:034</td>
<td>Introduction to African American Religions</td>
</tr>
<tr>
<td>032:051</td>
<td>Religious Thinkers of the West</td>
</tr>
<tr>
<td>032:052</td>
<td>Women in Islam and the Middle East</td>
</tr>
<tr>
<td>032:054</td>
<td>Issues in American Catholicism</td>
</tr>
<tr>
<td>032:056</td>
<td>Christianity and the Enduring</td>
</tr>
<tr>
<td></td>
<td>Human Experience</td>
</tr>
<tr>
<td>032:062</td>
<td>Religion in the Public Sphere</td>
</tr>
<tr>
<td>032:063</td>
<td>African American Islam</td>
</tr>
<tr>
<td>032:071</td>
<td>Sexual Ethics</td>
</tr>
<tr>
<td>032:076</td>
<td>American Indian Environmentalism</td>
</tr>
<tr>
<td>032:078</td>
<td>American Indian Women: Myth, Ritual, and</td>
</tr>
<tr>
<td></td>
<td>Sacred Power</td>
</tr>
<tr>
<td>032:080</td>
<td>Religion and Contemporary Popular Culture</td>
</tr>
<tr>
<td>032:089</td>
<td>Jerusalem from the Bronze to the Digital</td>
</tr>
<tr>
<td></td>
<td>Age</td>
</tr>
<tr>
<td>032:107</td>
<td>In Search of the Good Life</td>
</tr>
<tr>
<td>032:108</td>
<td>Malcolm X. King, and Human Rights</td>
</tr>
<tr>
<td>032:109</td>
<td>The Development of the Afterlife in</td>
</tr>
<tr>
<td></td>
<td>Judaism and Christianity</td>
</tr>
<tr>
<td>032:111</td>
<td>Religion and Women</td>
</tr>
<tr>
<td>032:112</td>
<td>The Bible in Film: Hollywood and Moses</td>
</tr>
</tbody>
</table>

University of Iowa 2013-14 General Catalog 531
032:140 (RELS:4748) Religious Rhetoric: God and U.S. Politics 3 s.h.
032:141 (RELS:4741) Varieties of American Religion 3 s.h.
032:146 (RELS:2834) Philosophy of Religion 3 s.h.
032:147 (RELS:2947) Quest I: Sex, Love, and Death 3 s.h.

Honors Essay under the supervision of a faculty advisor; copies of the completed and approved essay are submitted to the Department of Religious Studies and to the University of Iowa Honors Program.

Minor
The minor in religious studies requires a minimum of 15 s.h. in religious studies courses, including 12 s.h. completed at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work for the minor may not be taken pass/nonpass. With the recommendation of the department’s undergraduate committee and approval of the faculty, students may count a maximum of 3 s.h. of transfer credit toward the minor.

The minor in religious studies requires the following course work.

At least two foundation courses numbered 001-019 and 021-049 (1000-1999) 6 s.h.
At least two advanced courses numbered 020, and 050 or above (2000-4999) 6 s.h.
One course at any level 3 s.h.

Students are encouraged to include 032:015 (RELS:1015) Religions in a Global Context: The Critical Role of Religion in International Affairs and 032:196 (RELS:4950) Senior Majors Seminar in the minor.

Graduate Programs of Study
- Master of Arts in religious studies (with or without thesis)
- Doctor of Philosophy in religious studies

Graduate study in the department places religion in a broad intellectual and cultural context, provides a substantial methodological dimension, and helps students develop necessary research skills. Graduate study is flexible. Students build individual study programs in consultation with their advisors and in accordance with available faculty expertise, which is clustered in four general areas:

- Islamic and Judaic multidisciplinary studies;
- Religion, ethics, and society;
- Religion in Asia; and
- Religion in Europe and the Americas.

Departmental knowledge and expertise in these areas is supplemented by faculty from other departments. For detailed information about resources in each area, see Graduate Program on the department’s web site.

A graduate degree in religious studies ordinarily leads to an academic career teaching at the college or university level or to a career in a religious, nonprofit, or governmental organization.

Master of Arts
The Master of Arts program in religious studies requires a minimum of 30 s.h. of graduate credit and is offered with or without thesis. The program is designed for students who wish to advance their understanding of a particular area of religious studies or explore a variety of traditions and topics.

Students must complete 24 of the required 30 s.h. at The University of Iowa and must maintain a cumulative g.p.a. of at least 3.20. Requirements for languages and other
research tools vary according to the student's study focus. M.A. students are supervised by a three-person faculty committee.

All M.A. students complete the following four courses.

- 032:202 (RELS:5200) Asian Religious Traditions 3 s.h.
- 032:203 (RELS:5300) Western Religious Traditions 3 s.h.
- 032:205 (RELS:5400) Methods and Theories in the Study of Religion 3 s.h.

One graduate seminar

The following course is optional for M.A. students.

- 032:201 (RELS:5100) Teaching Religious Studies 3 s.h.

Students select remaining course work depending on their interest area and in consultation with their faculty advisor.

In the M.A. thesis, students demonstrate and refine their research and writing skills. They may count a maximum of 6 s.h. of thesis credit toward the degree. Students who do not write a thesis must pass an M.A. examination that tests their competence in completed course work.

Doctor of Philosophy

The Doctor of Philosophy program in religious studies requires a minimum of 72 s.h. of graduate credit. Students may transfer up to 24 s.h. of credit from another accredited graduate school.

The Ph.D. program prepares students to become specialists in the study and teaching of religion. Students are trained in the research skills and methods they will need to become productive scholars in their chosen field of study. They also are trained to teach religious studies across a broad range of traditions.

Course requirements for the Ph.D. vary according to concentration area. However, all students must complete the following eight required courses.

- 032:201 (RELS:5100) Teaching Religious Studies 3 s.h.
- 032:202 (RELS:5200) Asian Religious Traditions 3 s.h.
- 032:203 (RELS:5300) Western Religious Traditions 3 s.h.
- 032:205 (RELS:5400) Methods and Theories in the Study of Religion 3 s.h.

Four graduate seminars, including at least two in religious studies

During their fourth semester in residence, students must submit a departmental program of study, which must be approved by the religious studies faculty. To gain approval, students must complete three of the required Ph.D. courses listed above and two of the graduate seminars; show satisfactory progress toward the language and course requirements of their individual programs; demonstrate the ability to write scholarly papers at a level satisfactory for the Ph.D., as assessed by the advisor and core committee members (at least two papers must be submitted to the committee); and have a cumulative University of Iowa g.p.a. of at least 3.40 (language courses that do not count toward the Ph.D. are excluded).

Students must pass a comprehensive examination based on a bibliography that covers their concentration area. They also must write a dissertation based on original research and defend it in an oral examination. They may count a maximum of 12 s.h. of dissertation credit toward the degree.

Students working toward a Ph.D. may receive an M.A. upon completing at least 30 s.h. of course work and successfully passing the comprehensive examination.

For more detailed information on graduate programs in religious studies, contact the Department of Religious Studies or the University's Office of Admissions.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Applicants to the M.A. program ordinarily must have a verbal reasoning score of at least 153 and a quantitative reasoning score of at least 147 on the revised Graduate Record Examination (GRE) General Test (verbal reasoning score of at least 500 and quantitative reasoning score of at least 580 on the old GRE General Test) and a g.p.a. of at least 3.00.

Applicants to the Ph.D. program ordinarily must have a verbal reasoning score of at least 158 and a quantitative reasoning score of at least 147 on the revised GRE General Test (verbal reasoning score of at least 580 and quantitative reasoning score of at least 580 on the old GRE General Test) and a g.p.a. of at least 3.40.

Application materials must include an application form; a transcript of all undergraduate and graduate work (one copy must be sent to the University's Office of Admissions and a second copy must be sent to the Department of Religious Studies); an application or waiver of consideration form for graduate assistantships; three confidential letters of recommendation; and a writing sample that demonstrates the applicant's ability to engage in critical thinking. Applicants also must submit a brief personal essay that explains their objectives for graduate study and states which area of graduate study in religion will suit their objectives best. For details, see Graduate Admission and Financial Aid on the department's web site.

All application materials must be received by January 15 to receive full consideration for fall admission.

Financial Support

All Ph.D. students in religious studies receive funding. Ordinarily, no departmental funding is available for M.A. students.

The department offers financial support for graduate students in the form of teaching assistantships. The department may nominate eligible applicants for the Presidential Graduate Fellowship or for the Dean's Graduate Fellowship, which promotes recruitment of students from underrepresented groups.

The Gilmore Scholarship, for doctoral students interested in the relationship among religion, the visual arts, and humanistic values, pays up to full tuition for one year. It is awarded every few years.

Language Study at the University

The University offers a variety of modern European languages (see French and Italian (p. 285), German (p. 330), and Spanish and Portuguese (p. 577) in the Catalog) as well as Greek and Latin (see Classics (p. 512).
Courses

032:001 (RELS:1001) The Judeo-Christian Tradition 3 s.h.
Introduction to Judaism and Christianity; focus on scriptural foundation and historical development of these related traditions; texts and other forms of religious expression, especially in art, music, literature, and philosophy; readings from the Hebrew Bible and New Testament; other materials from selected Jewish and Christian thinkers. GE: Historical Perspectives.

032:014 (RELS:1410) Introduction to Indian Religions
Religions with origins in the South Asian geographic region (e.g., Vedas in mid-second millennium BCE, Jainism and Buddhism from sixth to fourth centuries BCE, Sikhism in 15th century, Indian Christianity, Islam); focus on Hinduism and Buddhism; rise of varied literary forms, ritual, rise of devotional religion, Tantric, how religious practices affect indigenous medical traditions, how these traditions developed in different South Asian regions; broad changes in South Asian religion in 20th and early 21st centuries, current politicization of religion.

032:015 (RELS:1015) Religions in a Global Context: The Critical Role of Religion in International Affairs
Religion as a factor in many international events—World Trade Center bombings in New York City, wars in Iraq and Afghanistan, Ugandan government’s criminalization of homosexuality, self-immolation of Buddhist monks in protest of China’s role in Tibet; gateway to critical study of religion.

032:016 (RELS:1810) Religion and Liberation

032:017 (RELS:1610) Japanese Religions
Religions of Japan from ancient times to the present day: elite and popular Japanese interpretations of Chinese Buddhism and Daoist traditions; the parallel development of an indigenous kami tradition; contemporary new religious movements; focus on the codification of a variety of religious (and sometimes quasi-religious) paths, including the way of tea, the way of the brush, and the way of the samurai. Same as 39J:017 (JPNS:1115).

032:020 (RELS:2720) War and Peace in Religious Thought and Practice
History, major themes, and contemporary applications of religious traditions regarding proper use of armed force; Christian just war and pacifist traditions, Islamic traditions of jihad, debates of issues such as humanitarian intervention, terrorism, nuclear weapons.

032:021 (RELS:1021) Judaism: The Sacred and the Secular
Ways in which the sacred face of Judaism (Hebrew Bible and rabbinic additions) have transformed and been transformed by historical frameworks in which Jews and Judaism have existed; special attention given to the Holocaust, modern nation-state of Israel, and experiences of Jews in modern secular nation-states.

032:025 (RELS:1225) Medieval Religion and Culture
Religion in Europe from classical antiquity to dawn of the Reformation; the religious element in traditions such as art, architecture, literature. GE: Historical Perspectives. Same as 016:035 (HIST:1225).

032:026 (RELS:1506) Introduction to Buddhism
Basic tenets, religious paradigms, historical phases important in the development of Buddhism; from the Buddha’s life to evolution of Mahāyāna Buddhism; readings from India, Tibet, China, Japan, Korea, Southeast Asia. GE: Values, Society, and Diversity. Same as 039:064 (ASIA:1040).

032:004 (RELS:1404) Living Religions of the East
Religious beliefs, practices in India, China, Japan. GE: Values, Society, and Diversity. Same as 039:064 (ASIA:1040).

032:003 (RELS:1903) Quest for Human Destiny
Quests for destiny in terms of perceived options/goals and ability to recognize, pursue, achieve them. GE: Values, Society, and Diversity.

032:001 (RELS:1001) The Judeo-Christian Tradition
Introduction to Judaism and Christianity; focus on scriptural foundation and historical development of these related traditions; texts and other forms of religious expression, especially in art, music, literature, and philosophy; readings from the Hebrew Bible and New Testament; other materials from selected Jewish and Christian thinkers. GE: Historical Perspectives.

032:002 (RELS:1702) The Changing Face of Religion in America
Focus on many ways that American men, women, and children live out their faith and how they interact with larger society. GE: Values, Society, and Diversity.

032:008 (RELS:1502) Asian Humanities: India
Introduction to four thousand years of South Asian civilization, through popular stories. GE: Values, Society, and Diversity. Same as 039:018 (SOAS:1502).

History of religious beliefs and practices in China; role in modern-day Chinese society; specific case studies that illuminate current situation of religion in China and impact on Chinese society; focus on the still widespread worship of gods and ancestors, the Confucian, Buddhist and Daoist traditions, recent upsurge of Christianity in China, and emergence of new religions (e.g., the Falun gong). Same as 039:007 (ASIA:1110).

032:013 (RELS:1113) Gateway to the Bible
Disagreement of Jews, Catholics, Protestants, and Eastern Orthodox Christians about the Bible, one of the most influential works in Western culture, on how it should be interpreted, what books should be included, and what versions of those books should be authoritative; introduction to issues involved in creating and interpreting the Bible; how academic study of religion seeks to provide answers.

032:012 (RELS:1080) Introduction to the New Testament

032:011 (RELS:1070) Introduction to the Hebrew Bible/Old Testament
History, religion, and thought of ancient Jews as recorded in their scripture. GE: Values, Society, and Diversity.
032:026 (RELS:1250) Modern Religion and Culture 3 s.h.
European and American religious life from Renaissance to 21st century; focus on specific themes, such as secularism, regionalism, pluralism. GE: Historical Perspectives. Same as 016:036 (HIST:1250).

032:029 (RELS:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

032:030 (RELS:1130) Introduction to Islamic Civilization 3 s.h.
Major areas of Islamic religious tradition: Qur’an, traditions of the Prophet, development and character of Islamic law, theology. GE: International and Global Issues; Values, Society, and Diversity.

032:034 (RELS:1350) Introduction to African American Religions 3 s.h.
GE: Values, Society, and Diversity. Same as 129:050 (AFAM:1250).

032:051 (RELS:2351) Religious Thinkers of the West 3 s.h.
Augustine, Bonaventure, Fichte, Kierkegaard, Heidegger. GE: Values, Society, and Diversity.

032:052 (RELS:2852) Women in Islam and the Middle East 3 s.h.
Women in the Islamic community and in non-Muslim Middle Eastern cultures; early rise of Islam to modern times; references to women in the Qur’an and Sunnah, stories from Islamic history; women and gender issues. GE: International and Global Issues; Values, Society, and Diversity. Same as 131:060 (GWSS:2052).

032:054 (RELS:2090) Issues in American Catholicism 3 s.h.
Major issues that have faced Catholics in America; special attention to issues of gender, racial, and ethnic identities.

032:056 (RELS:2356) Christianity and the Enduring Human Experience 3 s.h.
Topics in Christian history and thought; emphasis on the relationship between communities of belief and Christian traditions.

032:058 (RELS:2050) Liturgy and Devotion in Christian Tradition 3 s.h.
Liturgical traditions and devotional practices in western Christianity; Medieval Christian tradition, changes in liturgy and devotion that occurred with reformations of the 16th and 17th centuries; overview of modern developments. Same as 16E:058 (HIST:2050).

032:060 (RELS:2700) Sacred World of Native Americans 3 s.h.
GE: Values, Society, and Diversity. Same as 149:060 (AINS:1600).

032:061 (RELS:2361) Middle East and Mediterranean: Alexander to Suleiman 3 s.h.

032:062 (RELS:2962) Religion in the Public Sphere 3 s.h.
Religion as exerting undeniable influence in public sphere in communities around the world; examination of ways in which religion manifests itself in public sphere; religion in the arts, politics, science, literature, sports, communication, business, education, and many other domains of public sphere.

032:063 (RELS:2730) African American Islam 3 s.h.
Same as 129:063 (AFAM:1230).

032:067 (RELS:2962) Religion in the Public Sphere 3 s.h.
Religion as exerting undeniable influence in public sphere in communities around the world; examination of ways in which religion manifests itself in public sphere; religion in the arts, politics, science, literature, sports, communication, business, education, and many other domains of public sphere.

032:067 (RELS:3767) Theological Questions 3 s.h.
Treatment of basic religious questions, such as the meaning of "God," nature of religious symbols, phenomena of skepticism and atheism.

032:071 (RELS:2771) Sexual Ethics 3 s.h.
Introduction to religion and ethics; diverse secular, Jewish, and Christian perspectives on human sexuality and sexual activity; religious views underlying divergent attitudes toward same-gender sexuality and abortion. Same as 131:071 (GWSS:1710).

032:076 (RELS:3976) American Indian Environmentalism 3 s.h.
Same as 149:076 (AINS:3276).

032:078 (RELS:2778) American Indian Women: Myth, Ritual, and Sacred Power 3 s.h.
Participation of women and girls in native religious traditions; obstacles to knowing and understanding native women’s religious roles and experiences. Same as 149:082 (AINS:2078).

032:079 (RELS:2679) World Religions 3 s.h.
Introduction to a selection of world religions that may be encountered in work and personal life.

032:080 (RELS:2980) Religion and Contemporary Popular Culture 3 s.h.
Representation and appropriation of world religions in contemporary popular culture (film, television, music, new media); new religious movements arising within popular culture; religion in the digital age; commodification and globalization; focusing on cultural production in North America and Asia.

032:081 (RELS:2681) Hindu Religion and Art 3 s.h.
Hinduism’s mystery dispelled through examination of its basic concepts, using art works, sacred texts, myths, devotional poetry; what divine power is, what sculpted and painted images of gods and goddesses mean, how Hindu devotees relate to these awesome personages today.

032:082 (RELS:2182) Ancient Mediterranean Religions 3 s.h.
Introduction to major religious traditions of ancient Mediterranean world; Mesopotamia, the Levant (Hebrew Bible), Egypt, Greece, and Rome; central aspects of mythology, ritual, and archaeology, individually and in comparative perspective; ancient Judaism and Christianity considered in their various cultural contexts; basic concepts for understanding cultural exchange; fundamental theories in the study of religion. GE: Values, Society, and Diversity. Same as 20E:082 (CLSA:2482).

032:083 (RELS:2883) Science and Christianity: Conflicts and Conversations 3 s.h.
Science, technology, and religion as some of the most powerful forces in the world and their dramatic interactions; various conflicts and conversations between science and Christianity in modern Western culture beginning with Galileo; evolution, intelligent design. Big Bang, "God Particle," Human Genome Project, and spiritual implications of neuroscience. Recommendations: nontechnical knowledge of physics, biology, and psychology.

032:085 (RELS:3385) Early Modern Catholicism 3 s.h.
Same as 16E:085 (HIST:3385).

032:089 (RELS:2289) Jerusalem from the Bronze to the Digital Age 3 s.h.
Religious, political, and cultural history of Jerusalem over three millennia as a symbolic focus of three faiths—Judaism, Christianity, and Islam; integration of several digital learning technologies, including digital reconstructions and Google Earth tours of Jerusalem. Same as 20E:089 (CLSA:2489).

032:091 (RELS:2791) Religion and Social Life 3 s.h.
Religion as a dimension of experience that can find diverse forms of expression, especially in social life and production of culture, not simply a social institution that is defined by a set of beliefs and practices.

032:092 (RELS:2225) Messianic and Apocalyptic Prophecy in the Bible 3 s.h.
Literary, historical, and theological analysis of biblical prophecies and their impact. Same as 20E:092 (CLSA:2425).

032:094 (RELS:2320) Jesus and His Interpreters 3 s.h.
How Jesus was depicted in the writings of the early church; reasons for the different portrayals. Same as 20E:094 (CLSA:2420).

032:100 (RELS:4001) Biblical Hebrew I 4 s.h.

032:101 (RELS:4002) Biblical Hebrew II 4 s.h.

032:103 (RELS:3103) Biblical Archaeology 1.3 s.h.
Contributions of Syro-Palestinian archaeological research to understanding historical, cultural backgrounds of biblical period.

032:104 (RELS:3704) Egyptian Art 3 s.h.
Sculpture, painting, architecture, and luxury arts from Pyramid Age to Death of Cleopatra. Same as 01H:110 (ARTH:3320).

032:105 (RELS:3105) The World of the Old Testament 3 s.h.
Historical, intellectual background; focus on patterns of thought, religion in Near East, relation to Israelite religion.

032:107 (RELS:3320) In Search of the Good Life 3 s.h.
Works from Greco-Roman, Jewish, and Christian cultures to analyze various beliefs on how humans can live the good life and examine how these solutions are intimately connected to the specific conceptions of the divine world. Same as 20E:107 (CLSA:3420).

032:108 (RELS:3808) Malcolm X, King, and Human Rights 3 s.h.
Religion and politics of Malcolm X and Martin Luther King, Jr. in the context of U.S. civil rights and international human rights in West Africa and the Muslim world; emphasis on civil rights connections to Gandhi, the Nobel Peace prize, and other international experiences that have impacted Pan Africanists, such as Stokely Carmichael, who worked on human rights. Recommendations: international studies major or undergraduate standing. Same as 129:108 (AFAM:3500).

032:109 (RELS:3340) The Development of the Afterlife in Judaism and Christianity 3 s.h.
Development of afterlife ideology in Jewish and Christian traditions and ideas that influenced this development, particularly as it relates to the problem of suffering. Same as 20E:104 (CLSA:3440).

032:111 (RELS:3711) Religion and Women 3 s.h.
Sexism and its disavowal in biblical narrative, law, wisdom texts, Gospels, epistles; contemporary impact. GE: Values, Society, and Diversity.

032:112 (RELS:2912) The Bible in Film: Hollywood and Moses 3 s.h.
How Hollywood has interpreted the Biblical stories of Adam and Eve, Moses, and David the King.

032:116 (RELS:3660) Japanese Religion and Thought 3 s.h.
Same as 39J:109 (JPNS:3660).

032:121 (RELS:2121) The Bible and the Sacrifice of Animals 3 s.h.
Why the biblical God permits humans to eat other animals' flesh; fundamental dietary differences between humans and the beasts.

032:122 (RELS:3003) Classical and Hellenistic Periods I 3 s.h.
Readings in Greek literature of the Classical and Hellenistic periods. Prerequisites: 20G:012 (CLSG:2002). Same as 20G:122 (CLSG:3003).

032:124 (RELS:4124) Digital Archaeological Modeling 1.3 s.h.
Introduction to foundational theory, methodology, programming skills, and conceptual understanding necessary to model remains and reconstructions of archaeological sites in various three-dimensional digital modeling environments. Recommendations: background in archaeology. Same as 20E:131 (CLSA:4131).
### RELS:126 Twentieth-Century African American Religion: Civil Rights to Hip-Hop

Twentieth-century African American religious history; major political and cultural movements, such as civil rights, black power, black feminism/womanism, hip-hop. Same as 129:123 (AFAM:3245).

**3 s.h.**

### RELS:127 Nonprofit Organizational Effectiveness I

Operational and financial aspects of nonprofit management; mission and governance; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as 06T:144 (ENTR:3595), 024:147 (MUSM:3500), 042:157 (SSW:3500), 096:168 (NURS:3595), 06:147 (MGMT:3500).

**3 s.h.**

### RELS:128 Nonprofit Organizational Effectiveness II

Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Same as 024:148 (MUSM:3600), 06:148 (MGMT:3600), 096:169 (NURS:3600), 042:158 (SSW:3600).

**3 s.h.**

### RELS:130 Religion and Environmental Ethics

How humans conceptualize the biophysical environment through religious beliefs and practices; how images of the environment influence people’s activities, how they are used by grassroots environmental movements. Requirements: junior or senior standing. Same as 113:139 (ANTH:4130).

**3 s.h.**

### RELS:131 Gender and Sexuality in East Asia

Conceptions of sex, gender, and sexuality in the religions of China, Korea, and Japan; asceticism and celibacy; sexual alchemy; the difference between male and female bodies and souls; intersexed persons; female saints and immortals; transgressive sexuality; gender and sexuality in colonial Asia; East Asian religions and postcolonial feminism. Same as 131:131 (GWSS:3131).

**3 s.h.**

### RELS:132 Medieval and Reformation Religious Thought

Classics of patristic, scholastic, reformation theology; special attention to relationships among authors, periods, genres.

**3 s.h.**

### RELS:133 Special Topics: Islamic and Middle Eastern Societies

Recent events in Islamic world and Middle East; varied topics.

**3 s.h.**

### RELS:137 Modern Religious Thought: 19th Century

**3 s.h.**

### RELS:139 Religion and Violence in America

Movements in North American history marked by violence (i.e., Peoples Temple, Lakota Ghost Dance, Branch Davidians, Shawnee Movement); the role of violence in expressing and shaping some religious movements.

**3 s.h.**

### RELS:140 Religious Rhetoric: God and U.S. Politics

Religious language as an integral part of American political discourse; use of religious language by American political figures (i.e., 50 years ago, while campaigning for president, John F. Kennedy had to battle concerns that as a Roman Catholic his presidency would become a tool of the Vatican, he affirmed a strong separation between religious faith and politics; 40 years later a strikingly different affirmation is made at a Republican presidential candidate debate in Des Moines, George W. Bush declared that his favorite philosopher was Jesus Christ). Recommendations: previous course in religious studies.

**3 s.h.**

### RELS:141 Varieties of American Religion

Examination of varied 20th- and 21st-century American religious individuals and groups; understand and analyze unique communities. Same as 16A:122 (HIST:4241).

**3 s.h.**

### RELS:142 Banned from the Bible: Introduction to Pseudepigrapha and Apocrypha

Introduction to biblical Pseudepigrapha and Apocrypha; writings dating from third century BCE to third century CE fictionally attributed to characters in the Hebrew Bible and New Testament, or written as though they originated in the First or Second Temple periods, not included in Jewish or major Christian canons of scripture; English translations of documents from this period; key themes and interpretative techniques common throughout biblical texts that provide tremendous insight into the worlds that produced the Hebrew Bible and New Testament. Same as 20E:147 (CLSA:3247).

**3 s.h.**

### RELS:143 Early Christianity: From Jesus to the Rise of Islam

Introduction to the history of early Christianity, from the time of Jesus to the rise of Islam; focus on major movements, intellectuals, and institutions in this period; growth of Christianity in different geographical areas, including the Middle East, Greece, Western Europe, and Africa; Christian relations with Jews, pagans, and Muslims; conversion; orthodoxy, heresy, and the making of the biblical canon; martyrdom; women and gender roles; asceticism, monasticism, and sexuality; church and state; theological controversy and schisms; the cult of saints; the Holy Land and pilgrimage. Same as 20E:146 (CLSA:3443).

**3 s.h.**

### RELS:145 Mythology of Otherworldly Journeys

Examination of mythology of otherworldly journeys from earliest religions to Hellenistic period; historical context; comparison for common themes in their evolution over time; directed readings of mythological texts dealing with otherworldly journeys; ways in which past cultures confronted larger mysteries of life and death. Same as 20E:145 (CLSA:3445).

**3 s.h.**

### RELS:146 Philosophy of Religion

Medieval to contemporary treatments of central issues: the nature of faith; the existence and nature of God; religion and ethics; the interpretation of religious texts. Requirements: sophomore or higher standing. Same as 026:134 (PHIL:2534).

**3 s.h.**

### RELS:147 Quest II: Sex, Love, and Death

Readings from the Hebrew Bible, Sophocles’ Antigone, Melville’s Billy Budd, Hemingway’s The Sun Also Rises, Salinger’s A Perfect Day for Banana Fish, the film From Here to Eternity.

**3 s.h.**

### RELS:148 The Allure of Krishna: Sacred Sexuality in Indian Culture

**3 s.h.**
For thousands of years, Krishna, the dark-skinned flute-player, has been central to the religious experience of many Hindus; his diverse roles as mischievous divine child, sensuous teenage cowherd, and adult statesman, warrior, and philosopher celebrated in poetry and prose, painting and sculpture, music, dance, drama, film, and television; exploration of multiple facets of Krishna's character through literary and visual sources, performances; focus on Indian interpretations of erotic content prominent in his story and to the figure of Radha, Krishna's mistress and beloved. Same as 039:148 (SOAS:3448).

032:150 (RELS:2775) The Bible and the Holocaust 3 s.h.
Religious and philosophic implications of the Holocaust viewed through survivors' writings.

032:152 (RELS:4352) Qumran and the Dead Sea Scrolls 3 s.h.
Introduction to the Dead Sea Scrolls and their relationship to other early Jewish sectarian movements; extensive reading of the Scrolls in English translation, examination of Qumran site archaeology, and survey of broader sociopolitical context of Second Temple Judaism (586 BCE to 135 CE) out of which the scrolls emerged. Same as 20E:152 (CLSA:4452).

032:153 (RELS:3953) Religion and the Arts 3 s.h.
Analysis, interpretation of religious themes in literature, film, painting.

032:154 (RELS:4155) Religious Conflict: Early-Modern Period 3 s.h.
Reformation of 16th century—Lutheran, Calvinist, Radical, English; readings from major representatives of each. Same as 16E:123 (HIST:4455).

032:155 (RELS:3855) Human Rights and Islam 3 s.h.
Human rights in religious and secular discourse, seventh century to present; Islamic law, human rights law, religion, politics. GE: International and Global Issues.

032:156 (RELS:4660) Buddhist Poetry 3 s.h.
Poetry across the Buddhist world as a favorite form of expression for talking about things that cannot be captured in words; content and style of some major works of Buddhist poetry; theories about relationships between words and meaning that inform poems; scandalous lives of poets; opportunity to explore Buddhist poetry analytically and creatively; no prior knowledge of Asian languages required. Same as 039:156 (ASIA:4660).

032:157 (RELS:3020) Religion and Politics 3 s.h.
Major trends in Islamic religious thought since the colonial period, focusing on encounters between Islamic and the modern world; Ibn Khaldun; renewal movements; varieties of religious reform and accommodation; nationalism, socialism, and so forth. Recommendations: prior course work in content topic.

032:158 (RELS:4920) Native American Women and Religious Change 3 s.h.
Native women's diverse experiences and their roles in native societies, examined through contact experiences between native and nonnative peoples; changes in women's roles in context of interactions between native people, missionaries, European colonists, and Americans; approaches to re-imaging women's early contact roles presented in cultural narratives, archaeology, history, ethnography, and missionary records. Same as 149:158 (AIJS:4560), 131:159 (GWSS:4560).

032:159 (RELS:4859) Comparative Islamic Law 3 s.h.
Sources of Islamic law; origins and functions of varied schools of jurisprudence; Islamic legal philosophy and Islamic legal rulings in contexts of five major schools of law; major legal topics covered by the Ottoman Legal Code. Same as 091:223 (LAW:8250).

032:160 (RELS:4360) Religious Identity in the Modern Secular State 3 s.h.
Shifting relations between organized religions and political institutions, between private piety and public life, in the West since the Enlightenment; rise of nationalism and the altered role of churches since the Revolutionary era; challenges of science and philology to traditional understandings of revelation, rise of fundamentalism in the wake of those challenges; Christian responses to the social effects of the Industrial Revolution; intertwining of ethnic, religious, and political identities in the late 20th and early 21st centuries.

032:163 (RELS:4620) Turning East 3 s.h.
The global nature of pilgrimage, primarily religious travel in or to Asia; journeys to single sacred sites, travel circuits to multiple destinations, internal or metaphorical pilgrimages. Same as 039:162 (ASIA:4620).

032:164 (RELS:3716) Greek Religion and Society 3 s.h.
From Bronze Age to the Hellenistic period, in context of Mediterranean culture; evidence such as choral hymn, inscribed prayers, magical curses inscribed on lead, architecture, sculpted offerings to the gods. GE: Values, Society, and Diversity. Same as 20E:115 (CLSA:3416).

032:165 (RELS:3714) Anthropology of Religion 2-3 s.h.
Approaches; religious roles; shamanism, witchcraft, curing; mythology; place of religion in social and cultural change. Same as 113:142 (ANTH:3114).

032:166 (RELS:3666) The History of a Religious and Spiritual Practice: Yoga in Asia and Beyond 3 s.h.
Historical, textual, and anthropological readings; visual material, yoga demonstrations, discussions of yoga practices; theory underlies readings, including ritual theory and practice theory; psychology and inquiries into the nature of religious adaptation and syncretism.

032:168 (RELS:4768) Islamic Sects 3 s.h.
Nexus between key texts (i.e., the Qur'an, Hadith, Tafsir, usul, kalam, and other literatures) and the rise and development of Islamic sects and groupings, including Kharajites, Shiites, Ibadis, Salafis, and Sufis.

032:169 (RELS:2969) Quest III: Heroes, Lovers, and Knaves 3 s.h.
Tension between Paganism and the Bible regarding heroism and eroticism; the Song of Songs, stories of Rachel, Samson, Saul, Bathsheba; Plato’s Symposium, Hemingway’s The Snows of Kilimanjaro, Salinger’s For Esmé with Love and Squalor; The Highlander, The Matrix, Bridget Jones’ Diary; unmasking knaves to truly appreciate heroes and lovers.

032:170 (RELS:3560) Topics in Asian Religions  
3 s.h.  
Same as 039:168 (ASIA:3560).

032:172 (RELS:3572) Comparative Ritual  
3 s.h.  
Practice and theory; rituals from religions, including Hinduism, Buddhism, Christianity, Indian religions; theories of interpretation. Same as 039:172 (ASIA:3890).

032:175 (RELS:3645) Buddhist Philosophy  
3 s.h.  
Introduction to main ideas. Requirements: sophomore or higher standing. Same as 026:145 (PHIL:3845).

032:178 (RELS:3575) East Meets West: The Western Reception of Eastern Religion  
3 s.h.  
Introduction of religious ideas and forms from India, China, and Japan into Europe and America to late 20th century, from Greeks to New Age. Same as 039:188 (ASIA:3775).

032:179 (RELS:4870) Islamic Cultural Presence in Spain  
3 s.h.  
Islamic history and culture in the Iberian Peninsula from Middle Ages to present. Taught in Spanish. Requirements: one literature or culture course taught in Spanish, numbered 035:130 (SPAN:3200) or above. Same as 035:179 (SPAN:4870).

032:180 (RELS:3580) Religion and Healing  
3 s.h.  

032:181 (RELS:4181) Special Topics in Western Religion  
3 s.h.  
Examination of a specific topic of interest related to Western religious traditions. Recommendations: some background in Judaism, Christianity, or classics.

032:182 (RELS:3582) Enlightenment: Cross-Cultural Experiments in Religious Realization  
3 s.h.  
Enlightenment as one of the most important ideas that feeds contemporary religious and spiritual imagination; exploration of this concept in contemporary religious and spiritual discourse. Same as 039:183 (SOAS:3920).

032:186 (RELS:4404) The Literature of Daoism  
3 s.h.  
Texts of philosophical, religious Daoism; Daoism in traditional Chinese political theory, literature, the arts, alchemy and medicine, sexual custom, combat. Taught in English. Same as 039:140 (CHIN:4204).

032:188 (RELS:3655) Zen Buddhism  
3 s.h.  
Prerequisites: 032:004 (RELS:1404) or 032:006 (RELS:1506) or 032:010 (RELS:1510). Same as 039:170 (ASIA:3655).

032:192 (RELS:3190) Traditions of Religious Reform  
3 s.h.  
Same as 016:192 (HIST:3190).

032:193 (RELS:4893) Classical Arabic: Vocabulary, Syntax, and Grammar  
1-3 s.h.  

032:195 (RELS:4960) Individual Study: Undergraduates  
arr.

032:196 (RELS:4950) Senior Majors Seminar  
3 s.h.  
Issues central to academic study of religion.

032:197 (RELS:4970) Honors Tutorial  
2-3 s.h.

032:198 (RELS:4975) Honors Essay  
2-4 s.h.

032:201 (RELS:5100) Teaching Religious Studies  
3 s.h.  
Teaching methods, course development, examination construction.

032:202 (RELS:5200) Asian Religious Traditions  
3 s.h.

032:203 (RELS:5300) Western Religious Traditions  
3 s.h.

032:205 (RELS:5400) Methods and Theories in the Study of Religion  
3 s.h.  
Principal methods, theories in academic study of religion.

032:208 (RELS:6030) Asian Religions Colloquium  
3 s.h.

032:218 (RELS:6150) Seminar: Religion in America  
3 s.h.  
Religious experience in America; topics.

032:220 (RELS:6425) Seminar: Topics in Western Religious Thought  
3 s.h.  
In-depth reading of original sources and modern scholarship on selected problems in the modern study of Western religious thought.

032:223 (RELS:6475) Seminar: Reformation Culture and Theology  
arr.  
Culture and theology of 16th-century Europe. Same as 016:223 (HIST:6475).

032:225 (RELS:6723) Seminar on Islamic Law and Government  
3 s.h.  
Islamic legal and political legacy from formative period until modern time; critical analysis of logic and context of development; development of jurisprudential, legal, and political literature; overview of theories and practices of governance in Islam beginning with Caliphate system and ending with modern nation-state models. Same as 091:636 (LAW:9723).
032:226 (RELS:6200) Seminar: Religious Ethics 3 s.h.

032:227 (RELS:6070) Nonprofit Organizational Effectiveness I 3 s.h.

032:228 (RELS:6075) Nonprofit Organizational Effectiveness II 3 s.h.

032:229 (RELS:6040) Tiberius to Trajan arr.
Authors and topics from the first and second centuries C.E. Same as 20L:229 (CLSL:6013).

032:231 (RELS:6580) Seminar: Religion and Society 3 s.h.

032:235 (RELS:6520) Seminar: South Asian Religion 3 s.h.
Topics in South Asian religions. Same as 039:235 (ASIA:6520).

032:237 (RELS:6500) Seminar: East Asian Religion 3 s.h.
Emphasis on China and/or Japan. Same as 039:237 (ASIA:6500).

032:240 (RELS:6240) Seminar: Religion and Law 3-4 s.h.
The role of law in ongoing conflicts over the relationship between religion, morality, and society in the United States.

Ways in which Jews and Muslims in the Middle Ages interpreted sacred writ; works by al-Farabi, Averroes, Halevi, and Maimonides; tension between reason (the great attraction of these thinkers to Plato and Aristotle and their interpreters) and revelation (their faith commitment to revelation, i.e., sacred writ). Requirements: reading knowledge of Biblical Hebrew or Arabic.

032:260 (RELS:7260) French Paleography 1,3 s.h.
Independent study of original French writings.

032:261 (RELS:7100) Readings in American Religions arr.


032:264 (RELS:7200) Readings in Religious Ethics arr.

032:265 (RELS:7500) Readings in Asian Religions arr.

032:266 (RELS:7600) Readings in Classical Arabic 1-3 s.h.
Requirements: proficiency in Modern Standard Arabic.

032:267 (RELS:5067) Readings in Islamic Studies arr.
Current scholarship in the field of Islamic studies; major works in areas such as modern Islamic thought, Islamic legal and philosophical traditions, religion and politics.


Rhetoric

Chair
• Steve Duck

Professors
• Leslie Margolin, Carol Severino

Associate professors
• Takis Poulakos, Mary Trachsel

Assistant professors
• Jennifer Buckley, Naomi Greyser

Lecturers
• Rebecca Blair, Lauren Cameron, Patrick Dolan, LuAnn Dvorak, Iris Frost, Matt Gilchrist, Perry Howell, Will Jennings, Tom Keegan, Megan Knight, Cinda Coggins Mosher, Margaret Murray, Consuelo Guayara Sanchez

Professor emeritus
• Douglas M. Trank

Associate professors emeriti
• Lou Kelly, Gene H. Krupa, Dennis M. Moore

Web site: http://clas.uiowa.edu/rhetoric/

The Department of Rhetoric offers courses that fulfill the Rhetoric requirement of the College of Liberal Arts and Sciences General Education Program (p. 306) and provides individual instruction in its Writing Center and Speaking Center. It also offers other undergraduate courses and graduate seminars.

Undergraduate Program

General Education Courses

Rhetoric courses help students to develop skills in speaking, writing, listening, and critical reading. They also build competence in research and inquiry as well as in analysis and persuasion, especially in the area of understanding public controversies in their social contexts.

Rhetoric courses are sometimes organized around a special topic, such as the STEM fields (science, technology, engineering, and mathematics), nursing, or law, but the primary emphasis is always on responsible inquiry and analysis. Some course sections involve special activities, such as service-learning components, but the workload across all sections is comparable, with a fixed number of major assignments and a department-approved set of readings.

During their first year at the University, students enroll in the rhetoric course indicated on their degree audit unless they are required to complete one or more prerequisite courses in English as a Second Language (ESL) as a result of their English proficiency evaluation. Students required to enroll in English as a Second Language (ESL) courses must complete all of their required ESL courses before they may register for any rhetoric course or use the services of the Writing Center or the Speaking Center.

Students planning to transfer to The University of Iowa should discuss rhetoric course equivalencies as soon as possible with the University of Iowa Office of Admissions. To learn more about General Education’s Rhetoric requirement, see General Education Program (p. 306) in the Catalog.

Students who undergo formal evaluation by Student Disability Services and are found to be learning disabled in reading, writing, or speaking should request reasonable accommodations in order to complete rhetoric. Accommodations may be arranged by Student Disability Services in consultation with the Department of Rhetoric and individual instructors.

Courses

For Undergraduates

General Education

010:003 (RHET:1030) Rhetoric 4-5 s.h.
Use of writing and speaking to discover, question, explain, and justify positions in a controversy; reading and listening to comprehend and consider arguments; employment of rhetorical concepts (e.g., purpose, audience); understanding research as responsible inquiry for speaking and writing; special topics, activities. GE: Rhetoric.

010:004 (RHET:1040) Writing and Reading 3 s.h.
Introductory course in writing required of students who have completed a college-level public speaking course, but have not otherwise satisfied the rhetoric requirement. Requirements: completion of speaking requirement. GE: Rhetoric - Writing.

010:006 (RHET:1060) Speaking and Reading 3 s.h.
Introductory course in speaking required of students who have completed 6 s.h. of college writing instruction, but have not completed a 3 s.h. college-level speaking course; intended to improve speaking, listening, critical, analytical, and advocacy skills. Requirements: completion of writing requirement. GE: Rhetoric - Speech.

Other Courses

010:010 (RHET:1010) Writing for Academic Success 0 s.h.
Individualized instruction in the Writing Center; in conjunction with General Education rhetoric courses.

010:011 (RHET:1011) Rhetoric Lab 1 s.h.
Supplement to 010:003 (RHET:1030); practice reading, writing, and speaking. Corequisites: 010:003 (RHET:1030).

010:020 (RHET:1005) Academic Seminar I 3 s.h.
IowaLink seminar. Requirements: first-year standing.

010:021 (RHET:1007) Academic Seminar II 3 s.h.
IowaLink seminar. Requirements: first-year standing.

010:029 (RHET:1000) First-Year Seminar 1-2 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

010:090 (RHET:2990) The Art of Marketing Ideas Online 3 s.h.
Principles of persuasion, marketing, and new media; forms of self-presentation, current methods of targeting audiences, dynamics of social interaction; strategies and tactics for attracting and maintaining interest for audiences; emphasis on popular forms of new media technology today (Twitter, Facebook, LinkedIn, blogs); analysis of tools and techniques for presenting and interacting; formulate ideas about a product, event, fashion, social cause, or a way of life; express ideas persuasively; strategic marketing through social media sites.

010:093 (RHET:2993) Online Portfolio 2-3 s.h.
Practical training on creating an online portfolio; creation of a web page through WIX.com that gives a comprehensive view of student’s experience and aspirations to enter job market; web page includes personal and professional identity profiles ("about me"), a number of blogs through wordpress.com that reinforce personal/professional identity profiles, a section or video with pertinent experience(s), and a résumé or a link to linkedin. Requirements: satisfaction of General Education rhetoric requirement prior to enrollment.

010:099 (RHET:2410) Rhetoric and Past Public Controversy 3 s.h.
Role of rhetoric in public controversy in particular historical time periods; focus on various perspectives, diverse voices, and multiple arguments informing particular movements/issues. Requirements: g.p.a. of at least 2.50, completion of Foundations of Communication requirement, and 6 s.h. of intermediate-level course work. Same as 036:058 (COMM:2058).

For Undergraduate and Graduate Students

010:160 (RHET:3600) Issues in Rhetoric and Culture 3 s.h.
Rhetorical theory and criticism as culturally embedded practices; rhetorical production of selves and social difference; relationships between rhetoric and literature, philosophy, popular texts. Same as 036:146 (COMM:3600).

010:161 (RHET:3610) Rhetorical Issues in Health Care 3 s.h.

010:170 (RHET:3700) Rhetoric of Sustainability 3 s.h.
How sustainable development and related concepts have been used to shape public opinion on a range of topics, from environmental protection to economic globalization; role in discourse of public policy. Requirements: fulfillment of rhetoric requirement.

010:198 (RHET:4980) Special Projects for Undergraduates arr.

For Graduate Students

010:243 (RHET:6015) Feminist Cultural Studies 3 s.h.

010:271 (RHET:6071) Studies in Sentimentalism 3 s.h.
Readings in sentimentalism as literary genre, rhetorical practice, cultural mode, and psycho-social phenomenon; focus on attendant theories of affect; integration of literature and culture with work on the politics of affect in postcolonial and transnational studies, critical race and ethnic studies, American studies, and gender and sexuality studies. Same as 008:271 (ENGL:6075), 160:271 (PORO:6071).

010:275 (RHET:6965) Topics in Second Language Acquisition: Writing 3 s.h.

010:330 (RHET:5330) Directing a Writing Center arr.
Supervised tutoring in Writing Center involving graduate and undergraduate tutors and fellows across disciplines; providing instruction on recruitment and development of writing support teams; helping a variety of persons on campus (undergraduate, graduate, faculty) to improve their writing skills in many different areas, ranging from class or conference papers to publicity materials. Requirements: professional development program and rhetoric teaching.

010:335 (RHET:5335) Directing a Speaking Center arr.
Supervised tutoring in Speaking Center involving graduate and undergraduate tutors and fellows across disciplines; providing instruction on recruitment and development of writing support teams; helping a variety of persons on campus (undergraduate, graduate, faculty) to improve their speaking skills in many different areas, ranging from class or conference papers to publicity materials. Requirements: professional development program and rhetoric teaching.

010:340 (RHET:6400) Current Issues in Rhetoric 3 s.h.
Ethical, social, or cultural issues: rhetoric's role in their contemporary significance; traditional aspects of rhetoric, their pertinence to present concerns. Same as 160:340 (PORO:6450), 036:317 (COMM:6400).

010:350 (RHET:5350) Colloquium: Teaching Rhetoric 3 s.h.
Professional development program for new rhetoric teachers; includes three-day workshop.

010:352 (RHET:5352) Seminar: Advanced Topics in Rhetoric Instruction 3 s.h.
Readings on composition theory, learning process, and current principles and methods in higher education; focus on teaching as a rhetorical act; statement of teaching philosophy, teaching portfolio, and research project; for experienced rhetoric instructors interested in further professional development and advanced study of pedagogical theories and practices. Prerequisites: 010:350 (RHET:5350).

010:360 (RHET:6500) Issues in Rhetoric and Culture 3 s.h.
Rhetorical theory and criticism as culturally embedded practices; rhetorical production of selves and social difference; relationships between rhetoric and literature, philosophy, popular texts. Same as 160:360 (PORO:6500).

010:375 (RHET:5375) Teaching in a Writing Center 3 s.h.
Seminar/practicum to prepare graduate students to teach in the University of Iowa Writing Center or similar settings; seminar component on writing and reading processes, tutoring strategies, English-as-a-second-language issues; practicum experience tutoring in the Writing Center. Same as 08N:375 (CNW:5375).

010:385 (RHET:5385) Teaching in a Speaking Center 3 s.h.
Preparation to teach in University of Iowa Speaking Center or similar settings; seminar component on speaking and reading processes, tutoring strategies, English-as-a-second-language issues; practicum experience tutoring in speaking center.

010:550 (RHET:7900) Special Project for Graduate Students arr.

010:552 (RHET:7920) Innovative Teaching Methods 3 s.h.
Readings in history, theory, and practice of pedagogical innovations appropriate to composition instruction and other interdisciplinary teaching; project-based assignments that produce materials appropriate for classroom use.
Science Education

Coordinator
• Brian Hand

Affiliated faculty
• Richard Cary (Teaching and Learning), George W. Cossman (Teaching and Learning), John Dunkhase (Teaching and Learning), M. Leslie Flynn (Teaching and Learning), Cory Forbes (Teaching and Learning), Brian Hand (Teaching and Learning), Ted Neal (Teaching and Learning), Soonhye Park (Teaching and Learning), Edward L. Pizzini (Teaching and Learning), Daniel S. Sheldon (Teaching and Learning), John T. Wilson (Teaching and Learning), Robert E. Yager (Teaching and Learning)

Undergraduate major: science education
Graduate degrees: M.A.T. in science education; M.S. in science education; Ph.D. in science education
Web site: http://www.education.uiowa.edu/teach/scied/home

The Science Education Program provides preparation in more than one discipline of science; a consideration of science from a philosophical, historical, and sociological perspective; an introduction to applied science (technology); and an education sequence.

Program planning in science education requires the cooperation and involvement of a variety of University departments and colleges. Most of the program's requirements are drawn from courses offered by these varied academic units.

Undergraduate Program of Study

• Major in science education (Bachelor of Science)

The major in science education is interdisciplinary. It is intended for students interested in education; it is not intended to prepare students for advanced study in one area of science. When graduates of the Science Education Program elect to pursue graduate study in a specific area of science, they often must complete additional course work in that discipline after they are admitted to the Graduate College.

Students majoring in science education earn a Bachelor of Science degree, which is awarded by the College of Liberal Arts and Sciences.

SPECIAL RULES
The Science Education Program may involve many faculty advisors and more than one college or department. Consequently, the following special rules apply to science education students.

At least 10 s.h. of graded credit in science must be earned at The University of Iowa.

No credit from the CLEP Natural Science General Examination may be applied toward the major in science education.

Courses for the major may not be taken pass/nonpass. Grades from all courses applied toward the science education major are used in computing a student's grade-point average in the major, both at The University of Iowa and overall.

Since mathematics forms an integral part of so many aspects of modern science, all-science education students are urged to complete appropriate advanced courses in both pure and applied mathematics (including statistics and computer science) so that they may be qualified to do graduate work and quantitative research later.

Bachelor of Science

The Bachelor of Science with a major in science education requires a minimum of 120 s.h., including at least 48-50 s.h. of work for the major. The curriculum includes courses offered by science departments in the College of Liberal Arts and Sciences, science applications courses, and courses in the history, philosophy, and sociology of science. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students who complete science education the major gain:
• knowledge in two or more areas of science;
• a specified proficiency in mathematics as a tool of science (with more mathematics study required for the physical science emphases than for the biological ones);
• a view of science from a historical/philosophical/cultural perspective; and
• experience with the application of scientific knowledge.

The major offers five emphasis areas: all-science, biology, chemistry, earth science, and physics

The all-science emphasis area is open only to students who will earn teacher licensure and would like equal preparation in biology, chemistry, earth science, and physics. Students who choose the all-science emphasis area do not choose a secondary emphasis area. They must complete all requirements for teacher licensure in order to graduate in the all-science emphasis area.

Students who do not choose the all-science emphasis area may elect whether or not to earn teacher licensure. They choose a primary and a secondary emphasis area from biology, chemistry, earth science, and physics, acquiring depth in the primary emphasis area equivalent to six semesters of sequential study and preparation in the secondary area equivalent to four semesters of sequential study.

All science education students must complete the requirements for their emphasis area(s) plus the broad field science block. Those who wish to earn teacher licensure also must complete the College of Education's Teacher Education Program (TEP), including the 48 s.h. professional education sequence; see "B.S. with Teacher Licensure" later in this section.

The major in science education requires the following course work.

ALL-SCIENCE EMPHASIS AREA

Students who choose the all-science emphasis area do not choose a secondary emphasis area. They complete a minimum of 48 s.h. for the major, including at least 36 s.h. in the following course work (at least 9 s.h. in each of the four science disciplines—biology, chemistry, earth science, and physics), plus 12 s.h. in the broad field science block. They also must complete all requirements for teacher licensure (see "B.S. with Teacher Licensure" below).

Biology—at least 9 s.h. from these:
002:031 (BIOL:1411) Foundations of Biology 4 s.h.
002:032 (BIOL:1412) Diversity of Form and Function 4 s.h.
002:099 (BIOL:2211) Genes, Genomes, and the Human Condition 3 s.h.
002:131 (BIOL:3172) Evolution 4 s.h.
002:134 (BIOL:2673) Ecology 3-4 s.h.
027:130 (HHP:3500) Human Physiology 3 s.h.

Chemistry—at least 9 s.h. from these:
004:011 (CHEM:1110) Principles of Chemistry I 4 s.h.
004:012 (CHEM:1120) Principles of Chemistry II 4 s.h.
004:021 (CHEM:2021) Basic Measurements 3 s.h.
004:121 (CHEM:2210) Organic Chemistry I 3 s.h.
004:122 (CHEM:2220) Organic Chemistry II 3 s.h.

Earth science—at least 9 s.h. from these:
012:003 (GEOS:1030) Introduction to Earth Science 3-4 s.h.
012:004 (GEOS:1040) Evolution and the History of Life 3-4 s.h.
012:005 (GEOS:1050) Introduction to Geology 4 s.h.
012:008 (GEOS:1080) Introduction to Environmental Science 3-4 s.h.
012:107 (GEOS:3070) Marine Ecosystems and Conservation 3 s.h.
012:112 (GEOS:4831) Geologic Field Methods 3 s.h.

Physics—at least 9 s.h. chosen as follows.
At least one of these:
029:006 (PHYS:1200) Physics of Everyday Experience 3 s.h.
029:050 (ASTR:1070) Stars, Galaxies, and the Universe 3-4 s.h.
No more than one of these:
029:011 (PHYS:1511) College Physics I 4 s.h.
029:027 (PHYS:1701) Physics I 4 s.h.
029:081 (PHYS:1611) Introductory Physics I 4 s.h.
No more than one of these:
029:012 (PHYS:1512) College Physics II 4 s.h.
029:028 (PHYS:1702) Physics II 4 s.h.
029:082 (PHYS:1612) Introductory Physics II 3-4 s.h.

Additional requirements for the major:
Course work listed under "Broad Field Science Block" 12 s.h. below

BIOLGY EMPHASIS AREA
Students who choose biology as their primary emphasis area complete a minimum of 50 s.h. for the major, including 23-25 s.h. in the following biology coursework plus at least 15 s.h. in a secondary emphasis area (chemistry, earth science, or physics) and 12 s.h. in the broad field science block. With their advisor's permission, students may include a science applications course in their secondary emphasis area.

This sequence:
002:031 (BIOL:1411)-002:032 (BIOL:1412) Foundations of Biology - Diversity of Form and Function 8 s.h.
One of these:
002:081 (BIOL:1311) Human Genetics in the Twenty-First Century 3 s.h.
002:128 (BIOL:2512) Fundamental Genetics 4 s.h.
One of these:
002:103 (BIOL:2374) Biogeography 3 s.h.
002:134 (BIOL:2673) Ecology 3 s.h.

One of these:
002:022 (BIOL:1370) Understanding Evolution 3 s.h.
002:131 (BIOL:3172) Evolution 4 s.h.

One of these:
002:124 (BIOL:3343) Animal Physiology 3 s.h.
027:130 (HHP:3500) Human Physiology 3 s.h.

One of these:
002:104 (BIOL:3233) Introduction to Developmental Biology 3 s.h.
002:114 (BIOL:2723) Cell Biology 3 s.h.
002:117 (BIOL:3363) Plant Developmental Biology 3 s.h.
099:110 (BIOC:3110) Biochemistry 3 s.h.

Additional requirements for the major:
Course work in a secondary emphasis area (chemistry, earth science, or physics) 15 s.h.
Course work listed under "Broad Field Science Block" 12 s.h. below

CHEMISTRY EMPHASIS AREA
Students who choose chemistry as their primary emphasis area complete a minimum of 49 s.h. for the major, including 22 s.h. in the following chemistry coursework plus at least 15 s.h. in a secondary emphasis area (biology, earth science, or physics) and 12 s.h. in the broad field science block. With their advisor's permission, students may include a science applications course in their secondary emphasis area.

All of these:
004:121 (CHEM:2210) Organic Chemistry I 3 s.h.
004:122 (CHEM:2220) Organic Chemistry II 3 s.h.
004:125 (CHEM:3250) Inorganic Chemistry (spring) 2 s.h.
004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.

One of these:
004:111 (CHEM:3110) Analytical Chemistry I 3 s.h.
004:131 (CHEM:4431) Physical Chemistry I 3 s.h.
099:110 (BIOC:3110) Biochemistry 3 s.h.

Additional requirements for the major:
Course work in a secondary emphasis area (biology, earth science, or physics) 15 s.h.
Course work listed under "Broad Field Science Block" 12 s.h. below

EARTH SCIENCE EMPHASIS AREA
Students who choose earth science as their primary emphasis area complete a minimum of 49 s.h. for the major, including 22 s.h. in the following earth science coursework plus at least 15 s.h. in a secondary emphasis area (biology, chemistry, or physics) and 12 s.h. in the broad field science block. With their advisor's permission, students may include a science applications course in their secondary emphasis area.

All of these:
004:121 (CHEM:2210) Organic Chemistry I 3 s.h.
004:122 (CHEM:2220) Organic Chemistry II 3 s.h.
004:125 (CHEM:3250) Inorganic Chemistry (spring) 2 s.h.
004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.

One of these:
004:111 (CHEM:3110) Analytical Chemistry I 3 s.h.
004:131 (CHEM:4431) Physical Chemistry I 3 s.h.
099:110 (BIOC:3110) Biochemistry 3 s.h.

Additional requirements for the major:
Course work in a secondary emphasis area (biology, earth science, or physics) 15 s.h.
Course work listed under "Broad Field Science Block" 12 s.h. below

EARTH SCIENCE EMPHASIS AREA
Students who choose earth science as their primary emphasis area complete a minimum of 49 s.h. for the major, including 22 s.h. in the following earth science coursework plus at least 15 s.h. in a secondary emphasis area (biology, chemistry, or physics) and 12 s.h. in the broad field science block. With their advisor's permission, students may include a science applications course in their secondary emphasis area.

Both of these:
One of these:

012:004 (GEOS:1040) Evolution and the History of Life 4 s.h.
012:008 (GEOS:1080) Introduction to Environmental Science 4 s.h.

One of these:

012:003 (GEOS:1030) Introduction to Earth Science 3-4 s.h.
012:005 (GEOS:1050) Introduction to Geology 4 s.h.

One of these:

012:100 (GEOS:3000) Geologic Training Assignment 3 s.h.
012:112 (GEOS:4831) Geologic Field Methods 3 s.h.
012:130 (GEOS:3300) Sedimentary Geology 4 s.h.
012:132 (GEOS:3840) Structural Geology 4 s.h.

One of these:

012:102 (GEOS:3020) Earth Surface Processes 3 s.h.
012:121 (GEOS:3210) Principles of Paleontology 3 s.h.
012:136 (GEOS:3360) Soil Genesis and Geomorphology 3 s.h.

One of these:

012:114 (GEOS:3140) Energy and the Environment 3 s.h.
044:005 (GEOG:1050) Foundations of GIS 3 s.h.
044:180 (GEOG:4010) Field Methods in Physical Geography 3-4 s.h.

One of these:

012:107 (GEOS:3070) Marine Ecosystems and Conservation 3 s.h.
012:108 (GEOS:3080) Introduction to Oceanography 2 s.h.

Additional requirements for the major:

Course work in a secondary emphasis area (biology, chemistry, or physics) 15 s.h.
Course work listed under "Broad Field Science Block" 12 s.h.

**PHYSICS EMPHASIS AREA**

Students who choose physics as their primary emphasis area complete a minimum of 48 s.h. for the major, including at least 21 s.h. in the following physics course work plus at least 15 s.h. in a secondary emphasis area (biology, chemistry, or earth science) and 12 s.h. in the broad field science block. With their advisor's permission, students may include a science applications course in their secondary emphasis area.

One of these sequences:

029:011 (PHYS:1511)-029:012 (PHYS:1512) College Physics I-II (if physics is a secondary emphasis area) 8 s.h.
029:027 (PHYS:1701)-029:028 (PHYS:1702) Physics I-II 8 s.h.
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.

One of these:

029:029 (PHYS:2703) Physics III 4 s.h.
029:115 (PHYS:3710) Intermediate Mechanics 3 s.h.

One of these:

029:050 (ASTR:1070) Stars, Galaxies, and the Universe (if physics is a secondary emphasis area) 3-4 s.h.
029:052 (ASTR:1080) Exploration of the Solar System (if physics is a secondary emphasis area) 3 s.h.
029:061 (ASTR:1771) General Astronomy I 4 s.h.

One of these:

029:128 (PHYS:3850) Electronics 4 s.h.
029:129 (PHYS:3811) Electricity and Magnetism I 3 s.h.

One of these:

029:006 (PHYS:1200) Physics of Everyday Experience (if physics is a secondary emphasis area) 3 s.h.
029:044 (PHYS:1410) Physics of Sound 3-4 s.h.

Additional requirements for the major:

Course work in a secondary emphasis area (biology, chemistry, or earth science) 15 s.h.
Course work listed under "Broad Field Science Block" 12 s.h.

**BROAD FIELD SCIENCE BLOCK**

All science education students must complete the following broad field science block course work (12 s.h.) in addition to the requirements for their emphasis area(s).

This course:

097:135 (SIED:4135) The Nature of Science 4 s.h.

One of these:

097:102 (SIED:4102) Societal and Educational Applications of Earth Science and Environmental Science 4 s.h.
097:103 (SIED:4103) Societal and Educational Applications of Biological Sciences 4 s.h.

One of these:

097:105 (SIED:4105) Societal and Educational Applications of Physical Sciences 4 s.h.
097:106 (SIED:4106) Societal and Educational Applications of Chemical Concepts 4 s.h.

**B.S. with Teacher Licensure**

In order to earn licensure to teach in elementary and/or secondary schools, students must satisfy all requirements for the science education major and for graduation and must complete the College of Education's Teacher Education Program (TEP).

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

In order to be considered for admission to the TEP, students must have completed a minimum of 30 s.h. of course work with a cumulative g.p.a. of at least 3.00. Admission decisions are based on grade-point averages in science courses and other criteria relevant to teaching. A limited number of applicants are accepted to the TEP, so having the required grade-point average does not ensure admission. Contact the Office of Education Services for information about applying to the TEP.

The TEP requires the following professional education courses, which total a minimum of 48 s.h.

07B:103 (EPLS:3000) Foundations of Education 3 s.h.
07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
07E:102 (EDTL:3002) Technology in the Classroom 2-3 s.h.
07P:075 (PSQF:1075) Educational Psychology and Measurement 3 s.h.
07S:171 (EDTL:3071) Secondary Classroom Management 2 s.h.
07S:190 (EDTL:3090) Orientation to Secondary Education 1 s.h.
07S:195 (EDTL:3095) Teaching Reading in Secondary Content Areas  1 s.h.
07U:100 (EDTL:4900) Foundations of Special Education  3 s.h.

These taken in sequence:

07S:151 (EDTL:4751) Science Teaching and Practice with Early Learners  2 s.h.
07S:152 (EDTL:4752) Methods of Teaching Science  3 s.h.
07S:157 (EDTL:4757) Assessment in the Science Classroom  2 s.h.
07S:153 (EDTL:4753) Instructional Issues in Teaching Science  3 s.h.
07S:179 (EDTL:4779) Secondary School Science Practicum (taken with 07S:153)  2 s.h.

These three taken concurrently:

07S:187 (EDTL:4087) Seminar: Curriculum and Student Teaching (section 91)  3 s.h.
07S:191 (EDTL:4091) Observation and Laboratory Practice in the Secondary School  6 s.h.
07S:192 (EDTL:4092) Observation and Laboratory Practice in the Secondary School  6 s.h.

And:

One college-level math course, excluding 22M:001 (MATH:0100), 22M:003 (MATH:0300), and 22M:008 (MATH:1005)

Four-Year Graduation Plan

The Four-Year Graduation Plan is not available to students majoring in science education.

Honors in the Major

The Science Education Program offers outstanding students the opportunity to graduate with honors in the major. Honors students in science education must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and fulfill other requirements; contact the Science Education Program for more information about graduating with honors in the science education major.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

Graduate Programs of Study

• Master of Arts in Teaching in science education
• Master of Science in science education
• Doctor of Philosophy in science education

For information about graduate programs in science education, see Teaching and Learning (p. 774) (College of Education) in the Catalog. The M.A.T., M.S., and Ph.D. are described under "Graduate Programs: Secondary Education."

Research

Each faculty member in science education is responsible for one or more areas of research. Major interests include studies of effective teaching and learning, science through writing, philosophy and sociology of science, individualized learning, social issues in science and technology, curriculum planning and development, professional development, intellectual development related to teaching and learning science, studies of effective use of hands-on activities, and evaluation and assessment of science instruction and programs.

Programs and Projects

A wide range of funded programs provides ample opportunity for students to be involved in innovative development and research in science education.

Science education faculty members collaborate on a number of international research projects in many countries. Activities include faculty exchanges and cross-national studies.

International students enrich the opportunities for graduate studies in Science Education. New international collaborative efforts are under way each year.

Courses

Major ideas and principles of earth and environmental sciences; emphasis on common applications in today’s world.

097:103 (SIED:4103) Societal and Educational Applications of Biological Sciences  arr.
Basic conceptual themes of biology, how they have been derived; emphasis on a current social issue related to biology.

097:105 (SIED:4105) Societal and Educational Applications of Physical Sciences  arr.
Major ideas of physics and how they have been derived; emphasis on how such ideas affect modern society.

097:106 (SIED:4106) Societal and Educational Applications of Chemical Concepts  arr.
Principles of chemistry as applied in industry, communication, daily living.

097:107 (SIED:4107) Textile Science  3 s.h.
Fiber, yarn, and fabric science; fabric painting, dyeing, and other laboratories. Same as 049:142 (THTR:4207).

097:115 (SIED:3001) Introduction to Museum Studies  3 s.h.
Overview of museum history, function, philosophy, collection, and curatorial practices; governance and funding issues; exhibition evaluation and audience studies; examples from Museum of Art, Museum of Natural History, Old Capitol Museum, and Medical Museum. GE: Social Sciences. Same as 07S:112 (EDTL:3001), 113:103 (ANTH:3001), 024:102 (MUSM:3001).

097:135 (SIED:4135) The Nature of Science 4 s.h.
Ideas on understanding and ways of thinking that are essential in a world shaped by science, technology, engineering, and mathematics; focus on increasing science literacy by examining the nature of science; comparison of characteristics specific to individual science disciplines; identification of great episodes and debates in history of science and habits that are essential for science literacy; scope and sequence of content and process skills for K-12 curriculum, instruction, and assessment.
Second Language Acquisition

**Director, Division of World Languages, Literatures, and Cultures**
- Russell Gamin

**Directors, Second Language Acquisition**
- Judith E. Liskin-Gasparro (Spanish and Portuguese), Sue K. Otto (Spanish and Portuguese)

**Affiliated faculty**
- Stephen M. Alessi (Psychological and Quantitative Foundations), Jill N. Beckman (Linguistics), William D. Davies (Linguistics), Sarah Fagan (German), Thomas Farmer (Psychology), Elena Gavruseva (Linguistics), Richard Hurtig (Communication Sciences and Disorders), Emilie Destreul Johnson (French and Italian), Chuanren Ke (Asian and Slavic Languages and Literatures), Paula Kemphinsky (Spanish and Portuguese), Judith E. Liskin-Gasparro (Spanish and Portuguese), Kristine Muñoz (Communication Studies), Yumiko Nishi (Asian and Slavic Languages and Literatures), Jamie Peoples (Linguistics), Pamela Wesely (Teaching and Learning)

**Graduate degree:** Ph.D. in second language acquisition

**Web site:** http://clas.uiowa.edu/dwllc/flare

Second language acquisition (SLA) is a multidisciplinary field whose goal is to understand the processes that underlie non-native language learning. The Second Language Acquisition Program draws from varied academic disciplines, among them linguistics, psychology, psycholinguistics, sociology, sociolinguistics, discourse analysis, conversation analysis, and education.

**Graduate Program of Study**
- Doctor of Philosophy in second language acquisition

**Doctor of Philosophy**

The Doctor of Philosophy program in second language acquisition requires 72 s.h., including a maximum of 33 s.h. earned in work toward a master’s degree. The program is interdisciplinary and focuses on languages other than English. Students interested in pursuing the Ph.D. must hold a master’s degree in an appropriate field (e.g., linguistics, foreign language education, English as a second language) or have equivalent academic experience. Students begin the program in the fall.

Doctoral students may specialize in one of three areas: linguistics, language program direction, or technology. They may pursue their interdisciplinary interests in courses offered by the College of Liberal Arts and Sciences (p. 22) Departments of Asian and Slavic Languages and Literatures, Communication Sciences and Disorders, French and Italian, German, Linguistics, Rhetoric, and Spanish and Portuguese, and the College of Education (p. 715) Departments of Psychological and Quantitative Foundations, and Teaching and Learning.

The program is divided into foundation courses (13 courses, or 39 s.h.); specialization courses (5 courses, or 15 s.h.), and dissertation work (18 s.h.). A course may be used to fulfill only one requirement.

**FOUNDATION COURSES**

All of these:
- 164:201 (SLA:6901) Second Language Acquisition Research and Theory I 3 s.h.
- 164:202 (SLA:6902) Second Language Acquisition Research and Theory II 3 s.h.
- 164:211 (SLA:6920) Multimedia and Second Language Acquisition 3 s.h.

Two of these:
- 075:184 (EDTL:6484) Reading in a Second Language 3 s.h.
- 164:221 (SLA:6950) Topics in Second Language Acquisition: Speaking 3 s.h.
- 164:222 (SLA:6955) Topics in Second Language Acquisition: Listening 3 s.h.
- 164:227 (SLA:6965) Topics in Second Language Acquisition: Writing 3 s.h.
- 164:229 (SLA:6970) Cultural Curriculum 3 s.h.

To complete the foundation requirement, students select one course from each of the following eight areas, in consultation with their advisor. With the advisor’s approval, students may use courses not listed here to fulfill the requirement.

**Curriculum**
- 07E:300 (EDTL:7100) Design and Organization of Curriculum 3 s.h.
- 075:186 (EDTL:5086) Curriculum Foundations 2-3 s.h.
- 075:197 (EDTL:6497) Principles of Course Design for Second Language Instruction 3 s.h.
- 075:208 (EDTL:6408) Designing Materials for Second Language Instruction 3 s.h.

**Quantitative Research Tools**
- 07P:243 (PSQF:6243) Intermediate Statistical Methods 4 s.h.
- 07P:244 (PSQF:6244) Correlation and Regression 4 s.h.
- 07P:246 (PSQF:6246) Design of Experiments 4 s.h.

**Qualitative Research Tools**
- 07B:373 (EPLS:7373) Qualitative Research Design and Methods 3 s.h.
- 075:310 (EDTL:7410) Mixed Methods Research 3 s.h.
- 075:370 (EDTL:7070) Introduction to Qualitative Methods in Literacy Research 3 s.h.

**Testing, Evaluation, Measurement**
- 07P:150 (PSQF:5150) Introduction to Educational Measurement 3-4 s.h.
- 07P:165 (PSQF:5165) Introduction to Program and Project Evaluation 3 s.h.
- 07P:255 (PSQF:6255) Construction and Use of Evaluation Instruments 3 s.h.
- 07P:257 (PSQF:6257) Educational Measurement and Evaluation 3 s.h.
SPECIALIZATION COURSES

Each student selects one of three specialization areas—linguistics, language program direction, or technology—and takes five courses (total of 15 s.h.) in that area.

Linguistics Specialization

The linguistics specialization requires the following courses.

One of these three-course sequences (group 1 or group 2):

- **Group 1:**
  - 103:203 (LING:5020) Introduction to Phonology 3 s.h.
  - 103:204 (LING:6020) Phonological Theory 3 s.h.
  - 103:214 (LING:7020) Advanced Phonological Theory 3 s.h.

- **Group 2:**
  - 103:201 (LING:5010) Introduction to Syntax 3 s.h.
  - 103:202 (LING:6010) Syntactic Theory 3 s.h.
  - 103:212 (LING:7010) Advanced Syntactic Theory 3 s.h.

One of these:

- 103:157 (LING:4080) Linguistic Theory and Second Language Acquisition 3 s.h.
- 103:211 (LING:6080) Generative Second Language Acquisition 3 s.h.

An alternate course on linguistic theory and second language acquisition

One of these:

- 031:122 (PSY:3085) Language Development 3 s.h.
- 031:218 (PSY:6430) Cognitive Development 3 s.h.

An alternate course on parsing/psycholinguistic mechanisms

Language Program Direction Specialization

Students who choose the language program direction specialization take five of the following courses (chosen from those not taken to satisfy the foundation requirements).

- 07P:205 (PSQF:6205) Design of Instruction 3 s.h.
- 07P:215 (PSQF:6215) Web-Based Learning 3 s.h.
- 07S:180 (EDTL:6480) Issues in Foreign Language Education 3 s.h.
- 07S:183 (EDTL:6483) Second Language Classroom Learning 3 s.h.
- 07S:184 (EDTL:6484) Reading in a Second Language 3 s.h.
- 07S:197 (EDTL:6497) Principles of Course Design for Second Language Instruction 3 s.h.
- 07S:202 (EDTL:6402) Second Language Program Management 3 s.h.
- 07S:203 (EDTL:6403) Second Language Planning in Education 3 s.h.
- 07S:208 (EDTL:6408) Designing Materials for Second Language Instruction 3 s.h.
- 039:204 (CHIN:7403) Teaching Chinese as a Foreign Language III 3 s.h.
- 164:205 (SLA:6910) Analysis of L1 and L2 Data 3 s.h.
- 164:221 (SLA:6950) Topics in Second Language Acquisition: Speaking 3 s.h.
- 164:222 (SLA:6955) Topics in Second Language Acquisition: Listening 3 s.h.
- 164:225 (SLA:5973) Grammar in Second Language Teaching/Learning 3 s.h.
Some students may include an internship experience as part of the specialization.

164:230 (SLA:7000) Internship

**Technology Specialization**
The technology specialization requires the following courses.

A three-course sequence in psychological and quantitative foundations:

One of these:

- 07P:205 (PSQF:6205) Design of Instruction 3 s.h.
- 07P:275 (PSQF:6275) Constructivism and Design of Instruction 3 s.h.

Both of these:

- 07P:208 (PSQF:6208) Designing Educational Multimedia 3 s.h.
- 07P:215 (PSQF:6215) Web-Based Learning 3 s.h.

Students choose their remaining specialization course work from these (other courses may be approved by the student's advisor).

- 07P:203 (PSQF:6203) Learning, Technology, and Effective Teaching 3 s.h.
- 021:120 (SLIS:5020) Computing Foundations 3 s.h.
- 22C:104 (CS:3110) Introduction to Informatics 3 s.h.
- 103:157 (LING:4080) Linguistic Theory and Second Language Acquisition 3 s.h.

A practicum course 3 s.h.

May include one of these (if not taken for the three-course sequence in psychological and quantitative foundations, above):

- 07P:205 (PSQF:6205) Design of Instruction 3 s.h.
- 07P:275 (PSQF:6275) Constructivism and Design of Instruction 3 s.h.

May include one of these:

- 07P:293 (PSQF:6293) Individual Instruction in Psychological and Quantitative Foundations 3 s.h.
- 164:302 (SLA:7025) Special Projects in Second Language Acquisition 3 s.h.

May be taken after students have completed the core design and technology courses 07P:205 (PSQF:6205) Design of Instruction or 07P:275 (PSQF:6275) Constructivism and Design of Instruction, 07P:208 (PSQF:6208) Designing Educational Multimedia, and 07P:215 (PSQF:6215) Web-Based Learning.

**THESIS**

All candidates must complete a thesis [164:303 (SLA:7030) Ph.D. Thesis], for which they may earn up to 18 s.h. of credit.

**OPTIONAL COURSE WORK**

Students may include the following optional course work in their degree programs.

164:300 (SLA:7015) Special Topics in Second Language Acquisition

164:301 (SLA:7020) Readings in Second Language Acquisition

164:302 (SLA:7025) Special Projects in Second Language Acquisition

**Admission**

Admission is for fall semester; students are admitted only for full-time study. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 988) College section of the Catalog. Strong applicants hold a master’s degree in a related area, have a cumulative g.p.a. of at least 3.50 in master’s degree work, and speak and write English and another language at a professional level. Applicants must submit a writing sample that demonstrates their ability to synthesize and analyze information using standard academic English.

**Financial Support**

Teaching assistantships are available through the Furthering Language Acquisition Research and Education Program (FLARE). Assistantships usually involve teaching elementary or intermediate language courses. FLARE also offers a limited number of research assistantships. Visit the FLARE web site for details.

**Courses**

164:140 (SLA:3401) Language Development 3 s.h.

Introduction to first language acquisition, with focus on infancy through five years; sound discrimination abilities, word learning, babbling and speech production, acquisition of grammar; perspectives from psychology, audiology, linguistics, speech pathology. Prerequisites: 031:002 (PSY:2701). Requirements: grade of C- or higher in 031:010 (PSY:2810) and grade of C- or higher in 031:012 (PSY:3005). Same as 031:122 (PSY:3085).

164:157 (SLA:4080) Linguistic Theory and Second Language Acquisition 3 s.h.

Introduction of research results obtained by generative second language acquisition framework and their implications for classroom teaching methods; current views of language architecture; focus on inflectional morphology and linguistic interfaces, which have been proposed to be severe bottlenecks for acquisition; research findings on acquisition of syntax, phonology, semantics, linguistic pragmatics; pedagogical implications of these findings. Prerequisites: 103:111 (LING:3010) and 103:112 (LING:3020). Same as 103:157 (LING:4080).

164:160 (SLA:3400) Articulatory and Acoustic Phonetics 3 s.h.

Production and transcription of sounds in human languages; physics of sound, computer analysis of speech sounds. Offered fall semesters. Same as 103:110 (LING:3005).

164:163 (SLA:4401) Methods of Teaching English as a Second Language 3 s.h.

Observations of ESL and intensive English classes at the University; design and presentation of short lessons, text evaluation, demonstrations of innovative approaches of the last decade; materials. Offered spring semesters. Prerequisites: 103:110 (LING:3005) and 103:141 (LING:4040). Same as 103:145 (LING:4050).
164:170 (SLA:6500) Issues in Foreign Language Education
Theoretical perspectives of pivotal research issues at the forefront of foreign language education; systems available to foreign language professionals for disseminating research. Same as 07S:180 (EDTL:6480).

164:171 (SLA:6506) Second Language Classroom Learning
Synthesis of empirical findings on child's and adults' learning of a second or foreign language; emphasis on theoretical underpinnings of approaches, methods, techniques in language teaching. Same as 039:177 (ASIA:6483), 07S:183 (EDTL:6483).

164:172 (SLA:6501) Reading in a Second Language
Current theory, research, practice in second language reading field; role of textual features and the reader in reading comprehension. Same as 07S:184 (EDTL:6484).

Elementary and secondary background developments in curriculum; definitions, historical perspective, philosophies, theories of knowledge, models of learning theories, directions of development and shaping forces; emphasis on development of a curriculum project. Same as 07S:186 (EDTL:5086).

164:174 (SLA:6502) Principles of Course Design for Second Language Instruction
Contemporary views of second language curriculum design; guidelines necessary for the creation of prototypical curriculum units to be transposed into classroom-ready forms; for individuals interested in foreign language materials development. Same as 07S:197 (EDTL:6497).

164:181 (SLA:3302) Introduction to Chinese Linguistics
Aspects of modern Chinese linguistics, such as Chinese phonology, syntax, pedagogical grammar, history of the language. Taught in English. Same as 039:144 (CHIN:3302), 103:144 (LING:3302).

164:186 (SLA:4300) Introduction to Spanish Syntax
Basic principles of generative syntax as applied to analysis of Spanish syntactic structure; extensive syntactic analysis. Prerequisites: 035:121 (SPAN:3100). Same as 035:186 (SPAN:4150).

164:189 (SLA:4301) Introduction to Spanish Phonology
Sound patterns of Spanish; how various theoretical approaches solve basic problems in Spanish phonology; identification of linguistic universals, how they are manifested in the sound structure of Spanish. Prerequisites: 035:121 (SPAN:3100) or 035:122 (SPAN:3110). Same as 035:189 (SPAN:4100).

164:200 (SLA:5000) Teaching and Learning Languages
Readings in pedagogical theory and practice, second language acquisition; experience designing activities for teaching and assessment with critiques based on current theories and approaches; development of reflective practices toward one's language teaching. Same as 218:200 (WLLC:5000).

164:201 (SLA:6901) Second Language Acquisition Research and Theory I
Theories regarding success and failure in acquisition of second or subsequent languages; research, issues. Same as 009:237 (FREN:6901), 039:200 (ASIA:6901), 035:201 (SPAN:6901), 39J:201 (JPNS:6901).

164:202 (SLA:6902) Second Language Acquisition Research and Theory II

164:203 (SLA:5020) Introduction to Phonology
Analysis of sound systems, focus on early generative phonological theory; extensive practice in analysis using data from a variety of languages; linguistic argumentation. Prerequisites: 103:110 (LING:3005). Same as 103:203 (LING:5020).

164:205 (SLA:6910) Analysis of L1 and L2 Data
Issues in qualitative and quantitative analysis of first- and second-language data; data collection, analytical frameworks and approaches. Prerequisites: 164:201 (SLA:6901). Same as 039:205 (ASIA:6910).

164:211 (SLA:6920) Multimedia and Second Language Acquisition
Foreign language multimedia in context of current second language acquisition theories and research; readings on interactivity, interface design, feedback, learner control; acquisition of vocabulary, grammar, and culture. Requirements: foreign language teaching methodology course. Same as 009:238 (FREN:6920), 013:253 (GRMN:6920), 035:212 (SPAN:6920).

164:212 (SLA:7010) Practicum in CALL Software Development
Supervised experience in an applied setting involving development of computer-assisted language learning (CALL) software. Prerequisites: 164:211 (SLA:6920). Requirements: faculty sponsor.

164:221 (SLA:6950) Topics in Second Language Acquisition: Speaking
Theory, pedagogy, research, and assessment in second language speaking. Same as 009:236 (FREN:6950), 035:228 (SPAN:6950).

164:223 (SLA:6955) Topics in Second Language Acquisition: Listening
Theory, pedagogy, research, and assessment in second language listening. Same as 039:223 (ASIA:6955).

164:225 (SLA:5973) Grammar in Second Language Teaching/Learning
164:226 (SLA:6975) Reading in Non-Roman Scripts 3 s.h.
Theory and practice of reading in languages that use non-Roman alphabets, syllabary, logographic systems; reading in first and second language contexts; instructional and literacy development issues. Prerequisites: 07E:171 (EDTL:4171) or 07S:184 (EDTL:6484). Same as 07S:207 (EDTL:6407).

164:227 (SLA:6965) Topics in Second Language Acquisition: Writing 3 s.h.

164:228 (SLA:6403) Special Topics in Japanese Linguistics 3 s.h.
Topics in applied linguistics and language pedagogy related to Japanese language. Same as 39J:239 (JPNS:6403).

164:229 (SLA:6970) Cultural Curriculum 3 s.h.
Culture's role in foreign/second language teaching; definition, pedagogy, assessment, and materials that allow culture to be taught and learned. Same as 07S:209 (EDTL:6409).


164:240 (SLA:6466) Cognitive Development 3 s.h.
Theoretical and empirical analyses of children's cognitive development; spatial and numerical concepts, causal reasoning, categorization, metacognition, memory. Same as 031:218 (PSY:6430).

164:241 (SLA:5010) Introduction to Syntax 3 s.h.

164:242 (SLA:6010) Syntactic Theory 3 s.h.
Current syntactic theory examined through analysis of data sets, readings in recent research; emphasis on argument construction, statement of formal principles. Offered spring semesters. Prerequisites: 103:201 (LING:5010). Same as 103:202 (LING:6010).

164:244 (SLA:6011) Phonological Theory 3 s.h.
Post-SPE phonological theory, including autosegmental phonology, feature geometry, the syllable, optimality theory. Prerequisites: 103:203 (LING:5020). Same as 103:204 (LING:6020).

164:245 (SLA:5401) First Language Acquisition 3 s.h.
Child language from a crosslinguistic perspective. Prerequisites: 103:110 (LING:3005), and 103:141 (LING:4040) or 103:201 (LING:5010). Same as 103:206 (LING:5030).

164:246 (SLA:6452) Generative Second Language Acquisition 3 s.h.
Overview of current second-language acquisition research in the generative linguistic framework; focus on characterizing second language learners' linguistic competence and how it is constrained by principles of universal grammar. Offered fall semesters. Prerequisites: 103:111 (LING:3010) or 103:201 (LING:5010), and 103:112 (LING:3020) or 103:203 (LING:5020). Same as 103:211 (LING:6080).

164:247 (SLA:7401) Advanced Syntactic Theory 2-3 s.h.
Recent developments in syntax; comparison of theories, argumentation, and uses of data. Prerequisites: 103:202 (LING:6010). Same as 103:212 (LING:7010).

164:248 (SLA:7402) Advanced Phonological Theory 2-3 s.h.

164:249 (SLA:7403) Topics in Second Language Acquisition 3 s.h.
Recent developments of selected issues in second language acquisition. Prerequisites: 103:211 (LING:6080). Same as 103:216 (LING:7080).

164:260 (SLA:6300) Foreign Language Teaching Methods 3 s.h.
Readings in pedagogical theory and practice and second language acquisition; experience designing activities for teaching and assessment, with critiques based on current theories and approaches; development of reflective practices toward one's own language teaching. Same as 035:200 (SPAN:6000).

164:261 (SLA:6301) Topics in Spanish Language Acquisition 3 s.h.
Theoretical linguistic approaches to monolingual, bilingual, and second language acquisition of Spanish and Portuguese; varied topics. Requirements: at least one course in linguistics (e.g., general introduction to linguistics). Same as 035:206 (SPAN:6150).

164:262 (SLA:6302) Topics in Comparative Romance Linguistics 3 s.h.
Comparative study of phonology, morphology, or syntax of the main Romance languages as informed by linguistic theory; diachronic or synchronic perspective. Recommendations: additional graduate course work in linguistics. Same as 103:262 (LING:6190), 035:207 (SPAN:6190), 20E:201 (CLSA:6990).

164:263 (SLA:6303) Spanish Phonology 3 s.h.
Modern approaches to synchronic phonology as applied to Spanish; focus on traditional descriptive problems, recent generative analyses. Requirements: phonology or linguistics course. Same as 035:209 (SPAN:6110).

164:264 (SLA:6304) Spanish Syntax 3 s.h.
Spanish syntactic constructions examined in framework of selected syntactic theory; emphasis on development of syntactic argumentation. Requirements: one course in syntax. Same as 035:210 (SPAN:6120).

164:270 (SLA:6503) Fundamentals of Second Language Assessment 3 s.h.
How to write language tests; discussion of fundamental issues in development of new tests or selection of existing tests. Same as 07S:200 (EDTL:6400).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>164:271</td>
<td>Second Language Program Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:272</td>
<td>Designing Materials for Second Language Instruction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:274</td>
<td>Teaching Chinese as a Foreign Language IV</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:275</td>
<td>Teaching Chinese as a Foreign Language V</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:276</td>
<td>Japanese as a Foreign Language: Practical Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:281</td>
<td>Teaching Chinese as a Foreign Language I: Theories/Research</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:282</td>
<td>Teaching Chinese as a Foreign Language II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:288</td>
<td>Semantics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:299</td>
<td>Special Topics in German Linguistics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>164:300</td>
<td>Special Topics in Second Language Acquisition</td>
<td>arr.</td>
</tr>
<tr>
<td>164:342</td>
<td>Seminar: Problems in Linguistics</td>
<td>2-3 s.h.</td>
</tr>
</tbody>
</table>

Intensive study of theoretical and practical problems. Same as 103:312 (LING:7090).
Social Work

Director
• Edward J. Saunders

Professor
• Carol Cooley

Associate professors
• Mercedes Bern-Klug, Amy C. Butler, Carolyn Hartley, Julia Kleinschmit, Miriam Landsman, Susan Murty, Lynette Renner, Sara Sanders, Edward J. Saunders, Jeanne Saunders

Assistant professors
• Stephen Cummings, Yvonne Farley, Lily French, Megan Gilster, Man Guo, Motier Haskins, M. Billie Marchik, Robert Vander Beek

Adjunct associate professor
• Brad Richardson

Adjunct assistant professors
• Larry Allen, Mike Bandstra, Margaret Cretzmeyer, Sandra McGee, Beth Skinner, Stephen Trefz

Adjunct instructors
• Ed Barnes, Margaret Bessman-Quintero, Susan Bixenman, Ryan Bobst, Lance Clemens, Rick Connor, Raygena Curry, Lisa D’Aunno, Suzanne Dell, Emily Donovan, Erin Feldman, Sr. Shirley Fineran, Romaine Foeger, Judy Foote, Joel Fry, Brenda Geisinger, Thomas Gilsonen, Greg Gross, Kim Hanrahan, Edwin Haycraft, Barbara Hirsch-Giller, Kate Kemp, Sid Lutz, Lynn Meincke, Bonnie Mikelson, Ron Mirr, Pam Moore, Mary Newcomb, Greg Nooney, Angela Ohrt, Alison Oliver, Sarah Oliver, Jennifer Lock Omann, Elizabeth Rembold, Kathleen Ruyle, Mari Samuelson, Kathleen Shey, Diane Sonnevile, Scott Stange, Eileen Swoboda, Ellen Szabo, Megan Thibodeau, Michael Thompson, Diane Tonkyn, Molly Twohig, Sue Witte, Joel Wulf, Joanne Young

Professors emeriti
• Lorraine Dorfman, Patricia L. Kelley, Thomas H. Walz

Associate professors emeriti
• Robert Jackson, Judith Rinehart, William M. Theisen

Assistant professor emeritus
• B. Eleanor Anstey

Undergraduate major: social work (B.A.)
Undergraduate minor: social work
Graduate degrees: M.S.W.; Ph.D. in social work
Web site: http://clas.uiowa.edu/socialwork/

The School of Social Work’s mission is to develop, disseminate, and integrate excellent and compelling research-based knowledge, practice, and policy, particularly that related to children, families, and older adults. The school operates from strengths-based perspectives and systems perspectives. It educates its graduates to be culturally competent scholars and practitioners who are committed to social justice and social work values and ethics, and who are prepared to serve in and have a positive impact on a broad range of family-centered and community-based practice settings throughout the State of Iowa and beyond.

The school provides a program of professional training accredited by the Council on Social Work Education at the baccalaureate and master’s degree levels, aimed at developing effective intervention in multiple systems and using professional social work values and ethics. It also offers a Ph.D. program, which prepares students to conduct research that contributes to the knowledge base of social work, to be leaders in setting policy and practice, and to teach in colleges and universities.

In addition to offering undergraduate and graduate programs of study in social work, the school administers the Aging Studies Program, which offers a certificate for undergraduate and graduate students and a minor for undergraduates. The school also administers the undergraduate Certificate in Critical Cultural Competence. See Aging Studies (p. 31) and Critical Cultural Competence (p. 209) in the Catalog.

Undergraduate Programs of Study

• Major in social work (Bachelor of Arts)
• Minor in social work

The undergraduate program in social work has been accredited continuously by the Council on Social Work Education (CSWE) since 1974 and is designed to be consistent with the council’s 2008 Educational Policy Statement competencies and practice behaviors. The program’s goals are to:

• prepare students for culturally competent generalist social work practice with individuals, families, small groups, organizations, and communities;
• provide students with a base for continuing graduate education in social work and for lifelong learning; and
• prepare students for active engagement with issues of social justice, oppression, and social welfare in local, state, regional, national, and global goals.

The program draws on a liberal arts perspective; social and behavioral science theory; social research; social policy development, analysis, and implementation; culturally competent intervention and prevention approaches in working with individuals, families, small groups, organizations, and communities; social integration; multiple systems assessment and evaluation; and knowledge pertaining to diversity.

Consistent with CSWE standards, the program views dimensions of diversity as intersections of multiple factors, including age, class, color, culture, disability, ethnicity, gender, gender-identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Students learn that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Knowledge and practice in social work values and ethics is also an integral part of students’ education. Knowledge and skill related to the evaluation of practice are integrated throughout the curriculum, beginning in 042:022 (SSW:2222) Introduction to Social Work, continuing through practice and research courses, and culminating in the field experience and field seminar.
ADMISSION TO THE MAJOR
The School of Social Work endeavors to maintain a heterogeneous student body by enrolling students who represent diverse backgrounds and cultural perspectives. A limited number of students are admitted to the major each year. The application deadline is March 1. Admission to the undergraduate program in social work requires:
- completion of 042:022 (SSW:2222) Introduction to Social Work with a grade of C or higher during the sophomore year;
- a cumulative g.p.a. of at least 2.50 (exceptions may be made for persons who do not meet the grade-point average requirement if they are strong candidates on the basis of other criteria); and
- completion of application forms and statement.

Students should complete 042:022 (SSW:2222) Introduction to Social Work and apply to the major during their sophomore year. Students who apply during their junior year and are admitted must expect to complete an additional summer session, or more, in order to fulfill the requirements of the major.

Meeting the admission requirements above does not guarantee admission. Admission often is limited by available instructional resources and opportunities for field placement. The school does not grant academic credit for life experience or previous work experience.

For more information about admission policies, contact the undergraduate director or admissions director at the School of Social Work.

SOCIAL WORK INTEREST
Students who are interested in applying to the social work major may declare a social work interest at any time after they enroll at the University and before they earn more than 72 s.h. of credit, and preferably while they still will have time to enter and complete the major in a total of four years of study. Students may not declare a social work interest after they have earned 72 s.h., even if they already have declared another major.

Declaration of a social work interest qualifies students with at least sophomore standing to be advised by social work faculty and to participate in the Social Work Student Association and other School of Social Work activities, but it does not allow them to register for courses required specifically for the major.

Students may continue their social work interest standing until they are admitted to the major or until they have earned more than 72 s.h. of credit.

SOCIAL WORK COURSES IN DES MOINES
In addition to its on-campus undergraduate program in Iowa City, the School of Social Work offers social work courses for the Bachelor of Arts through its program in Des Moines. Students in the Des Moines program take courses in sequence, completing the social work courses required for the degree in two years. Courses are offered in a classroom setting. Students may complete other requirements for the Bachelor of Arts in online and/or classroom course work. The Des Moines program is approved by the Council on Social Work Education. For more information about the social work program in Des Moines, contact the University of Iowa School of Social Work admissions director.

Bachelor of Arts
The Bachelor of Arts with a major in social work requires a minimum of 120 s.h., including at least 64-69 s.h. of work for the major (a minimum of 36-39 s.h. in social work courses, 16-18 s.h. in cognate areas, and 12 s.h. in social work electives or in a concentration area). Students must complete 042:022 (SSW:2222) Introduction to Social Work (4 s.h.) to be admitted to the major and before enrolling in the remaining social work courses required for the major.

Students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). Many students use the major’s required course 002:021 (BIOL:1140) Human Biology as partial fulfillment of General Education’s Natural Sciences requirement.

The major in social work requires the following course work.

SOCIAL WORK
All of these:
- 042:022 (SSW:2222) Introduction to Social Work 4 s.h.
- 042:140 (SSW:3840) Human Behavior in the Social Environment 4 s.h.
- 042:142 (SSW:3842) Interpersonal Skills Laboratory 2 s.h.
- 042:143 (SSW:4843) Social Welfare Policy and Practice 3 s.h.
- 042:144 (SSW:3844) Introduction to Social Work Research 4 s.h.
- 042:147 (SSW:3847) Discrimination, Oppression, and Diversity 3 s.h.
- 042:171 (SSW:3845) Social Work Processes 4 s.h.
- 042:189 (SSW:4189) Field Experience Seminar 1 s.h.
- 042:193 (SSW:4193) Field Experience 8-11 s.h.

COGNATE AREAS
Natural and social sciences—all of these:
- 002:021 (BIOL:1140) Human Biology 4 s.h.
- 030:001 (POLI:1100) Introduction to American Politics 3 s.h.
- 031:001 (PSY:1001) Elementary Psychology 3 s.h.
- 034:001 (SOCI:1010) Introduction to Sociology Principles 3-4 s.h.

Social science or quantitative studies—one of these:
- 06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
- 06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.
- 22S:002 (STAT:1010) Statistics and Society 3 s.h.
- 22S:025 (STAT:1020) Elementary Statistics and Inference 3 s.h.
- 113:003 (ANTH:1101) Cultural Anthropology 3 s.h.
- 113:010 (ANTH:2100) Anthropology and Contemporary World Problems 3 s.h.

CONCENTRATION AREA
Students complete a minimum of 12 s.h. of elective courses in social work or in one of the concentration areas listed below. Most students who fulfill the requirement with one of the listed concentration areas choose sociology or psychology. Students who wish to complete a concentration area not listed below must present a written request and rationale to the faculty advisor and undergraduate coordinator. Courses used to fulfill other requirements for the major or for the General Education
Program do not count toward the 12 s.h. required for the concentration area.

African American studies
Aging studies
American studies
Anthropology
Business
Communication studies
Critical cultural competence
Economics
Education
English
Gender, women’s, and sexuality studies
Health and human physiology
Health promotion
History
Journalism and mass communication
Leisure studies
Political science
Psychology
Religious studies
Sociology
Spanish
Sport studies

Recommended Course Sequence
The school recommends that students complete required course work in the following sequence. Most social work courses are offered only once each year.

FIRST AND SECOND YEARS
002:021 (BIOL:1140) Human Biology 4 s.h.
030:001 (POLI:1100) Introduction to American Politics 3 s.h.
031:001 (PSY:1001) Elementary Psychology 3 s.h.
034:001 (SOC:1010) Introduction to Sociology Principles 3-4 s.h.
042:022 (SSW:2222) Introduction to Social Work 4 s.h.
One social science or quantitative elective course 3-4 s.h.

THIRD YEAR
042:140 (SSW:3840) Human Behavior in the Social Environment 4 s.h.
042:144 (SSW:3844) Introduction to Social Work Research 4 s.h.
042:147 (SSW:3847) Discrimination, Oppression, and Diversity 3 s.h.
042:171 (SSW:3845) Social Work Processes 4 s.h.

FOURTH YEAR
042:141 (SSW:3841) Fundamentals of Social Work Practice 3 s.h.
042:142 (SSW:3842) Interpersonal Skills Laboratory 2 s.h.
042:143 (SSW:3843) Social Welfare Policy and Practice 3 s.h.
042:189 (SSW:4189) Field Experience Seminar 1 s.h.
042:193 (SSW:4193) Field Experience 8-11 s.h.

Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Admission to the major in social work is selective. The four-year graduation plan applies only to students who are admitted by the beginning of their fifth semester.

Before the fifth semester begins: four courses that can be applied to the major (may include concentration area courses); and admission to the major,

Before the seventh semester begins: six more courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: four or five more courses in the major and finalized field placement

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major
The School of Social Work offers students the opportunity to graduate with honors in the major. Honors students in social work do in-depth study in areas that interest them. They must maintain a cumulative University of Iowa g.p.a. of at least 3.33 to participate in the program. Consult the School of Social Work for more information about graduating with honors in the major.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; learn about the program by visiting Honors at Iowa.

Minor
The minor in social work requires a minimum of 15 s.h in social work courses, including 12 s.h. in 100-level courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor must include 042:022 (SSW:2222) Introduction to Social Work (or for transfer students, an equivalent course from another institution). Contact the School of Social Work undergraduate program director or program administrator for more information.

Certificate in Aging Studies
The School of Social Work administers the Aging Studies Program, which offers a certificate for undergraduate and graduate students and a minor for undergraduates; see Aging Studies (p. 31) in the Catalog.

Certificate in Critical Cultural Competence
The School of Social Work administers the undergraduate certificate program in critical cultural competence; see Critical Cultural Competence (p. 209) in the Catalog.

Graduate Programs of Study
• Master of Social Work (thesis or nonthesis)
• Doctor of Philosophy in social work

The Master of Social Work program has been accredited continuously by the Council on Social Work Education since 1951.
Licensure is mandatory for master's-level social workers in Iowa. For more information, see Iowa Board of Social Work on the Iowa Department of Public Health web site.

SCHOOL SOCIAL WORK ENDORSEMENT

The school cooperates with the College of Education and the State Department of Education to provide curricula that meet requirements for school social work endorsement in Iowa.

Master of Social Work

The Master of Social Work requires 60 s.h. of graduate credit; the requirement is 48 s.h. for students who hold an undergraduate degree in social work from a program accredited by the Council on Social Work Education. The degree is offered with or without thesis. An optional specialization in end-of-life care is available.

The goals of the M.S.W. program are to:

- prepare students to shape the profession's future by providing education in family-based, community-based, and culturally competent practice approaches using the person-in-environment framework; and
- prepare competent professionals for autonomous practice and leadership within the professional community; autonomous practice and leadership include advanced interventions at multiple system levels, supervision, program development, program administration, training, evaluation of practice, dissemination of new models of practice, and policy development.

The school offers the M.S.W. program on the University's Iowa City campus and at three off-campus sites: Des Moines and Sioux City, Iowa, and the Quad Cities area of Iowa and Illinois (see "M.S.W. off Campus" below). Each site provides the required structured sequence of courses and includes opportunities for students to individualize their plans of study. All sites give students access to the resources of an RU/VH Research University.

Requirements for the M.S.W. include 25 s.h. in foundation-level courses and 35 s.h. in advanced courses. All students must earn a minimum of 36 s.h. after admission to the M.S.W. program. Students may count a maximum of 9-12 s.h. of credit from previous graduate work toward the M.S.W.

All M.S.W. students follow a structured sequence of courses. They must obtain permission to revise their plan, and they must complete the degree within a maximum of four years. All students must maintain a cumulative g.p.a. of at least 3.00 and must be promoted and each semester in compliance with the school's student advancement policy.

The full-time M.S.W. program must be completed in five semesters, beginning in fall and including summer session. Full-time students complete the degree in the spring semester of their second year. Students whose degree requirement is 48 s.h. may enroll full-time or part-time their first semester, following the sequenced plan.

Full-time study and a four-year part-time program are available in Iowa City and Des Moines. A three-year sequence of courses is available at all sites, although the Sioux City and Quad Cities sites admit new entering classes only on a three-year cycle.

Following is an outline of the full-time 60 s.h. program. For information about the three-year and four-year part-time sequences, contact the School of Social Work.

FIRST-YEAR: FOUNDATION

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>042:140</td>
<td>(SSW:3840) Human Behavior in the Social Environment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:143</td>
<td>(SSW:4843) Social Welfare Policy and Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:146</td>
<td>(SSW:6146) Computer Laboratory</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>042:147</td>
<td>(SSW:3847) Discrimination, Oppression, and Diversity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:148</td>
<td>(SSW:6148) Social Work Research Methods</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>042:150</td>
<td>(SSW:6150) Social Work Practice with Individuals, Families, and Groups</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:151</td>
<td>(SSW:6151) Social Work Practice Skills Laboratory</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>042:145</td>
<td>(SSW:6145) Organization and Community Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:270</td>
<td>(SSW:7270) Advanced Research</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:290</td>
<td>(SSW:6290) Foundation Practicum in Social Work</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:291</td>
<td>(SSW:6291) Foundation Practicum Seminar</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Summer Session

Electives (including preplacement field practice courses) 4-10 s.h.

SECOND-YEAR: CONCENTRATION

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:250</td>
<td>(SSW:7250) Family-Centered Theory and Practice I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:260</td>
<td>(SSW:7260) Integrated Social Work Theory and Practice I</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>042:292</td>
<td>(SSW:7292) Advanced Practicum in Family-Centered Practice I and II</td>
<td>5-6 s.h.</td>
</tr>
<tr>
<td>042:295</td>
<td>(SSW:7295) Advanced Practicum in Integrated Practice</td>
<td>5-6 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>042:293</td>
<td>(SSW:7293) Advanced Practicum Seminar in Family-Centered Practice I</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>042:297</td>
<td>(SSW:7297) Advanced Practicum Seminar in Integrated Practice I</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>042:251</td>
<td>(SSW:7251) Family-Centered Theory and Practice II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:261</td>
<td>(SSW:7261) Integrated Social Work Theory and Practice II</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>042:252</td>
<td>(SSW:7252) Advanced Social Policy for Family Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>042:262</td>
<td>(SSW:7262) Advanced Social Policy for Integrated Practice</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:
FAMILY-CENTERED PRACTICE

The family-centered practice concentration teaches knowledge and skills necessary for advanced social work practice with individuals and families. These include clinical practice methods that mobilize and develop clients’ coping skills, empowering them to manage difficult situations, and culturally sensitive methods for collaborating with clients, their families, and other professionals in planning interventions. Students also learn about advocating for clients, facilitating client self-advocacy, coordinating services to meet multiple needs, and influencing social policy on behalf of clients.

The concentration prepares students to work with individuals and families at appropriate levels of intensity, mobilize existing strengths, and enhance coping skills. Using principles of family-centered practice, students learn to take community and larger systems into account while working in partnership with individuals and families in all aspects of assessment and intervention planning. The concentration emphasizes sensitivity to a variety of family forms and to cultural diversity within family forms. "Family" is broadly defined to include step families, single-parent families, same-sex-couple families, grandparent-as-parent families, adult parent-adult child families, and traditional forms of families.

INTEGRATED PRACTICE

The integrated practice concentration teaches methods of advanced practice that empower organizational and community change at multiple system levels. Students learn skills for assessment, planning, and direct intervention in larger systems such as neighborhoods, social support networks, and service delivery systems, and for policy making. They develop skills for a broad range of interventions, including direct practice, case management, community education, community development and practice, management and administration, organizational and interorganizational planning and program development, team building, organization and program evaluation, and social policy advocacy. They also learn culturally sensitive methods to collaborate with families and communities; identify strengths, assets, and challenges; and develop services and programs that will meet clients’ needs.
Financial Support
Students seeking financial assistance should apply for aid through The University of Iowa Office of Student Financial Aid. Students may apply for a limited number of research and teaching assistantships available from the School of Social Work. Application materials for research or teaching assistantships are available from the school each spring, or as positions become available. Aid received through the Office of Student Financial Aid does not preclude students from consideration for aid through the School of Social Work.

M.S.W. off Campus
The School of Social Work delivers the M.S.W. curriculum to three off-campus sites: Des Moines and Sioux City, Iowa, and the Quad Cities area of Iowa and Illinois. Each site is administered by the School of Social Work in cooperation with the Division of Continuing Education. Social work faculty members teach required courses at each center and are available for student advising. The off-campus programs have been evaluated by the Council on Social Work Education and The University of Iowa Graduate Council as providing a program comparable to that available on the Iowa City campus.

Courses at each off-campus site are taught in classrooms by tenure-track, clinical, visiting, and adjunct faculty members. Instructional connections between sites are maintained through varied technologies, including computer-based instruction.

For program entry and application dates, contact the School of Social Work.

Des Moines Center
The John and Mary Pappajohn Education Center is located in Des Moines, in central Iowa. It offers courses sequenced to accommodate both part-time and full-time study. Students may complete the entire degree program at the Des Moines center, although they may travel to Iowa City for selected elective courses offered during the summer.

Quad Cities Center
The Quad Cities Graduate Study Center, located in the Davenport/Bettendorf area on Iowa's eastern border, offers a part-time program for a cohort admitted once every three years. Students in the Quad Cities part-time program can complete their degree entirely off-campus with the exception of some electives, which they can take during summer sessions in Iowa City or at other area colleges and universities. In addition to the part-time cohort students, there are some full- or part-time students from Iowa City in practicum in the Quad Cities.

Sioux City Center
The Tri-State Graduate Center is located in Sioux City, on Iowa's western border. The Sioux City part-time program is nearly identical to the Quad Cities part-time program.

Joint M.S.W./Ph.D. in Social Work
The school offers a joint Master of Social Work/Doctor of Philosophy in social work for students who have completed course work in research and statistics and have baccalaureate experience related to social work practice. The joint program permits students to apply a limited amount of credit toward both graduate degrees, reducing the time required to graduate. Individuals interested in the joint program must apply to the M.S.W. program and the Ph.D. program; applications are reviewed by the admissions panels of both programs. For more information, contact the School of Social Work.

Joint M.S.W./Degrees in Other Disciplines
The School of Social Work collaborates with the College of Law to offer the joint Juris Doctor/Master of Social Work. It also collaborates with the School of Urban and Regional Planning to offer the joint Master of Social Work/Master of Arts or Master of Science in urban and regional planning. Each program permits students to apply up to 12 s.h. of graduate credit toward both degrees, reducing the time required to graduate. Applicants must apply to each program separately and be admitted to each one before they may be admitted to the joint degree program. For more information about the law and planning programs, see Juris Doctor (p. 962) (College of Law) and Urban and Regional Planning (p. 955) (Graduate College) in the Catalog.

Similar arrangements may be made with other departments. Academic units in which social work students have pursued joint degrees include the Tippie College of Business, the College of Education, the Department of American Studies, the Department of Religious Studies, and the School of Journalism and Mass Communication. Social work students are encouraged to take courses in other departments whether or not they are pursuing joint degrees.

M.S.W. Professional Association
Graduates of accredited M.S.W. programs may be eligible for associate membership in the American Association for Marriage and Family Therapy (AAMFT) upon fulfilling certain curriculum requirements at the graduate level. Courses are not automatically accepted; graduates need to demonstrate that specific courses meet the AAMFT’s requirements, usually by sending course outlines.

Doctor of Philosophy
The Doctor of Philosophy program in social work requires a minimum of 86 s.h. of graduate credit. The program prepares students to conduct research that contributes to the knowledge base of social work, to become leaders in the profession, and to teach social work in postsecondary educational institutions.

Doctoral students develop close working relationships with faculty members who have achieved national recognition in areas such as child welfare, diversity and cultural competence, gerontology, social policy, and mental health. The Ph.D. offers students a coherent program of study with opportunities to pursue their own scholarly interests. Each student’s program of study must be approved by his or her advisor.

Students complete required course work and research and teaching practicums; pass a comprehensive exam; and write a dissertation and defend it in an oral exam. Their work includes courses in one of three outside disciplines: sociology, psychology, or public health. This course work helps to prepare them for the comprehensive examination and dissertation defense.

Students who enter the program with an M.S.W. are granted credit for 30 s.h. and must complete an additional
56 s.h. for the degree. Individuals with master's degrees in related disciplines (e.g., psychology, sociology) may choose to earn a Ph.D. in social work without first earning the M.S.W. Credit from a related master's degree may be applied to the Ph.D., as determined case-by-case by the School of Social Work.

The Ph.D. in social work requires the following course work.

**FOUNDATION COURSES**

Doctoral students without the M.S.W. must take the following four foundation courses during their first year of study. Students may waive one or more of these courses if they can show that they have completed comparable courses and can pass an applicable exam.

- 042:140 (SSW:3840) Human Behavior in the Social Environment 3-4 s.h.
- 042:143 (SSW:4843) Social Welfare Policy and Practice 3 s.h.
- 042:147 (SSW:3847) Discrimination, Oppression, and Diversity 3 s.h.
- 042:148 (SSW:6148) Social Work Research Methods 3 s.h.

**CORE COURSES**

All Ph.D. students must complete the following core courses.

- 042:300 (SSW:7800) Social Work Proseminar 1 s.h.
- 042:301 (SSW:7801) Knowledge Building in Social Work Practice 3 s.h.
- 042:302 (SSW:7802) Social Policy and Poverty in the U.S. 3 s.h.
- 042:303 (SSW:7803) Social Work Research Practicum 4 s.h.
- 042:304 (SSW:7804) Thesis Seminar 3 s.h.
- 042:306 (SSW:7806) Social Work Teaching Practicum 2 s.h.
- 042:307 (SSW:7807) Teaching Seminar 1 s.h.

**RESEARCH METHODS, STATISTICS, DATA ANALYSIS**

Students earn 9 s.h. in research methods, statistics, and data analysis course work.

**OUTSIDE DISCIPLINE REQUIREMENT**

Students earn 12 s.h. in one outside discipline (psychology, sociology, or public health), as follows.

- One methods course 3 s.h.
- One theory course 3 s.h.
- Two electives 6 s.h.

**ADDITIONAL ELECTIVES**

Students earn 6 s.h. in elective course work (in addition to electives taken for the outside discipline requirement).

**Admission**

Students are admitted to the Ph.D. program only for full-time study. Admission requires a master’s degree in social work from a program accredited by the Council on Social Work Education (CSWE) or a master’s degree in a related field. Prospective students also may apply to the M.S.W./Ph.D. program.

The school makes special efforts to recruit students from underrepresented minorities, especially Iowa residents. The program accepts up to five students each year.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog.

Applicants must have taken the Graduate Record Exam (GRE) General Test and should have their scores sent to The University of Iowa. A score of at least 575 on both the verbal and quantitative sections, or a composite score of 1150, is preferred for individuals who took the exam before August 1, 2011. A score of at least 158 on the verbal section and at least 147 on the quantitative section, or a composite score of at least 305, is preferred for those who took the test on or after August 1, 2011. The School of Social Work has not established a minimum analytic writing score.

Applicants also must submit a completed Graduate College application form; undergraduate transcript (an undergraduate g.p.a. of at least 3.00 and an introductory statistics course are required); graduate transcript; a personal statement of professional goals, including area of interest and reason for pursuing the Ph.D. (two to three pages); a résumé; a sample of scholarly writing (scholarly publication or research or theoretical paper); and three letters of recommendation (two must be academic references).

Applicants whose first language is not English must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL).

Applicants must submit the application form, fee, and other materials to the University’s Office of Admissions. An application packet and list of guidelines are available from the admissions office and on the School of Social Work website. The application is due February 1 for the following academic year.

**Financial Support**

Doctoral students are typically awarded two or three years of financial support from the School of Social Work, including research or teaching assistantships and fellowships. Students whose first language is not English must take the English Speaking Proficiency Assessment (ESPA) test in order to be considered for teaching assistantships. Assistants who hold appointments of one-quarter-time or more are assessed Iowa resident tuition, for which they receive a scholarship, and their computer fees and health insurance premiums are waived for each semester they hold an appointment during the academic year. For more information, see Cost of Attendance on the Office of Student Financial Aid website.

**Certificate in Aging Studies**

The School of Social Work administers the Aging Studies Program, which offers a certificate for undergraduate and graduate students and a minor for undergraduates; see Aging Studies (p. 31) in the Catalog.

**Projects, Seminars**

Students may become involved in special projects such as the National Resource Center for Family-Centered Practice and the School of Social Work’s programs in gerontology and in end-of-life care.

The school also offers students the opportunity to participate in travel/study seminars. Urban, rural, national, and international seminars are available.
Continuing Education

Nondegree students may enroll in selected courses and workshops offered on campus and online through the Division of Continuing Education and in off-campus programs offered by the School of Social Work. Students who continue in continuing education work later enroll in a degree program may be able to apply a limited amount of their continuing education work toward their degree requirements; applicable credit is determined by the School of Social Work.

Courses

Primarily for Undergraduates

**042:022 (SSW:2222) Introduction to Social Work** 4 s.h.
Social welfare as a social institution; settings, methodologies of social work, practice; profession of social work; historical development of American social welfare, social work; a minimum of 45 hours volunteer work. Requirements: sophomore or higher standing. Same as 034:022 (SOC:2222).

**042:029 (SSW:1000) First-Year Seminar** 1-2 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

**042:042 (SSW:2042) Intercultural Communication** 3 s.h.
Culture defined as a system of taken-for-granted assumptions about the world that influence how people think and act; cultural differences that produce challenges and opportunities for understanding and communication; those differences from several theoretical perspectives; opportunities to examine culture and cultural differences in practical, experience-driven ways. Prerequisites: 036:001 (COMM:1301), 036:005 (COMM:1305), 036:012 (COMM:1112) or 036:070 (COMM:1170), 036:017 (COMM:1117) or 036:030 (COMM:1130), and 036:068 (COMM:1168) or 036:074 (COMM:1174). Requirements: g.p.a. of at least 2.50 and completion of Foundations of Communication requirement. Same as 187:042 (IS:2042), 036:042 (COMM:2042).

**042:141 (SSW:3841) Fundamentals of Social Work Practice** 3 s.h.
Professional practice: functions, roles, skills, conceptual frameworks, values, ethics; focus on integrated approach to practice, including assessment, intervention, evaluation of interventions, termination with individuals, families, groups; emphasis on empirically based practice. Corequisites: 042:140 (SSW:3840), if not taken as a prerequisite. Requirements: admission to social work B.A. program.

**042:142 (SSW:3842) Interpersonal Skills Laboratory** 2 s.h.
Practice of interpersonal skills required in the helping relationship. Corequisites: 042:141 (SSW:3841), if not taken as a prerequisite. Requirements: admission to social work B.A. program.

**042:144 (SSW:3844) Introduction to Social Work Research** 4 s.h.
Scientific approach to knowledge building, with emphasis on critical use of research; quantitative and qualitative methods, evaluation of practice, computerized data analysis, ethics and diversity in social work research. Requirements: admission to social work B.A. program.

**042:157 (SSW:3500) Nonprofit Organizational Effectiveness I** 3 s.h.
Operational and financial aspects of nonprofit management; mission and governance of organization; strategic planning for effective management, including finance, budget, income generation, fund-raising. Same as 06T:144 (ENTR:3595), 024:147 (MUSM:3500), 096:168 (NURS:3595), 06:147 (MGMT:3500), 032:127 (RELS:3700).

**042:158 (SSW:3600) Nonprofit Organizational Effectiveness II** 3 s.h.
Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Same as 024:148 (MUSM:3600), 06:148 (MGMT:3600), 096:169 (NURS:3600), 032:128 (RELS:3701).

**042:171 (SSW:3845) Social Work Processes** 4 s.h.
Context of practice examined to understand structural factors that affect clients and communities; culturally competent practice using empowerment perspective. Corequisites: 042:140 (SSW:3840), if not taken as a prerequisite. Requirements: admission to social work B.A. program.

Project related to student interest carried out under direction of faculty member. Requirements: individual study contract.

**042:188 (SSW:4188) Continuing Education: Honors** arr.
Supervised individual research. Requirements: honors standing.

**042:189 (SSW:4189) Field Experience Seminar** 1 s.h.
Opportunity for students to recount their experiences from generalist practice in agencies; application of knowledge, skills, and values of culturally competent social work. Corequisites: 042:193 (SSW:4193). Requirements: completion of course work in the major.

**042:191 (SSW:3191) Individual Study** arr.
Project related to student interest carried out under direction of faculty member.

Supervised individual research. Requirements: honors standing.

**042:193 (SSW:4193) Field Experience** arr.
Supervised experience in selected social welfare organizations; application of knowledge and skill common to generalist practice in an agency setting. Corequisites: 042:189 (SSW:4189). Requirements: completion of course work in the major and social work senior standing.
For Undergraduate and Graduate Students

042:108 (SSW:3008) Basic Aspects of Aging  3 s.h.

042:112 (SSW:3712) Human Sexuality, Diversity, and Society  1-3 s.h.
Physiological, psychological aspects; parameters defined by students, instructor. Same as 096:112 (NURS:3712).

042:120 (SSW:3720) Service Learning and Social Welfare  1-3 s.h.
Experiential learning in areas such as social justice, child welfare, community organizing, early intervention.

042:129 (SSW:3729) Substance Use and Abuse  3 s.h.
Chemical dependency for helping professions; etiological, psychological, legal, sociological aspects; treatment methods. Requirements: junior or higher standing.

042:130 (SSW:4130) Family Development Specialist Model  3 s.h.
Use of family development specialist model of family-centered practice to facilitate improved family functioning, economic independence; relationship building, systems theory, family-centered case management, conflict management, empowerment strategies. Requirements: completion of family development specialist certification course.

042:135 (SSW:3135) Global Aging  3 s.h.
Demographic factors that contribute to the world wide phenomena of population aging in context of WHO Active Aging and the United Nation's Principles for Older Persons frameworks. Same as 153:135 (ASP:3135), 152:153 (GHS:3050).

042:140 (SSW:3840) Human Behavior in the Social Environment  3-4 s.h.
Behavior and development in context of social, ecological systems and human diversity; overview of biopsychosocial dimensions, individual behavior, and development throughout lifespan; contexts of diverse family, group, community, organization, and cultural systems.

042:143 (SSW:4843) Social Welfare Policy and Practice  3 s.h.
Basic social welfare policies and programs; economic, social, ideological, and political conditions that have influenced formation and implementation of social policy, current structure of major social welfare policies.

042:147 (SSW:3847) Discrimination, Oppression, and Diversity  3 s.h.
Theoretical and historical perspectives on racism, sexism, other forms of discrimination; applications to social work, culturally competent practice, change strategies. Requirements: admission to social work B.A. or M.S.W. program.

042:155 (SSW:4155) Advanced Social Work Practice with Substance Abuse  3 s.h.
Treatment of individuals presenting substance related issues (abuse, dependency, cooccurring disorders); etiological, physiological, psychological, legal, and sociological aspects; evaluation of current research and direct application of contemporary treatment modalities to client situations encountered as helping professionals. Recommendations: introductory course in substance abuse.

042:180 (SSW:4100) Social Work in the Criminal Justice System  3 s.h.
How social work practice intersects with different aspects of the criminal justice system; focus on integrating social work values into criminal justice field; social work’s responsibility to address social justice problems (e.g., mental illness, racial disparity, gender, human rights) within criminal justice system; critical examination of past and present practices in criminal justice and implications for social work practice and policy when working with individuals in criminal justice system.

042:185 (SSW:3785) Social Policy and the Elderly  3 s.h.
Public social policies, their affect on well-being of elderly, including women and minorities; U.S. and other nations’ policies. Prerequisites: 042:143 (SSW:4843). Requirements: an introductory course on aging, and junior or higher standing. Same as 153:185 (ASP:3785).

042:186 (SSW:3786) Death/Dying: Issues Across the Life Span  3 s.h.
Introduction to death and dying; historical, cultural, societal, personal perspectives. Same as 153:186 (ASP:3786).

042:190 (SSW:4190) Aging Studies Internship  2-3 s.h.
Opportunities for students in various disciplines to relate their areas of study to older adults and aging; interdisciplinary relationships, approaches to meeting needs of older adults. Same as 153:190 (ASP:4190).

042:194 (SSW:5194) Social Work Practice in Health Care Settings  2 s.h.
Introduction to organization, provision of social work services in health care settings; practice issues such as models of intervention, ethical questions, impact of cultural diversity on health care. Prerequisites: 042:141 (SSW:3841) or 042:150 (SSW:6150).

042:195 (SSW:3501) Introduction to Nursing Homes  3 s.h.
Overview of nursing home roles in context of long-term care system, characteristics of nursing home residents. Same as 153:195 (ASP:3501).

042:196 (SSW:3796) Family Violence  2-3 s.h.
Child abuse and neglect, domestic violence, elder abuse; causes, policy aspects, identification, reporting, treatment, prevention.

042:197 (SSW:3797) Child Welfare Policy and Practice  3 s.h.
Public and private child welfare practice and organizations in the United States; historical and legal aspects, co-occurring issues, foster care, adoption, family preservation.

Primarily for Graduate Students

042:145 (SSW:6145) Organization and Community Practice
Models that underlie theories of organization, community practice; principles of macro social work and skill development in relationship building, needs assessment, decision making, planning, implementing, ethics, program and self-evaluation. Requirements: admission to M.S.W. program.

042:146 (SSW:6146) Computer Laboratory
Use of microcomputers in social work practice; user skill, software for a variety of applications in social service settings. Requirements: admission to M.S.W. program.

042:148 (SSW:6148) Social Work Research Methods
Knowledge and skills for evaluating practice and carrying out social work research; formulation of research questions; research design and methodology; sampling techniques; protection of human subjects; descriptive statistics; computerized data analysis. Requirements: admission to M.S.W. program.

042:150 (SSW:6150) Social Work Practice with Individuals, Families, and Groups
Models and underlying theories of empirically based direct social work practice; emphasis on an ecosystem strengths perspective; phases of helping relationship, strengths-based assessment, change process in interpersonal helping relationships. Prerequisites: 042:140 (SSW:3840). Requirements: admission to M.S.W. program; concurrent enrollment in 042:151 (SSW:6151), 042:290 (SSW:6290), and 042:291 (SSW:6291) for students who have completed 60 s.h.

042:151 (SSW:6151) Social Work Practice Skills Laboratory
Interpersonal skills practice in the helping relationship; small-group format. Corequisites: 042:150 (SSW:6150), 042:290 (SSW:6290), and 042:291 (SSW:6291), if not taken as prerequisites. Requirements: admission to M.S.W. program.

042:153 (SSW:3753) Programs and Services for Aging Adults
Major gerontological programs and services, practitioners’ need for basic aging-practice competence; aging network; income, employment, health maintenance programs; continuum of care (preventive and well-elderly services, in-home services, community-based services, institutional care); assessment; major elder health issues, informal care; end-of-life care. Same as 153:153 (ASP:3753).

042:200 (SSW:5200) Grief Work with Individuals and Families
Complexity of grief and its multifaceted impact on family systems; utilizing grief theories, including Worden’s Tasks of Mourning, ambiguous loss theory, several family systems models; examination of multi-generational dynamics that affect how we learn to grieve, how we experience grief, and how we live after a loss; acknowledged and unacknowledged grief and loss; generational family dynamics; difficulties and strengths passed from one generation to the next; assessing grief at individual, family, group, and community levels; how loss can affect personal well-being and professional practice, particularly when working with an interdisciplinary team. Requirements: social work graduate standing.

042:204 (SSW:3904) Human Services Administration
Effects of organizational structures/processes on individual performance; models of management, communication patterns, leadership styles; skill in technical writing, decision making, personnel and financial management, applied professional ethics. Requirements: completion of foundation courses.

042:211 (SSW:5211) Individual and Family Development: Life Span
Infancy through senescence; families from their beginnings through their later years; theoretical, methodological issues. Same as 153:211 (ASP:5211).

042:216 (SSW:4216) Group Facilitation in Human Sexuality
Principles of group dynamics, group process; leadership skills for small, task-oriented discussion groups on human sexuality. Prerequisites: 042:112 (SSW:3712). Same as 096:216 (NURS:4216).

042:219 (SSW:5219) Aging and the Family
Research related to aging and the family; intergenerational relations, marital status in later life, diversity of older families, caregiving, elder abuse, policy issues. Same as 153:219 (ASP:5219).

042:220 (SSW:6220) Family Law
Legal systems, rights, processes related to families; marriage, divorce, custody, protective services, reproductive rights, adoption, commitment, delinquency, education, poverty, discrimination; roles of lawyers, social workers in legal system. Prerequisites: 042:143 (SSW:4843).

042:224 (SSW:6224) Spirituality and Ethics in Social Work
Knowledge, values, and skills that provide a framework for spiritually sensitive social work practice; preparation for responding competently and ethically to diverse spiritual perspectives, for recognizing and reflecting on one’s own spiritual beliefs, and for identifying appropriate ways to apply personal beliefs to practice with varied populations while safeguarding client autonomy and self-determination.

042:228 (SSW:6228) Theories of Personality and Psychopathology
Theories and their relevance to social work practice with diverse populations. Prerequisites: 042:140 (SSW:3840). Requirements: social work graduate standing.
042:229 (SSW:6229) Working with Groups 2 s.h.
Theory and practice of group work, group process, leadership styles and skills; fundamental theory, skills necessary to form and facilitate a small group. Requirements: completion of foundation courses.

042:232 (SSW:6232) Therapy with Couples 2 s.h.
Married and other couples as social systems; theories of functional, dysfunctional systems; techniques of intervention. Requirements: completion of foundation courses.

042:233 (SSW:6233) School Social Work Practice 2 s.h.
School as a social institution; activities of school social worker; theoretical, practice issues; current issues in field.

042:234 (SSW:6234) Social Work Practice and Use of the Diagnostic and Statistical Manual of Mental Disorders 3 s.h.
Major categories of psychopathology, DSM-IV system of classification; individual behavior and presentation of symptoms considered through DSM-IV multiaxial approach to diagnosis; effects of culture, developmental stage, and gender on presentation of mental disorders.

042:236 (SSW:6236) Interventions with Individuals 2 s.h.
Comparison of two or more intervention theories and approaches used in social work practice with individuals; attention to diverse populations and across life span. Requirements: completion of foundation courses.

042:237 (SSW:6237) Social Work Practice with Children, Youth, and Families 2 s.h.
Preparation for practice in child welfare, family service agencies; family life cycle, child development, child maltreatment, problems of adolescence, social services for families and children, legal issues. Requirements: completion of foundation courses.

042:238 (SSW:6238) Introduction to Play Therapy 2 s.h.
Major theories and techniques of play therapy, relevance to social work practice. Prerequisites: 042:150 (SSW:6150).

042:247 (SSW:6247) Nonprofit Organizational Effectiveness I 3 s.h.

042:248 (SSW:6248) Nonprofit Organizational Effectiveness II 3 s.h.

042:250 (SSW:7250) Family-Centered Theory and Practice I 3 s.h.
Theoretical bases for family-centered practice; comparison and analysis; skill development in analyzing problem situations, implementing change strategies. Requirements: completion of M.S.W. foundation courses.

042:251 (SSW:7251) Family-Centered Theory and Practice II 3 s.h.

042:252 (SSW:7252) Advanced Social Policy for Family Practice 3 s.h.
Systematic basis for examining social, economic, and political factors that influence formation of social policies; social policy implementation, impact of social policies on vulnerable individuals and families. Requirements: completion of M.S.W. foundation courses.

042:254 (SSW:5254) Introductory Seminar: End-Of-Life Services in Rural Communities 2-3 s.h.
Basic principles of hospice and palliative care, rural service delivery, community assessment.

042:255 (SSW:7255) Integrative Seminar in End-of-Life Care 1 s.h.
Integration of students' knowledge, skills, and values for practice in end-of-life care and bereavement; application to case studies and advanced practicum setting. Corequisites: 042:292 (SSW:7292) or 042:295 (SSW:7295). Requirements: admission to end-of-life care area.

042:260 (SSW:7260) Integrated Social Work Theory and Practice I 3 s.h.
Theories, skill development, evaluation, ethical issues in integrated social work practice; intermediate group work for culturally competent intervention; small task groups. Requirements: completion of foundation courses.

042:261 (SSW:7261) Integrated Social Work Theory and Practice II 3 s.h.
Continuation of 042:260 (SSW:7260); theories, skills evaluation, ethical issues; advanced group work for culturally competent intervention; case management, program development, funding evaluation, large task groups. Prerequisites: 042:260 (SSW:7260).

042:262 (SSW:7262) Advanced Social Policy for Integrated Practice 3 s.h.
Systematic basis for critical examination of social, economic, and political factors that influence formation of social policies; social policy implementation, impact of social policies on vulnerable populations, service providers, communities. Requirements: completion of M.S.W. foundation courses.

042:268 (SSW:7268) Continuing Education: Individual Study 1 s.h.
Project related to student interest; directed by faculty member. Requirements: completion of course contract.
042:269 (SSW:7269) Continuing Education: Thesis  
Thesis research project.

042:270 (SSW:7270) Advanced Research  
2-3 s.h.  
Research project relevant to social work practice that builds on knowledge and skills developed in 042:148 (SSW:6148); data analysis, report of results; ethical principles applied to research. Prerequisites: 042:148 (SSW:6148). Requirements: admission to M.S.W. program.

042:271 (SSW:7271) Individual Study  
ar.  
Project related to student interest; directed by faculty member.

042:272 (SSW:7272) Thesis  
ar.  

042:281 (SSW:6281) Social Work Practice: Selected Aspects  
ar.  
Topics not covered in another course; diversity, social justice and ethics issues related to a social work practice area.

042:282 (SSW:6282) Grant Writing  
1-2 s.h.  
Same as 102:282 (URP:6282).

042:285 (SSW:3585) Travel/Study Seminar  
ar.  
Opportunity for cross-cultural learning through U.S. or international travel; focus on social welfare issues. Prerequisites: 042:143 (SSW:4843).

042:290 (SSW:6290) Foundation Practicum in Social Work  
3 s.h.  
Generalist practice experience with individuals, families, small groups, organizations, communities; communication skills, change process, professional values and ethics applied at multiple system levels; students evaluate their own practice using a learning contract in an agency setting. Corequisites: 042:140 (SSW:3840), 042:143 (SSW:4843), 042:145 (SSW:6145), 042:146 (SSW:6146), 042:147 (SSW:3847), 042:150 (SSW:6150), 042:151 (SSW:6151), and 042:291 (SSW:6291); if not taken as prerequisites. Requirements: admission to M.S.W. program.

042:291 (SSW:6291) Foundation Practicum Seminar  
ar.  
Integration of academic, experiential learning; self-assessment, peer feedback to promote model of professional accountability. Corequisites: 042:140 (SSW:3840), 042:143 (SSW:4843), 042:145 (SSW:6145), 042:146 (SSW:6146), 042:147 (SSW:3847), 042:150 (SSW:6150), 042:151 (SSW:6151), and 042:290 (SSW:6290); if not taken as prerequisites. Requirements: admission to M.S.W. program.

042:292 (SSW:7292) Advanced Practicum in Family-Centered Practice I and II  
ar.  
Family-centered practice theory and skills implemented in interventions with individuals, families; two-semester field course. Corequisites: 042:250 (SSW:7250), 042:251 (SSW:7251), 042:252 (SSW:7252), and 042:270 (SSW:7270), if not taken as prerequisites. Requirements: completion of M.S.W. foundation courses, and concurrent enrollment in 042:293 (SSW:7293) or 042:294 (SSW:7294).

042:293 (SSW:7293) Advanced Practicum Seminar in Family-Centered Practice I  
ar.  


042:294 (SSW:7294) Advanced Practicum Seminar in Family-Centered Practice II  
1 s.h.  

042:295 (SSW:7295) Advanced Practicum in Integrated Practice  
ar.  
Integrated social work theories and interventions implemented in work with individuals, families, organizations, formal and informal networks; two semester field course. Corequisites: (fall) 042:297 (SSW:7297) or 042:298 (SSW:7298), 042:260 (SSW:7260), 042:261 (SSW:7261), 042:262 (SSW:7262), and 042:270 (SSW:7270); if not taken as prerequisites. Requirements: completion of M.S.W. foundation courses.

042:296 (SSW:7296) Advanced Practicum in School Social Work  
ar.  
Field course; social work theories and interventions implemented in schools. Corequisites: 042:250 (SSW:7250) or 042:260 (SSW:7260), 042:251 (SSW:7251) or 042:261 (SSW:7261), and 042:252 (SSW:7252) or 042:262 (SSW:7262); if not taken as prerequisites. Requirements: completion of M.S.W. foundation courses.

042:297 (SSW:7297) Advanced Practicum Seminar in Integrated Practice I  
1 s.h.  
Two-semester course; social work knowledge, skills, values, and professional identity integrated in context of advanced practice and direct multisystemic interventions. Corequisites: 042:295 (SSW:7295) or 042:296 (SSW:7296).

042:298 (SSW:7298) Advanced Practicum Seminar in Integrated Practice II  
1 s.h.  

042:300 (SSW:7800) Social Work Proseminar  
1 s.h.  
Faculty research related to families, children, and elderly theory, research designs, methodologies, findings, dissemination. Requirements: admission to Ph.D. program.

042:301 (SSW:7801) Knowledge Building in Social Work Practice  
3 s.h.  
Epistemology of social work practice theories, importance for knowledge building; practice theories of personal and interpersonal change, family life cycle development, empowerment. Requirements: admission to Ph.D. program.

042:302 (SSW:7802) Social Policy and Poverty in the U.S.  
3 s.h.  
Causes of poverty in the U.S., public policies for low-income families; arguments and evidence offered for and against a particular explanation for poverty in the U.S. or approach to anti-poverty policy; how authors construct their arguments, underlying theory, evidence the authors bring to bear, ways they explore consequences of policy proposals; role of social science theory in advancing knowledge in social policy and research interests. Recommendations: admission to a doctoral program.
042:303 (SSW:7803) Social Work Research Practicum 1-4 s.h.
Joint research with faculty; development of research design, choice or construction of measurement tools, selection of sample, collection and analysis of data, writing of a research report. Requirements: admission to Ph.D. program.

042:304 (SSW:7804) Thesis Seminar 2-3 s.h.
Intensive faculty supervision and peer consultation for preparing thesis proposals; topics include literature synthesis, theory, critical and analytic thinking skills, logical argument, research design, and expectations and standards for scholarly discourse.

042:306 (SSW:7806) Social Work Teaching Practicum 2 s.h.
Development of knowledge, values; skills essential for effective, culturally competent social work educators; applied teaching experience and seminar. Corequisites: 042:307 (SSW:7807). Requirements: admission to Ph.D. program.

042:307 (SSW:7807) Teaching Seminar 1 s.h.
Supportive environment to discuss teaching and development; topics may include how to engage and motivate students, assess student learning, diversity in the classroom, use of technology to enhance learning, student challenges.

042:315 (SSW:7815) Developing Knowledge in Human Service Organizations 3 s.h.
Evaluation of organization theories and application of theories to developing knowledge within and about human service organizations; critical examination of a range of theories and their application to problems of conducting organizational research, from Max Weber’s bureaucracy to contemporary learning organization popularized by Peter Senge; organizational culture and climate, organizational stigma, interorganizational networks; highly interactive with student-lead sessions and discussions of critical concepts and readings. Requirements: admission to social work doctoral program.

Sociology

Chair
- Kevin Leicht

Professors
- Celesta Albonetti (Sociology/Law), Karen V. Heimer (Sociology/Gender, Women’s, and Sexuality Studies), Jae-On Kim (Distinguished Service Professor), Kevin Leicht, Michael Lovaglia

Associate professors
- Alison Bianchi, Jennifer Glanville, Steve Hitlin, Mary Noonan, Anthony Paik (Sociology/Gender, Women’s, and Sexuality Studies), Michael Sauder

Assistant professors
- Sarah Bruch, Sarah Harkness, Freda Lynn, Marina Zaloznaya

Professor emeritus
- Charles W. Mueller

Associate professors emeriti
- John R. Stratton, Stephen G. Wieting

Undergraduate major: sociology (B.A., B.S.)
Undergraduate minor: sociology
Graduate degrees: M.A. in sociology; Ph.D. in sociology
Web site: http://clas.uiowa.edu/sociology/

The Department of Sociology offers an undergraduate major and minor as well as graduate degree programs. It also offers courses that undergraduate students in all majors may use to satisfy the General Education Program (p. 306) Social Sciences requirement and a First-Year Seminar designed for entering undergraduate students.

Undergraduate Programs of Study

- Major in sociology (Bachelor of Arts, Bachelor of Science)
- Minor in sociology

A bachelor’s degree with a major in sociology provides a liberal arts and sciences education. Although it does not prepare students for a specific career, it provides background for employment in fields such as human services, criminal justice, corrections, sales, public relations, advertising, personnel, applied social research, community organization, and teaching social science in secondary schools. It also provides a foundation for graduate or professional study in social work, urban planning, law, criminal justice, social policy, and similar areas. Finally, the major prepares students to work toward advanced degrees in sociology, which qualify them for college or university teaching and work in academic, private, and governmental research.

In addition to offering the major and minor in sociology, the department partners with the Departments of Economics and Philosophy to offer the undergraduate major in ethics and public policy, an interdisciplinary program administered by the Department of Philosophy; see Ethics and Public Policy (p. 282) in the Catalog.

Bachelor of Arts, Bachelor of Science

The Bachelor of Arts with a major in sociology requires a minimum of 120 s.h., including at least 33 s.h. of work for the major. The Bachelor of Science with a major in sociology requires a minimum of 120 s.h., including at least 45 s.h. of work for the major, with a minimum of 30 s.h. in sociology.

The major offers an optional track for both B.A. and B.S. students with an interest in crime and related issues; see "Criminology Track" below.

Requirements for the major are similar for the Bachelor of Arts and the Bachelor of Science, except B.A. students take 3-4 s.h. of introductory math or statistics and three theory and methods courses, while B.S. students take 8 s.h. of introductory calculus and five theory and methods courses. Remaining requirements (electives, the capstone course, and the graduation portfolio) are identical for B.A. and B.S. students.

Several courses required for the major have specific prerequisites, and in some cases, students must earn a minimum grade in a prerequisite course. In planning to complete the major, students must be careful to take courses in the proper sequence.


In addition to specific courses required for the degree, students are advised to take 6 s.h. of course work in at least one of these departments: anthropology, economics, geography, political science, or psychology. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Transfer students majoring in sociology must meet the same requirements as other sociology students. They must take at least 12 s.h. in sociology at The University of Iowa and must have transfer course work approved for credit toward the major by a sociology advisor.

The introductory sociology course and math or statistics (B.A.) or calculus (B.S.) should be taken early. They lay the foundation for all other work in the major and are prerequisites for the required theory and methods courses.

INTRODUCTORY SOCIOLOGY (B.A. AND B.S.)

All B.A. and B.S. students take this:
034:001 (SOC:1010) Introduction to Sociology Principles 3-4 s.h.

INTRODUCTORY MATH OR STATISTICS (B.A.)

B.A. students complete one of these:
22M:009 (MATH:1020) Elementary Functions (or a higher-level math course) 4 s.h.
22S:002 (STAT:1010) Statistics and Society 3 s.h.
22S:008 (STAT:1030) Statistics for Business 4 s.h.
22S:025 (STAT:1020)/07P:025 (PSQF:1020) Elementary Statistics and Inference 3 s.h.
22S:101 (STAT:3510) Biostatistics 3 s.h.
22S:102 (STAT:5543)/07P:143 (PSQF:5143) Introduction to Statistical Methods 3 s.h.
INTRODUCTORY CALCULUS (B.S.)
B.S. students complete one of these sequences:
- 22M:031 (MATH:1550)-22M:032 (MATH:1560) 8 s.h.
Engineering Mathematics I: Single Variable Calculus - Engineering Mathematics II: Multivariable Calculus

THEORY AND METHODS (B.A.)
The following three theory and methods courses are required for the B.A. and should be completed as soon as possible.
- 034:009 (SOC:2130) Sociological Theory 3 s.h.
- 034:010 (SOC:2160) Quantitative Data Analysis 3 s.h.
- 034:011 (SOC:2170) Research Methods 3 s.h.

THEORY AND METHODS (B.S.)
The following five theory and methods courses are required for the B.S. and should be completed as soon as possible.
All of these:
- 034:009 (SOC:2130) Sociological Theory 3 s.h.
- 034:010 (SOC:2160) Quantitative Data Analysis 3 s.h.
- 034:011 (SOC:2170) Research Methods 3 s.h.
22S:120 (STAT:3120) Probability and Statistics 4 s.h.
One of these:
- 026:103 (PHIL:2603) Introduction to Symbolic Logic 3 s.h.
- 026:104 (PHIL:3604) Introduction to Philosophy of Science 3 s.h.

ELECTIVES (B.A. AND B.S.)
B.A. and B.S. students complete 15 s.h. of elective course work in sociology, chosen from all courses offered by the department, except 034:029 (SOC:1000) First-Year Seminar, 034:197 (SOC:4930) Teaching Internship, and 034:198 (SOC:4990) Directed Individual Study, which do not count toward the major.

CAPSTONE COURSE (B.A. AND B.S.)
All students complete the capstone course, which illustrates their accomplishments: it is usually taken during the student’s last semester of course work for the major and includes assembling a portfolio. Before they enroll in the capstone course, students must complete 034:009 (SOC:2130) Sociological Theory, 034:010 (SOC:2160) Quantitative Data Analysis, and 034:011 (SOC:2170) Research Methods and must have a g.p.a. of at least 2.00 in work for the major.
- 034:195 (SOC:4910) Capstone Course in Sociology 3 s.h.

GRADUATION PORTFOLIO (B.A. AND B.S.)
During their last semester, all students enroll in the following course, in which they submit the portfolio they assembled in the capstone course.
- 034:194 (SOC:4990) Graduation Portfolio 0 s.h.

Criminology Track
The criminology track requires a minimum of 15 s.h. It is open to sociology majors who are interested in understanding the nature of crime and who want to pursue careers in criminological research, policing, probation, parole, or the law. The track teaches students about various data sources used to study the causes of crime, the dominant sociological explanations for crime and crime control, and how law as an institution affects and is affected by other institutions. It includes courses on topics such as the criminal legal system, gender and violence, and global criminology.
Criminology track students must satisfy all requirements for the sociology major. They may count courses taken for the track as sociology electives for the major. Although 034:148 (SOC:4400) Internship in Criminal Justice and Corrections is not required for the track, students are encouraged to complete it; they may count a maximum of one registration in 034:148 (SOC:4400) toward track requirements.

The criminology track requires the following course work.
Introductory course—one of these:
- 034:040 (SOC:1410) Criminology 3 s.h.
- 034:042 (SOC:1420) Law and Society 3 s.h.
- 034:080 (SOC:2430) Comparative Criminal Justice Systems 3 s.h.

Track electives—12 s.h. from these:
- 034:025 (SOC:2325) Women, Crime, and Justice 3 s.h.
- 034:045 (SOC:3415) Global Criminology 3 s.h.
- 034:141 (SOC:3420) Juvenile Delinquency 3 s.h.
- 034:143 (SOC:4461) Gender and Violence 3 s.h.
- 034:144 (SOC:4440) Sociology of White-Collar Crime 3 s.h.
- 034:146 (SOC:3425) Deviance and Control 3 s.h.
- 034:148 (SOC:4400) Internship in Criminal Justice and Corrections 1-5 s.h.
- 034:149 (SOC:4420) Sociology of Criminal Punishment 3 s.h.
- 034:182 (SOC:4460) Sociology of Law 3 s.h.
- 034:184 (SOC:4450) Juvenile Justice: A Socio-legal Perspective 3 s.h.
- 034:186 (SOC:3450) Criminal Legal System 3 s.h.

B.A. or B.S. with Teacher Licensure
Sociology majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.
Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)
Note: Sequencing of course work is important in meeting the four-year plan.
Bachelor of Arts

Before the fifth semester begins: 034:001 (SOC:1010) Introduction to Sociology Principles or equivalent; one sociology elective

Before the seventh semester begins: the introductory math or statistics course, two of the three theory and methods courses, one more sociology elective, and at least 90 s.h. earned toward the degree

Before the eighth semester begins: the remaining theory and methods course and one more sociology elective

During the eighth semester: enrollment in all remaining course work in the major, including the capstone course and the last two sociology electives; all remaining General Education courses; and a sufficient number of semester hours required for graduation

Bachelor of Science

Before the fifth semester begins: 034:001 (SOC:1010) Introduction to Sociology Principles or equivalent, 034:009 (SOC:2130) Sociological Theory, and one sociology elective

Before the seventh semester begins:
034:010 (SOC:2160) Quantitative Data Analysis;
034:011 (SOC:2170) Research Methods; Calculus I-II; one more sociology elective; and at least 90 s.h. earned toward the degree

Before the eighth semester begins:
225:120 (STAT:3120) Probability and Statistics and one more sociology elective

During the eighth semester: enrollment in all remaining course work in the major, including the capstone course and the last two sociology electives; all remaining General Education courses; and a sufficient number of semester hours required for graduation

Honors in the Major

The department offers students the opportunity to graduate with honors in the sociology major. Departmental honors students must maintain a g.p.a. of at least 3.33 in work for the major. They also must be members of the University’s honors program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University of Iowa Honors Program.

To graduate with honors in sociology, students must complete the following courses.

034:100 (SOC:4997) Honors Seminar (taken spring of junior year) 2 s.h.
034:199 (SOC:4998) Honors Research (honors thesis) 3 s.h.
At least one advanced sociology course numbered 100 or above or a graduate course (must have course instructor’s consent for honors designation)

The honors thesis is conducted under faculty supervision; it gives students an opportunity to conduct sociological research in close consultation with a faculty member of the student’s choice.

Minor

The minor in sociology requires a minimum of 15 s.h. in sociology courses, including 12 s.h. in courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor must include 034:009 (SOC:2130) Sociological Theory.

A minor in sociology is a good complement to a number of majors, particularly other social sciences, business, elementary education, or nursing.

National Honor Society

The department sponsors a chapter of Alpha Kappa Delta International Sociology Honor Society. Students who have a cumulative and sociology g.p.a. of at least 3.00 and have attained junior or higher standing are considered for membership. Consult the Alpha Kappa Delta faculty advisor for details.

Graduate Programs of Study

- Master of Arts in sociology (with or without thesis)
- Doctor of Philosophy in sociology

Graduate study in sociology focuses on the Doctor of Philosophy. Students are awarded the M.A. as they fulfill requirements for the Ph.D.

The Doctor of Philosophy emphasizes research and aims primarily to prepare sociologists for academic positions in colleges and universities or for research positions in academic, private, and government institutions. Opportunities for research using survey, experimental, and observational methods are readily available in the department.

Master of Arts

The Master of Arts program in sociology requires 30 s.h. of graduate credit with thesis or research paper and 38 s.h. of graduate credit without. The program without thesis is intended for students seeking a terminal degree and for whom a wider range of course content in sociology is appropriate.

All M.A. students must complete the following courses with grades of B-minus or higher.

034:201 (SOC:5110) History of Sociological Theory 3 s.h.
034:214 (SOC:6170) Introduction to Sociological Data Analysis 3 s.h.
034:215 (SOC:5160) Sampling, Measurement, and Observation Techniques 3 s.h.
034:216 (SOC:6180) Linear Models in Sociological Research 3 s.h.

Doctor of Philosophy

The Doctor of Philosophy program in sociology requires a minimum of 72 s.h. of graduate credit. Most courses for the Ph.D. are taken in the student’s two areas of interest, but all doctoral students must complete the following courses.

034:214 (SOC:6170) Introduction to Sociological Data Analysis (required for the M.A.) 3 s.h.
034:216 (SOC:6180) Linear Models in Sociological Research (required for the M.A.) 3 s.h.

Two elective courses in methods/statistics numbered 200 or above
One advanced theory course such as 034:202 (SOC:6110)
Students also must pass two area examinations, write and defend a dissertation prospectus, and write and successfully defend a dissertation.

Doctoral students take two area exams—one from list A, the other from list A or B. List A has five standing committees: crime, law, and deviance; family; political sociology; social psychology; and stratification. For the list B exam, a student may propose any area that is not covered under List A and for which there is adequate faculty support.

For a detailed statement of graduate study regulations, contact the Department of Sociology. Prospective doctoral students should examine this document carefully.

**Joint Ph.D./J.D.**

The Department of Sociology and the College of Law offer the joint Juris Doctor/Doctor of Philosophy. The program is highly individualized, allowing students to explore varied aspects of the relationship between law and society. Joint Ph.D./J.D. students may count up to 12 s.h. of graduate credit toward both degrees, with approval from the Department of Sociology and the College of Law.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the joint degree program. For information about the J.D., see the College of Law (p. 962) section of the Catalog.

**Teaching Assistantship Training**

All new graduate students are expected to attend a three-day orientation for teaching assistants before classes begin. In addition, 034:382 (SOC:7010) Teaching Sociology is required for students who wish to teach their own courses.

**Admission**

Admission to graduate study in sociology usually requires an undergraduate g.p.a. of at least 3.25 and a score of 1100 or higher (quantitative and verbal) on the Graduate Record Examination (GRE) General Test. Students whose first language is not English should submit scores on the Test of English as a Foreign Language (TOEFL).

Applicants must meet the admission requirements of the Graduate College; see Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. Applicants also must complete the sociology department application and use the department’s personal reference forms to obtain three letters of recommendation; forms may be printed from the Department of Sociology web page.

All application materials for fall admission must be received by January 1. The deadline for applying for departmental financial support is January 1. Evaluation of applications begins in early January.

Admission decisions are based on consideration of prior academic performance, personal reference letters, scores on the GRE General Test, and the applicant’s statement of reasons for pursuing advanced work in sociology at The University of Iowa. The department has no specific undergraduate course requirements for admission, but a background in the social sciences with some mathematical training is useful. A foreign language is not required for admission, and there is no foreign language requirement for a graduate degree in sociology. To inquire about admission, consult the chair of the admissions committee, Department of Sociology.

**Financial Support**

The Department of Sociology offers teaching assistantships and research assistantships for graduate students. Students who receive one-half-time teaching or research assistantships work 20 hours each week for faculty members on either teaching or research assignments. Out-of-state students who hold assistantships are assessed tuition at the resident rate. Graduate students also may be eligible for fellowships offered by the Graduate College.

**Research Centers and Facilities**

**Center for Asian and Pacific Studies**

The Center for Asian and Pacific Studies provides excellent opportunities for studying Asia from a social science perspective. It supports related Asia studies and offers a monthly seminar that features lively discussions by scholars from many different disciplines.

**Center for Criminology and Sociolegal Studies**

The Center for Criminology and Sociolegal Studies is an interdisciplinary research and teaching program for the study of crime, law, deviance, social control, and mental health. It sponsors a colloquium series in crime, law, and social control, in which affiliates, graduate students, and outside speakers present their ongoing research, and a working-paper series in which members disseminate research papers to the academic community. The center also provides research support and a research infrastructure for faculty and graduate students and offers graduate research assistantships for interested students. Internship in Criminal Justice and Corrections (034:148 (SOC:4400)) is administered through the center.

**Center for the Study of Group Processes**

The Center for the Study of Group Processes has an 18-room small-group laboratory with eight computer-controlled subject rooms that provide audiovisual and psychophysiological recording capabilities, two large-group rooms with an adjoining observation room, an audiovisual control room, a sociophysiological instrumentation lab, a virtual social environment lab, and other flexible research office spaces.

**Institute for Inequality Studies**

The Institute for Inequality Studies (IIS) promotes research on the causes and consequences of social inequality’s many forms—class, gender, race, ethnicity, age, sexual orientation, religion, and disability. The institute’s mission is to stimulate interdisciplinary exchange; encourage scholarly engagement in research through seminars highlighting current policy-relevant research and methodology; train the next generation of demography and inequality scholars; provide technical and administrative support to researchers working with survey and population data; and facilitate development of collaborative proposals for external funding. IIS also promotes the visibility of social inequality scholarship by
sponsoring symposia on inequality research issues that attract community interest.

Courses

For Undergraduates


034:001 (SOC:1010) Introduction to Sociology Principles 3-4 s.h.
How individuals are organized into social groups, ranging from intimate groups to bureaucracies, and how these influence individual behavior; nature and interrelationships of basic social institutions, such as family, education, religion, economy. GE: Social Sciences.

034:002 (SOC:1020) Social Problems 3-4 s.h.
Emergence and distribution of selected social problems; alternative solutions; may include population, inequality, female-male relationships, racism, crime. GE: Social Sciences.

034:009 (SOC:2130) Sociological Theory 3 s.h.
Theoretical perspectives in sociology; construction, evaluation of sociological explanations. Prerequisites: 034:001 (SOC:1010).

034:010 (SOC:2160) Quantitative Data Analysis 3 s.h.
Applied statistics for sociology majors: frequency distributions, graphic presentation, measures of central tendency, measures of variability, elementary probability, populations and samples, sampling distributions, estimation and confidence intervals, hypothesis testing, chi-square test, regression and correlation, analysis of variance; computer software used in data analysis; emphasis on appropriate use and interpretation of statistics in the study of sociological topics. Prerequisites: 034:001 (SOC:1010). Requirements: sociology major, and 22M:009 (MATH:1020) or a higher-level math course.

034:011 (SOC:2170) Research Methods 3 s.h.
Basic scientific concepts; emphasis on theoretical thinking, statement of researchable propositions, logic and meaning of proof operant in the research process; general issues in designing social research, including problems of sampling and measurement, analysis, presenting research data, interpreting research findings. Prerequisites: 034:001 (SOC:1010). Requirements: sociology major, and 22M:009 (MATH:1020) or a higher-level math course.

034:029 (SOC:1000) First-Year Seminar 1-2 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

034:100 (SOC:4997) Honors Seminar 1-2 s.h.
Topic development for senior honors projects. Offered spring semesters. Requirements: sociology honors standing.

034:190 (SOC:4900) Selected Topics in Sociology 3 s.h.
Topics vary.

034:194 (SOC:4909) Graduation Portfolio 0 s.h.

034:195 (SOC:4910) Capstone Course in Sociology 3 s.h.
Senior project illustrating student’s accomplishments during his or her undergraduate career; prepared in collaboration with sociology faculty member or other experts in the student’s area of sociological interest; record for student’s own reflection, information for potential employers and graduate programs. Requirements: 2.00 major g.p.a.

034:196 (SOC:4920) Field Experience arr.
Supervised field experience in sociology; primarily for students participating in Washington Center internship. Requirements: sociology major and junior standing.

034:197 (SOC:4930) Teaching Internship 3 s.h.
Experience providing supervised support for instructors teaching basic courses in sociology. Requirements: appointment as sociology undergraduate teaching aide.

034:198 (SOC:4990) Directed Individual Study arr.
Research projects under faculty supervision.

034:199 (SOC:4998) Honors Research arr.
Research projects under faculty supervision.

Primarily for Graduate Students

Theory and Methods

034:200 (SOC:5000) Graduate Proseminar 2 s.h.
General introduction to department and discipline for entering graduate students; departmental and graduate college requirements, program and career planning, interaction with faculty members, consideration of student interests and concerns. Two semesters beginning in fall. Requirements: sociology graduate standing.

034:201 (SOC:5110) History of Sociological Theory 3 s.h.
Ideas of major 19th- and 20th-century social thinkers (e.g., Marx, Weber, Durkheim, Simmel, Mead).

034:202 (SOC:6110) Theory Construction and Analysis 3 s.h.
Contemporary theoretical issues and nature of theory, theory’s place in research, strategies of theory construction. Requirements: sociology graduate standing.

034:203 (SOC:6140) Seminar: Selected Topics in Sociological Theory 3 s.h.
University of Iowa 2013-14 General Catalog

034:213 (SOC:6175) Qualitative Methods 3 s.h.
Logic of qualitative research; basic skills necessary for a qualitative research project. Requirements: sociology graduate standing.

034:214 (SOC:6170) Introduction to Sociological Data Analysis 3 s.h.
Statistical measures for descriptive methods and association; logic of statistical inference, hypothesis testing; background essential to understanding linear models, models for categorical data analysis. Requirements: introductory statistics.

034:215 (SOC:5160) Sampling, Measurement, and Observation Techniques 3 s.h.
Research designs; sampling designs and techniques; questionnaire construction, interviewing techniques; participant and nonparticipant observation; coding and preparation of data for analysis; measurement techniques, reliability, and validity. Requirements: 034:214 (SOC:6170) or graduate standing.

034:216 (SOC:6180) Linear Models in Sociological Research 3 s.h.
Statistical techniques associated with general linear model; emphasis on multiple regression, its generalizations; corresponding computer programs. Requirements: 034:214 (SOC:6170) or graduate standing.

034:218 (SOC:7170) Advanced Statistical Modeling of Data 3 s.h.
Models for analysis of categorical data, including loglinear, logit, related discrete data models. Requirements: advanced graduate standing.

034:219 (SOC:7180) Structural Equation Modeling 3 s.h.
Overview of structural equation models (SEMs), also known as LISREL models, covariance structure models; specific types of SEMs, such as simultaneous equations and confirmatory factor analysis; intermediate topics.

Social Psychology

034:020 (SOC:3210) Principles of Social Psychology 3-4 s.h.
Introduction to theory and research in small groups; interpersonal and intergroup processes. GE: Social Sciences.

034:122 (SOC:3225) Paranormal Society 3 s.h.
Sociological perspectives to investigate paranormal beliefs; popular support of paranormal claims despite being rejected by the scientific community; examination of paranormal claims, validity and voracity of popular explanations through the application of scientific process; social psychological theories to understand and decipher society’s historical and growing fascination with paranormal beliefs.

Techniques, proven by research, that enhance students’ ability to know, work with, and lead people; recent research in social psychology, how it applies to practical leadership problems.

034:124 (SOC:4230) Sociology of Self-Improvement 3 s.h.
Goal of individual self-improvement as a basic cultural component of society in the United States: where it shaped development of political, business, and educational and religious institutions; selected readings from self-improvement literature and lectures on research showing which self-improvement techniques can be effective and how much individual self-improvement is possible. Prerequisites: 034:001 (SOC:1010) or 034:020 (SOC:3210).

034:125 (SOC:4210) Small Group Analysis 3 s.h.
Internal processes governing small groups (e.g., friendship cliques, families, the president’s cabinet, committees); how small groups relate to the larger social environment; groups’ impact on their members. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

034:128 (SOC:3220) Sociology of Mental Illness 3 s.h.
The socially constructed nature of mental illness; theoretical perspectives and research on social antecedents and social consequences of mental health. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020) or 034:020 (SOC:3210).

034:220 (SOC:6210) Contemporary Approaches to Social Psychology 3 s.h.
Review and critical analysis of current theoretical approaches and systems of social psychological analysis. Recommendations: sociology graduate standing.

034:221 (SOC:6220) Seminar: Selected Topics in Social Psychology 3 s.h.
Selected theoretical and methodological issues.

Deviance, Delinquency, Crime, Law

034:025 (SOC:2325) Women, Crime, and Justice 3 s.h.
Overview of women’s experiences with crime and criminal justice system, with reference to experiences of men for purposes of comparison; role of race, ethnicity, and poverty in women’s experiences; causes of crime, inequalities in police-citizen interactions, imprisonment, and other aspects of criminal justice system experience. Same as 131:025 (GWSS:2325).

034:040 (SOC:1410) Criminology 3 s.h.
Nature and causes of crime; the criminal justice process, correctional treatment, crime prevention. GE: Social Sciences.

034:042 (SOC:1420) Law and Society 3 s.h.
Exploration of how society shapes the law and how law shapes the society; definitions and conceptualizations of law; social origins of law; roots of compliance with or deviance from law; legal consciousness and uses of law in everyday life; effect of law on social inequality and distribution of power; law as a venue and a tool for social change.

034:045 (SOC:3415) Global Criminology 3 s.h.
Crime and the control of crime at the transnational and sub-national levels of analysis; focus on non-U.S. societies; consequences of economic, political, and cultural globalization.

034:080 (SOC:2430) Comparative Criminal Justice Systems 3 s.h.
Criminal justice systems around the world; similarities and differences in how justice is defined and operationalized in contemporary legal traditions in terms of police, courts, and corrections examined in light of cultural norms and values; emphasis on link between societal characteristics and legal traditions; differences in defendant rights guaranteed under various legal traditions.

**034:141 (SOC:3420) Juvenile Delinquency** 3 s.h.
Delinquency as an individual and social problem; theories of the causes of juvenile delinquency; law enforcement and the juvenile court; methods of correction and prevention. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

**034:142 (SOC:4430) Interpersonal Violence in Society** 3 s.h.
Extent and nature of interpersonal violence in societies, in general and for specific population subgroups; theoretical explanations for the phenomenon; alternative ways of defining and responding to violence across various social contexts; application of scientific method; relevant literatures from multiple disciplines including sociology, anthropology, criminology, psychology, and behavioral economics; types of violence defined as illegal and those which are deviant but not illegal. Prerequisites: 034:040 (SOC:1410). Recommendations: 034:011 (SOC:2170) strongly recommended before enrollment in 034:040 (SOC:1410).

**034:143 (SOC:4461) Gender and Violence** 3 s.h.
Extent and nature of gendered violence, interpretation of patterns using feminist theory and perspectives on masculinities and heterosexism; examination of interpersonal violence, including criminal violence committed by women and men, violence against women and men (victimization), spousal/intimate partner abuse, youth gangs, bullying in schools, sexual violence, femicide, and genocide. Same as 131:161 (GWSS:4461).

**034:144 (SOC:4440) Sociology of White-Collar Crime** 3 s.h.
Critical perspectives on causes and consequences of white-collar crime: definitions and types; criminological, social-psychological, and rational-choice theories; political and economic causes of white-collar crime under capitalism and socialism; rates and patterns of white-collar criminality across different social groups (defined by racial, ethnic, class, and gender attributes); control, prevention, and criminal justice response.

**034:146 (SOC:3425) Deviance and Control** 3 s.h.
Norm violation or deviant behavior; behaviors that, while deviant, do not violate legal norms, and ways of controlling these behaviors that do not involve the criminal justice system; ways of explaining deviance, consequences of deviant behavior for the deviant actor. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

**034:148 (SOC:4400) Internship in Criminal Justice and Corrections** 1-5 s.h.
Supervised field work in a criminal justice or correctional agency. Prerequisites: 034:040 (SOC:1410) or 034:141 (SOC:3420). Requirements: sociology major, junior standing, and consent of director of the Center for Criminology and Socio-Legal Studies.

**034:149 (SOC:4420) Sociology of Criminal Punishment** 3 s.h.
Sociological theories and research on criminal punishment; classical and contemporary theories; research on imprisonment and capital punishment. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

**034:182 (SOC:4460) Sociology of Law** 3 s.h.
Conceptual, historical, and theoretical issues of law and operation of the criminal justice system; theory and research on law and the criminal justice system. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

Examination of social, historical, and legal foundations of juvenile justice system in the United States; adjudication processes in juvenile justice, transfer of juveniles to criminal court, contemporary juvenile court, community-based corrections programs, legalities of juvenile system; current and future directions in juvenile justice. Prerequisites: 034:001 (SOC:1010).

**034:186 (SOC:3450) Criminal Legal System** 3 s.h.
Discretionary decision making in U.S. criminal courts from arrest through sentencing; legal and sociolegal issues relevant to each stage of felony adjudication; sociological and social-psychological theories of decision making in adjudication, empirical research testing these theories. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

**034:240 (SOC:6410) Seminar: Criminological Theories** 3 s.h.
Theories of crime causation and their relationships to the cultures in which they have functioned.

**034:242 (SOC:7410) Communities and Crime** 3 s.h.
Distribution of crime as rooted in community-level conditions such as concentrated affluence or poverty, racial residential segregation, unemployment, family disruption, and immigration. Requirements: sociology graduate standing.

**034:245 (SOC:6420) Seminar: Selected Topics in Deviance and Control** 3 s.h.
Critical analysis of current research; emphasis on theoretical contributions and methodological foundations.

**034:282 (SOC:7460) Sociology of Law Seminar** 3 s.h.
Relationship between law and society explored through writings and research of classical and contemporary sociologists and legal scholars. Requirements: sociology graduate standing.

**Family, Lifestyle, Children, Aging**

**034:018 (SOC:1310) Gender and Society** 3-4 s.h.
Role and status of women in society: sex differences, sex role socialization, theories about origin and maintenance of sexual inequalities, changes in social life cycle of women, implications for social institutions and processes; focus on contemporary United States. GE: Values, Society, and Diversity. Same as 131:018 (GWSS:1310).
034:061 (SOC:3710) The American Family 3 s.h.
Structure and process; change over the life cycle; interrelations with other institutions; historical changes; variations by social class and ethnic group. Prerequisites: 034:001 (SOC:1010). GE: Values, Society, and Diversity.

034:075 (SOC:2750) Fertility and Reproduction 3 s.h.
Exploration of when, why, how, and with whom Americans bear children, comparison to other developed and developing countries in the world; infertility and its treatments; ethics of surrogacy; voluntary childlessness; rapid rise of nonmarital childbearing in the U.S. and other countries; politics of childbirth; declining populations; rapid aging of rich where women have basically stopped having children. Same as 131:075 (GWSS:2750).

034:162 (SOC:4860) Work and Family Institutions 3 s.h.
Contemporary problems in the integration of work and family life; origins of work-family conflict in process of industrialization; effects of job-family conflicts on mothers, fathers, children; cross-cultural differences in dealing with work-family conflict. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020). Same as 131:160 (GWSS:4860).

034:266 (SOC:7710) Gender Inequalities 3 s.h.
Current sociological research on public policies that affect family life and well-being; divorce and child custody policies, teen pregnancy and abortion, family poverty, child care and work-family policies. Same as 131:266 (GWSS:7710).

Social Institutions, Social Change

034:022 (SOC:2222) Introduction to Social Work 4 s.h.
Social welfare as a social institution; settings, methodologies of social work, practice; profession of social work; historical development of American social welfare, social work; a minimum of 45 hours volunteer work. Requirements: sophomore or higher standing. Same as 042:022 (SSW:2222).

034:126 (SOC:4540) Social Movements in the U.S. 3 s.h.
Social unrest; crowd behavior; social movements treated as a form of social change. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

034:133 (SOC:5130) Sociology of Education 3 s.h.
Effects of school and school organization on educational outcomes; course-taking patterns and tracking, desegregation, differences in school sector; focus on entire span of student’s academic career; examination of school and organizational effects at the primary, secondary, and postsecondary levels of education. Same as 07B:130 (EPLS:5130).

034:153 (SOC:3525) Public Opinion 3 s.h.
Role in making public policy; formation, change of political attitudes and opinions; political ideology; measurement of public opinion; how opinion polls are conducted; experience with interviewing and conducting public opinion research. Same as 030:171 (POLI:3204).

034:280 (SOC:5680) Sociology of Higher Education 3 s.h.
Sociological approach to study of higher education; issues of inequality and stratification in higher education; focus on relationship between higher education and larger economic and demographic processes; college access, college destinations, attainment, and returns to a college degree. Same as 07B:142 (EPLS:5142).

034:285 (SOC:6610) Complex Organizations 3 s.h.

034:310 (SOC:5810) Education and Social Change 2-3 s.h.
Role of educational institutions, in connection with political and economic structures, in the process of social change; illumination of theories of social change through case studies of educational systems in both less-developed and industrialized nations. Same as 07B:210 (EPLS:5210).

Social Class, Inequality, Race, Organizations, Politics

034:036 (SOC:1810) Poverty, Inequality, and Public Policy 3 s.h.
Introduction to public policymaking; historical context of current public policy responses to poverty and inequality in the United States; measurement of poverty and inequality; various experiences of poverty and inequality; efficacy of policies addressing contemporary poverty and inequality.

034:066 (SOC:2810) Social Inequality 3 s.h.
Major theoretical perspectives for understanding inequality in economics, power, prestige; the magnitude of social inequality in the United States; sex and race inequality; trends in and causes of social mobility; selected consequences of social inequality. GE: Values, Society, and Diversity.

034:135 (SOC:4820) Sociology of Sexuality 3 s.h.
Sociological perspectives on sexuality, including theoretical and conceptual developments, empirical regularities, and social implications; sexual expression in the United States. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020). Same as 131:136 (GWSS:4820).

034:150 (SOC:3520) Political Sociology 3 s.h.
Sociological analysis of political behavior and belief, group conflict and political process, group consensus, political institutions, power and policy-making systems; relationship of the political system to the social system. Prerequisites: 034:001 (SOC:1010).

034:155 (SOC:3830) Race and Ethnicity 3 s.h.
Multidisciplinary study of intergroup relations, with emphasis on historical, sociological, and social psychological issues in the study of American minority groups. GE: Values, Society, and Diversity.

034:156 (SOC:4310) Gender Inequality 3 s.h.
Gender issues in major social institutions such as family, education, workplace, culture; marriage, family care, childhood gender socialization, occupational segregation, wage gap, household division of labor, and so forth. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).
034:158 (SOC:3850) Economy and Society 3 s.h.
Economic debates that faced advanced market economies in the 20th century with extensions to the developing world; development and maintenance of investment elites and labor markets, development and extension of state activity.

034:164 (SOC:3610) Organizations and Modern Society 3 s.h.
Approaches to the sociological study of economic and noneconomic organizations; the role of power and authority within the organization, and between the organization and its environment. Prerequisites: 034:001 (SOC:1010) or 034:020 (SOC:3210).

034:170 (SOC:3880) Social Networks 3 s.h.
Introduction to the basic properties of network structure (e.g., density, mutuality, cliques); substantive insights regarding the role and consequences of networks in social life; the role of networks in job searching/hiring processes; how innovations diffuse through networks; and relationships as social resources. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

034:175 (SOC:3840) Community and Urban Sociology 3 s.h.
Impact of urbanization on social life, social networks; how social forces shape patterns of urban growth; racial segregation, gentrification; consequences of the growth of suburbs; urban crises, including concentrated poverty and crime. Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

034:178 (SOC:3650) Education and Schooling: Sociological Approaches 3 s.h.
Overview of sociology of education; historical and current sociological perspectives on education; race, class, and gender inequality in schooling; higher education; contemporary debates in education (e.g., affirmative action, school choice). Prerequisites: 034:001 (SOC:1010) or 034:002 (SOC:1020).

034:253 (SOC:6810) Social Stratification 3 s.h.
Classical and contemporary theories; current research on the causes and magnitude of inequality in economics, power, and prestige; social mobility; critical issues in stratification.

034:254 (SOC:7820) Seminar: Selected Topics in Social Stratification 3 s.h.
Requirements: social science graduate standing.

034:255 (SOC:6310) Gender Stratification Seminar 3 s.h.
Occupational gender segregation; gender gap in pay; role of family caregiving in women’s lower pay; evaluation of caregiving work; comparable work.

034:257 (SOC:6850) Seminar: Sociology of Labor Markets 3 s.h.
Sociological and economic theories and research concerning area/regional/focal labor markets, industrial sectors and the dual labor market, occupational/internal labor markets; other structural explanations of inequality.

034:258 (SOC:7860) Seminar: Economy and Society 3 s.h.
Relationships between social classes and nation-states in capitalist societies; historical experience of the United States; comparative perspective, especially regarding Western Europe.

034:259 (SOC:7620) Social Network Analysis 3 s.h.
Relational, data-oriented approach to representing linkages or relationships among social units, and to examine the relevance of these social structures in social processes. Requirements: basic multiple regression.

Teaching

034:382 (SOC:7010) Teaching Sociology 2-3 s.h.
Supervised preparation for teaching sociology courses; literature on teaching; course objectives, alternative teaching techniques; preparation of course syllabus, lectures, discussions, exams. Requirements: advanced sociology graduate standing.

Independent Reading and Research

034:381 (SOC:5010) Summer Research Practicum 2 s.h.
Students discuss their participation in ongoing research, review and critique each other’s projects, write research reports describing their work. Requirements: sociology graduate standing.


Spanish and Portuguese

Director, Division of World Languages, Literatures, and Cultures
• Russell Ganim

Chair, Department of Spanish and Portuguese
• Mercedes Niño-Murcia

Professors
• Maria José Barbosa, Thomas E. Lewis, Mercedes Niño-Murcia, Adriana Méndez Rodenas

Associate professors
• Maria A. Duarte, Denise K. Filios, Brian Gollnick, Paula M. Kempchinsky, Judith E. Liskin-Gasparro, Luis Martin-Estudillo, Ana Merino, Kathleen Newman (Spanish and Portuguese/Cinema and Comparative Literature), Diana Vélez

Assistant professors
• Roberto Ampuero, Amber Brian, Junyoung V. Kim, Horacio Castellanos Moya, Ana Rodriguez, Christine Shea

Lecturers
• Gay Allan, Deanna Johnson, Pilar Marcé, Julia Oliver Rajan, Ruth Westfall

Adjunct associate professor
• Sue E. Otto

Associate professor emeritus
• Philip W. Klein

Undergraduate majors: Spanish (B.A.); Portuguese (B.A.)

Undergraduate minors: Spanish; Portuguese

Graduate degrees: M.A. in Spanish; M.F.A. in Spanish creative writing; Ph.D. in Spanish

Web site: http://clas.uiowa.edu/dwllc/spanish-portuguese

The Department of Spanish and Portuguese offers undergraduate majors and minors, graduate degree programs, and course work for students in other disciplines. The department provides a wide selection of courses in Spanish and Portuguese, languages that are spoken in many cultures around the world and are important in the study of literature, art, film, and many other areas. Spanish and Portuguese language courses are open to any student who has satisfied the course prerequisites.

In addition to language courses, the department offers general interest courses on literature, film, and culture that are taught in English. It also participates in several study abroad programs.

Undergraduate students in all majors may satisfy the World Languages requirement of the General Education Program (p. 306) with courses in Spanish or Portuguese; see "Language for General Education" below. The department also offers other courses that are approved for General Education and are taught in English and a First-Year Seminar designed for entering undergraduates.

Undergraduate Programs of Study

• Major in Spanish (Bachelor of Arts)
• Major in Portuguese (Bachelor of Arts)
• Minor in Spanish
• Minor in Portuguese

Elementary and intermediate courses in Spanish language interrelate five performance goals—listening, reading, speaking, writing, and cultural knowledge—in a staged progression whose overall goal is to develop proficiency. The curriculum emphasizes acquisition of Spanish language skills in communicative contexts, enrichment of vocabulary through an introduction to Hispanic culture, and development of grammatical accuracy in speaking and writing.

The beginning course in Portuguese is for students without previous study or experience with the language. There also is a special Portuguese course for students who already know Spanish. Portuguese classes provide a great deal of individual attention in an informal language-learning environment. Courses emphasize speaking, comprehending, reading, and writing Brazilian Portuguese. They incorporate cultural material in the form of videos and music.

Bachelor of Arts: Spanish

The Bachelor of Arts with a major in Spanish requires a minimum of 120 s.h., including 36 s.h. of work for the major. The program is built on course work in Spanish peninsular and Spanish American literature, Hispanic cultures, Hispanic linguistics, and advanced language skills. The goal of the major is twofold: to study content areas related to the Spanish language, such as literature, culture, and linguistics; and to develop proficiency in the Spanish language in all four skills—speaking, listening, reading, and writing.

Students who major in Spanish may go on to graduate study in areas such as Spanish and Spanish American literature, Hispanic linguistics, or comparative literature. They also may combine their Spanish studies with other areas to prepare for career opportunities in international business, government, travel, journalism, or communications, where knowledge of another language and other cultures is essential.

Course work for the major includes a core of one course from each of the four principal academic areas of the department (see "Required Core" below) and eight electives, which may focus on one or more of the four principal areas or may include a broad range of courses (see "Electives" below). Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

All courses taken for the Spanish major must be numbered 035:100 (SPAN 2000) and above. A minimum of one and a maximum of four courses for the major must be numbered 035:101-035:114 (SPAN 2000-2999). At least three courses for the major must be numbered 035:170-035:198 (SPAN 4000-4999). Students may count a maximum of 6 s.h. earned in courses offered by other University of Iowa
departments toward the Spanish major; see "Electives" below for guidelines. A maximum of 15 s.h. of approved transfer credit may be counted toward the major.

Advanced undergraduates preparing to earn a B.A. with honors may enroll in graduate courses with the permission of their advisor and the department chair. Ordinarily, permission is granted only to students who have completed a minimum of 30 s.h. of work for the major and whose g.p.a. in the major is 3.75 or higher.

The major in Spanish requires the following course work.

**REQUIRED CORE**

One course in Hispanic linguistics chosen from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:121</td>
<td>Introduction to Hispanic Linguistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:122</td>
<td>Spanish Sound Structure</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:123</td>
<td>Foundations in Sociolinguistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:124</td>
<td>Introduction to Bilingualism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:126</td>
<td>Spanish Applied Linguistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:128</td>
<td>Introduction to Spanish Language Acquisition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:184</td>
<td>Linguistic Aspects of Second Language Acquisition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:185</td>
<td>Topics in Hispanic Linguistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:186</td>
<td>Introduction to Spanish Syntax</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:187</td>
<td>Spanish Word Formation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:188</td>
<td>History of the Spanish Language</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:189</td>
<td>Introduction to Spanish Phonology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One course in Spanish peninsular literature chosen from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:110</td>
<td>Readings in Spanish Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:151</td>
<td>Literature of the Time of Cervantes</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:152</td>
<td>Romanticism and Revolution in Spain</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:155</td>
<td>Hispanic Institute: Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:156</td>
<td>Spanish Literature of the Transition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:157</td>
<td>Contemporary Spanish Short Story</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:160</td>
<td>The Cid in History and Legend</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:161</td>
<td>Modern and Contemporary Spanish Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:180</td>
<td>Spanish Golden Age Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:181</td>
<td>Topics in Spanish Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:182</td>
<td>Society and Poetry: Spanish Lyric</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:183</td>
<td>Don Quijote</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One course in Spanish American literature chosen from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:111</td>
<td>Readings in Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:131</td>
<td>Contemporary Spanish American Fiction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:132</td>
<td>Spanish American Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:134</td>
<td>Spanish American Short Story</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:140</td>
<td>Contemporary Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:144</td>
<td>Latin American Women Writers</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:147</td>
<td>Topics in Literatures and Cultures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:171</td>
<td>Twentieth-Century Spanish American Theater and Performance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:173</td>
<td>Colonial Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:175</td>
<td>Cultural Identity in Caribbean Literature</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One course in culture (peninsular or Spanish American) chosen from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:177</td>
<td>Literature and Mass Culture in Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:178</td>
<td>Topics in Spanish American Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:193</td>
<td>Narratives of Underdevelopment</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One course in culture (peninsular or Spanish American) chosen from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:107</td>
<td>Music of the Hispanic World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:113</td>
<td>Screening Latin America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:114</td>
<td>Introduction to Spanish American Cultures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:130</td>
<td>Cultures of Spanish America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:137</td>
<td>Chicano Literature and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:138</td>
<td>Modern Mexico</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:145</td>
<td>Introduction to Film Studies in Spanish</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:148</td>
<td>Topics in Cinema and Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:149</td>
<td>Visual Culture: Colonial Spanish America</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:150</td>
<td>Cultures of Spain</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:153</td>
<td>Madrid</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:154</td>
<td>Hispanic Institute: Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:164</td>
<td>Topics in Culture of the Hispanic World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:170</td>
<td>The Spanish Civil War</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:172</td>
<td>Topics in Cultural Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:174</td>
<td>Latino/a Popular Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:179</td>
<td>Islamic Cultural Presence in Spain</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:192</td>
<td>Topics in Film Studies</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**ELECTIVES**

Eight elective courses in Spanish numbered 035:100 (SPAN 2000) and above

Students choose elective course work according to the following guidelines.

The eight electives may include course work in Spanish language skills as well as more advanced language courses that focus on specialized language functions and purposes. They also may include a maximum of 6 s.h. earned in Portuguese courses numbered 038:101 (PORT 3020) or above or in related courses at the appropriate level offered by other University of Iowa departments and programs, such as history, anthropology, comparative literature, international studies, or linguistics. Related courses must be approved by the director of undergraduate studies; for a list of approved related courses, contact the Department of Spanish and Portuguese.

The following Spanish and Portuguese courses do not count toward the major and may not be used as elective credit: 035:116 (SPAN:3095) Spanish Composition and Grammar (if taken after spring 2010), 035:165 (SPAN:4095) Advanced Spanish Grammar, and 038:100 (PORT:3010) Accelerated Elementary Portuguese. A maximum of 3 s.h. earned in 038:101 (PORT:3020) Accelerated Intermediate Portuguese may be counted toward the major.

**Bachelor of Arts: Portuguese**

The Bachelor of Arts with a major in Portuguese requires a minimum of 120 s.h., including at least 30 s.h. of work for the major. Students must complete the courses listed...
under "Prerequisites" below (12 s.h.), or their equivalents, before they may begin fulfilling requirements for the major.

Portuguese is spoken in Portugal, Brazil, Angola, Mozambique, Cape Verde, and Guine-Bissau. There are more speakers of Portuguese in South America than there are of Spanish. Knowledge of Portuguese and of Luso-Brazilian culture is extremely helpful for students interested in career opportunities in international business, government, or related fields.

The major in Portuguese requires the following courses or their equivalents. All course work in the major must be numbered 038:103 (PORT 3100) and above. Courses listed under "Prerequisites" do not count toward the 30 s.h. of work for the major.

Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

**PREREQUISITES TO COURSE WORK FOR THE MAJOR**

- 038:100 (PORT:3010) Accelerated Elementary Portuguese 6 s.h.
- 038:101 (PORT:3020) Accelerated Intermediate Portuguese 6 s.h.

**REQUIRED COURSES**

- 038:103 (PORT:3100) Composition and Conversation 3 s.h.
- 038:105 (PORT:3350) Brazilian Literature Before 1900 3 s.h.
- 038:106 (PORT:3400) Brazilian Literature After 1900 3 s.h.
- 038:107 (PORT:3500) Introduction to Portuguese Literature 3 s.h.
- 038:120 (PORT:4100) Topics in Luso-Brazilian Culture 3 s.h.

**ELECTIVES**

Portuguese courses numbered above 038:102 (PORT:3050) 15 s.h.

A maximum of 6 s.h. may be taken in approved courses in related areas (e.g., art, anthropology, comparative literature, geography, history, Latin American studies, linguistics, sociology, Spanish).

**B.A. with Teacher Licensure**

Spanish majors interested in earning licensure to teach at the elementary and/or secondary level must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Students who plan to use a major in Portuguese or their work toward a minor in Spanish or in Portuguese as academic background for earning teacher licensure should contact the Office of Education Services about requirements.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**B.A.: Spanish**

- **Before the third semester begins:** Intermediate Spanish I (or equivalent second-year, first-semester competence in Spanish)
- **Before the fifth semester begins:** four more courses in Spanish beyond Intermediate Spanish II (or equivalent second-year, second-semester competence)
- **Before the seventh semester begins:** total of nine courses in the major
- **Before the eighth semester begins:** four more courses in the major

**B.A.: Portuguese**

- **Before the third semester begins:** competence in first-year Portuguese
- **Before the fifth semester begins:** three or four additional courses for the major and at least 90 s.h. earned toward the degree
- **Before the seventh semester begins:** total of seven courses in the major
- **Before the eighth semester begins:** total of nine courses in the major

**Honors in the Major: Spanish**

The department offers students the opportunity to graduate with honors in the Spanish major. Students must have a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in Spanish in order to enter the departmental honors program. To graduate with honors in the major, students must request honors designation for one course they take for the major (3 s.h.), in consultation with the department honors advisor. They also must register for 3 s.h. in 035:198 (SPAN:4998) Honors Research and Thesis. To complete 035:198 (SPAN:4998) successfully, students must submit an honors thesis they have written in Spanish and must present it orally to a faculty committee in a meeting conducted in Spanish.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

**Honors in the Major: Portuguese**

The department offers students the opportunity to graduate with honors in the Portuguese major. Students must have a cumulative University of Iowa g.p.a. of at least 3.33 and a g.p.a. of at least 3.50 in Portuguese in order to enter the departmental honors program. To graduate with honors in the major, students must earn 3 s.h. in 038:198 (PORT:4999) Honors Research and
Thesis plus 3 s.h. in a course chosen in consultation with the department honors advisor. Both courses (6 s.h.) count toward the total 30 s.h. required for the major in Portuguese. Students must write an honors thesis and present it orally to a committee of three faculty members.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

**Minor: Spanish**

The minor in Spanish requires a minimum of 18 s.h. in Spanish courses. At least 15 s.h. of credit for the minor must be earned in courses numbered 035:100 (SPAN 2000) and above taken at The University of Iowa or in a University of Iowa study abroad program, including a minimum of 3 s.h. earned in Spanish or Spanish American literature or culture, or in Hispanic linguistics course work. All courses for the minor must be taught in Spanish. Students may not count 035:116 (SPAN:3095) Spanish Composition and Grammar (if taken after spring 2010) or 035:165 (SPAN:4095) Advanced Spanish Grammar toward the Spanish minor. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

**Minor: Portuguese**

The minor in Portuguese requires a minimum of 15 s.h. in Portuguese courses, including 12 s.h. in advanced courses taken at The University of Iowa or in a University of Iowa study abroad program. For the minor, courses numbered 038:103 (PORT:3100) Composition and Conversation or above are considered advanced. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

**Language for General Education**

The Department of Spanish and Portuguese offers course sequences that students in all majors may use to satisfy the World Languages requirement of the College of Liberal Arts and Sciences General Education Program (p. 306).

Students who have previous course work or other experience with Spanish should take the online World Languages Placement Test, which helps determine the level at which a student should begin Spanish language study at The University of Iowa. Students should take the test before they register for their first University of Iowa Spanish course. Students with experience in Portuguese may receive individual evaluations from the department.

**SPANISH**

Three course sequences in Spanish satisfy the General Education Program’s World Languages requirement. For students without previous knowledge of Spanish, the department recommends the following sequence.

- 035:001 (SPAN:1001) Elementary Spanish I 5 s.h.
- 035:002 (SPAN:1002) Elementary Spanish II 5 s.h.
- 035:011 (SPAN:1501) Intermediate Spanish I 5 s.h.
- 035:012 (SPAN:1502) Intermediate Spanish II 5 s.h.

Those with previous knowledge of Spanish may be able to fulfill the World Languages requirement with one of the following sequences.

- 035:005 (SPAN:1003) Elementary Spanish Review 5 s.h.
- 035:011 (SPAN:1501) Intermediate Spanish I 5 s.h.
- 035:012 (SPAN:1502) Intermediate Spanish II 5 s.h.
- 035:005 (SPAN:1003) Elementary Spanish Review 5 s.h.

Students should consult a departmental advisor to determine which sequence is best for them.

**PORTUGUESE**

Only one course sequence in Portuguese fulfills the General Education Program’s World Languages requirement. It consists of two intensive courses that combine two semesters into one, so that the sequence is completed in a total of two semesters rather than four. Both courses are open to entering first-year students.

- 038:100 (PORT:3010) Accelerated Elementary Portuguese 6 s.h.
- 038:101 (PORT:3020) Accelerated Intermediate Portuguese 6 s.h.

**Related Certificates**

**Certificate in International Business**

The College of Liberal Arts and Sciences and the Tippie College of Business offer the Certificate in International Business. The program entails study of international business and economics; international relations and institutions; a language; and the art, literature, culture, and/or politics of a geographic area. For detailed information about the certificate see International Business (p. 387) in the Catalog.

**Certificate in Latin American Studies**

The department plays an important role in the Latin American Studies Program, which focuses on the history, politics, social organization, economy, art, music, religion, and literature of Latin America. See Latin American Studies (p. 418) in the Catalog for detailed information about the program’s undergraduate certificate and minor.

**Study Abroad**

**SPANISH**

The department participates in study abroad programs in Spain and Latin America; most of these programs offer both summer and semester or yearlong programs. The programs in Spain include the Board of Regents Hispanic Institute program in Valladolid (summer only); USAC (University Studies Abroad Consortium) programs in Alicante, Bilbao, Madrid, and San Sebastián; and CIEE programs in Alcalá de Henares, Alicante, Barcelona, Madrid, Palma de Mallorca, and Seville.

The programs in Latin America include USAC programs in Chile (Santiago) and Costa Rica (Heredia, Puntarenas, and San Ramón); CIEE programs in Argentina (Buenos Aires), Chile (Santiago and Valparaíso), Dominican Republic (Santo Domingo), Mexico (Guadalajara), and Peru (Lima). They also include the CIC Latin America Health, Nutrition, and Environmental Issues Program in Santiago, Dominican Republic. For information about other foreign study programs in Spanish, contact International Programs Study Abroad.

Participation in a number of different programs allows the department to offer study abroad opportunities that take into account a variety of student interests and needs.
Credit earned in these or other study abroad programs may be applied toward the requirements for the Spanish major or minor. The amount of credit that may be accepted varies according to the program.

Interested students should contact the department’s study abroad advisor. Credit earned in study abroad programs other than those listed above counts as transfer credit and is subject to the 15 s.h. maximum allowed for the major and the 3 s.h. maximum allowed for the minor.

PORTUGUESE
The department offers a seven-week program in Salvador, Bahia, Brazil that includes courses in Portuguese language, culture, and literature. Contact International Programs Study Abroad for details.

Graduate Programs of Study
- Master of Arts in Spanish
- Master of Fine Arts in Spanish creative writing
- Doctor of Philosophy in Spanish

Master of Arts
The Master of Arts program in Spanish requires 30 s.h. of graduate credit. Students choose one of two emphases: literature, which provides training in literary analysis and broad knowledge of representative works in principal areas of Hispanic literature; or linguistics, which provides training in linguistic analysis and argumentation and broad knowledge of the principal subfields of Hispanic linguistics. Applicants to the M.A. program should have completed the equivalent of the undergraduate Spanish major with a g.p.a. of at least 3.00 in course work for the major.

A maximum of 9 s.h. of graduate credit in approved courses may be transferred from other institutions toward the 30 s.h. required for the M.A.

The M.A. requires the following 10 courses.

LITERATURE EMPHASIS COURSES
One of these:

035:200 (SPAN:6000) Foreign Language Teaching Methods
218:200 (WLLC:5000) Teaching and Learning Languages

All of these:

One course in Spanish linguistics numbered 035:170 (SPAN:4860) or above
Two courses in Spanish (peninsular) literature numbered 035:170 (SPAN:4860) or above
Two courses in Spanish American literature numbered 035:170 (SPAN:4860) or above
One course in literary theory
Three electives

At least eight of the 10 literature emphasis courses must be taken in Department of Spanish and Portuguese courses numbered 035:170 (SPAN:4000) or above. The remaining two may be taken either in the Department of Spanish and Portuguese courses numbered 035:170 (SPAN:4000) or above or in courses offered by related departments, subject to approval by the director of graduate studies.

LINGUISTICS EMPHASIS COURSES
One of these:

035:200 (SPAN:6000) Foreign Language Teaching Methods
218:200 (WLLC:5000) Teaching and Learning Languages

All of these:

One course in Spanish or Spanish American literature numbered 035:170 (SPAN:4860) or above
Two courses in syntax
Two courses in phonetics/phonology
One course in history of the Spanish language or language variation
One course in applied linguistics or language acquisition
Two electives

At least six of the 10 linguistics emphasis courses must be taken in Department of Spanish and Portuguese courses numbered 035:170 (SPAN:4000) or above. The remaining four may be taken in Department of Spanish and Portuguese courses numbered 035:170 (SPAN:4000) or above or in Department of Linguistics courses.

LANGUAGE TOOL REQUIREMENT
M.A. students must complete the equivalent of one year of college-level study of any approved second foreign language; Portuguese is highly recommended. They may satisfy this requirement either by examination or through courses taken at The University of Iowa or another accredited university; such course work does not count toward the 30 s.h. required for the M.A.

EXAMINATIONS
The M.A. comprehensive examination includes written and oral components. The written portion consists of a two-hour examination in each of three areas; an oral examination follows, usually lasting 90 minutes. The examining committee is composed of four departmental faculty members.

Students in the literature emphasis may choose to be examined in three literature areas or in two literature areas and one linguistics area. At least one literature area must be in Spanish literature and at least one must be in Spanish American literature. If three literature areas are chosen, at least one must represent literature written before 1700 (peninsular or Spanish American).

Students in the linguistics emphasis may choose to be examined in three linguistics areas or in two linguistics areas and one literature area. At least one of the linguistics areas must be in syntax or phonology. For students in both emphases, the third examination area may be a film area.

For reading lists, contact the Department of Spanish and Portuguese.

Master of Fine Arts
The Master of Fine Arts in Spanish creative writing requires 48 s.h. of graduate credit earned over four semesters in residence at The University of Iowa. Students complete courses in writing, including several workshops, and other relevant course work. They also are required to participate in several outreach workshops in the community and to do a final public reading in the spring semester of their second year. Work toward the degree culminates in a creative thesis.

The M.F.A. requires the following 16 courses.

All of these:
Students must complete at least 36 s.h. (12 courses) beyond the bachelor’s degree. The following courses are required; courses taken for the M.A. may be used to meet part of this requirement.

**LITERATURE TRACK: COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:310</td>
<td>(SPAN:6210) Introductory Workshop: Short Story</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:311</td>
<td>(SPAN:6260) Detective Narrative Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:312</td>
<td>(SPAN:6230) Graphic Novel/Comic Script Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:313</td>
<td>(SPAN:6240) Advanced Narrative Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:314</td>
<td>(SPAN:6250) Advanced Poetry Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:315</td>
<td>(SPAN:6280) Nonfiction Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:316</td>
<td>(SPAN:6270) Children, Youth Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:317</td>
<td>(SPAN:6235) Film Script/Theater Workshop</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Three workshop courses chosen from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:318</td>
<td>(SPAN:6220) Introductory Workshop: Writing Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:319</td>
<td>(SPAN:6279) Thesis: Creative Writing</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

All of these:

- Four graduate-level courses offered by the Department of Spanish and Portuguese
- Four additional courses offered by the Department of Spanish and Portuguese or by related units

Related units include the University of Iowa Center for the Book, the Creative Writing Program (Iowa Writer’s Workshop), the Department of Cinema and Comparative Literature, and the International Writing Program.

**THESIS**

The thesis is a fiction or poetry manuscript of substantial length, which students submit during their last semester. The thesis committee is composed of at least three members: two faculty members in the Spanish creative writing program and a third Department of Spanish and Portuguese faculty member who is not part of the creative writing program, or a faculty member from one of the related units.

**Doctor of Philosophy**

The Doctor of Philosophy program in Spanish requires a total of at least 72 s.h. of graduate credit. Ph.D. students choose from two programs; one is dedicated to Hispanic literatures, the other to Hispanic linguistics. The literature program trains students in textual analysis and literary history, criticism, and theory. The linguistics program provides training in linguistic analysis and theory.

The literature program requires a minimum of 66 s.h. of course work (22 courses), of which 30 s.h. may have been earned for an M.A. in Spanish at The University of Iowa or at another institution, as approved by the director of graduate studies.

The linguistics program requires a minimum of 57 s.h. of course work (19 courses), of which 30 s.h. may have been earned for an M.A. in Spanish at The University of Iowa or at another institution, as approved by the director of graduate studies.

Both programs also require 6 s.h. earned in 035:299 (SPAN:6999) Thesis, to complete the 72 s.h. required for the Ph.D.

Course requirements for each program are as follows.

**LITERATURE TRACK: LANGUAGE AND LITERATURE TOOL REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:305</td>
<td>(SPAN:6210) Introductory Workshop: Short Story</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:306</td>
<td>(SPAN:6220) Introductory Workshop: Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:307</td>
<td>(SPAN:6240) Advanced Narrative Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:308</td>
<td>(SPAN:6250) Advanced Poetry Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:309</td>
<td>(SPAN:6279) Thesis: Creative Writing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:310</td>
<td>(SPAN:6260) Detective Narrative Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:311</td>
<td>(SPAN:6230) Graphic Novel/Comic Script Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:312</td>
<td>(SPAN:6280) Nonfiction Workshop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:313</td>
<td>(SPAN:6270) Children, Youth Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:314</td>
<td>(SPAN:6235) Film Script/Theater Workshop</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

All of these:

- Four graduate-level courses offered by the Department of Spanish and Portuguese
- Four additional courses offered by the Department of Spanish and Portuguese or by related units

Related units include the University of Iowa Center for the Book, the Creative Writing Program (Iowa Writer’s Workshop), the Department of Cinema and Comparative Literature, and the International Writing Program.

**THESIS**

The thesis is a fiction or poetry manuscript of substantial length, which students submit during their last semester. The thesis committee is composed of at least three members: two faculty members in the Spanish creative writing program and a third Department of Spanish and Portuguese faculty member who is not part of the creative writing program, or a faculty member from one of the related units.

**Doctor of Philosophy**

The Doctor of Philosophy program in Spanish requires a total of at least 72 s.h. of graduate credit. Ph.D. students choose from two programs; one is dedicated to Hispanic literatures, the other to Hispanic linguistics. The literature program trains students in textual analysis and literary history, criticism, and theory. The linguistics program provides training in linguistic analysis and theory.

The literature program requires a minimum of 66 s.h. of course work (22 courses), of which 30 s.h. may have been earned for an M.A. in Spanish at The University of Iowa or at another institution, as approved by the director of graduate studies.

The linguistics program requires a minimum of 57 s.h. of course work (19 courses), of which 30 s.h. may have been earned for an M.A. in Spanish at The University of Iowa or at another institution, as approved by the director of graduate studies.

Both programs also require 6 s.h. earned in 035:299 (SPAN:6999) Thesis, to complete the 72 s.h. required for the Ph.D.

Course requirements for each program are as follows.

**LITERATURE TRACK: LANGUAGE AND LITERATURE TOOL REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:299</td>
<td>(SPAN:6999) Thesis</td>
<td>3-15 s.h.</td>
</tr>
</tbody>
</table>

Two courses in literary theory

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:299</td>
<td>(SPAN:6999) Thesis</td>
<td>3-15 s.h.</td>
</tr>
</tbody>
</table>

Two courses in Spanish literature, at least one of which must be pre-1700 literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:299</td>
<td>(SPAN:6999) Thesis</td>
<td>3-15 s.h.</td>
</tr>
</tbody>
</table>

Three courses in Spanish American literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:299</td>
<td>(SPAN:6999) Thesis</td>
<td>3-15 s.h.</td>
</tr>
</tbody>
</table>

One course in cinema

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:299</td>
<td>(SPAN:6999) Thesis</td>
<td>3-15 s.h.</td>
</tr>
</tbody>
</table>

Two 300-level seminars in literary studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:299</td>
<td>(SPAN:6999) Thesis</td>
<td>3-15 s.h.</td>
</tr>
</tbody>
</table>

One literature course in another Romance language (see "Language and Literature Tool Requirements")

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:299</td>
<td>(SPAN:6999) Thesis</td>
<td>3-15 s.h.</td>
</tr>
</tbody>
</table>

Each student’s plan of study is tailored to his or her area of emphasis and must be approved by the student’s advisory committee. Ph.D. course work in Spanish (taken after the M.A.) must be at the 200 and 300 levels, except the Romance literature course taken for the language tool requirement.

**LITERATURE TRACK: COURSES**

Students must complete at least 36 s.h. (12 courses) beyond the master’s degree (or 22 courses beyond the bachelor’s degree). The following courses are required; courses taken for the M.A. may be used to meet part of this requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>035:205</td>
<td>(SPAN:6140) Reading/Translation: Portuguese</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:206</td>
<td>(SPAN:6150) Topics in Spanish Language Acquisition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:207</td>
<td>(SPAN:6190) Topics in Comparative Romance Linguistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:208</td>
<td>(SPAN:6200) Topics in Romance Linguistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:209</td>
<td>(SPAN:6110) Spanish Phonology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:210</td>
<td>(SPAN:6120) Spanish Syntax</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
The purpose of the Ph.D. comprehensive examination is to determine whether the student has gained sufficient breadth and depth of research knowledge in Hispanic literatures or linguistics to enter the profession as a teacher-scholar. The examining committee is composed of five departmental faculty members or four departmental faculty members and a fifth faculty member from a related department.

**LITERATURE TRACK**

The literature track’s comprehensive exam has written and oral components. The written component includes four elements: two broad areas, one specialized area, and one article. Each element is supervised by a different committee member.

The two broad areas comprise lists of approximately 40 readings, with each list covering an established historical period that is tied to the student’s Ph.D. course work (one Peninsular, the other Spanish American). The lists must be approved by the supervisor before distribution to the rest of the committee. Each area is evaluated with a three-hour written exam, which is discussed during the student’s oral exam.

The specialized area’s reading list includes 25-40 secondary works that define the area and are related to the dissertation. The area is examined via a 15-20 page position paper, which is a critical synthesis of the secondary readings and normally becomes part of the dissertation introduction. The list and the paper must be written in consultation with a faculty supervisor and must be approved by the supervisor at least one month before the oral exam.

The article is a 20-25 page research essay, usually a revised version of a paper written for one of the two required 300-level seminars. The article should be written in consultation with the professor who taught the seminar and with a faculty supervisor; if the professor who taught the course also supervises the area, the student must consult with at least one more professor. The article must be approved by the supervisor at least one month before the oral exam.

The oral exam lasts two hours, with approximately half devoted to the two broad areas and half to the article and the position paper.

**LINGUISTICS TRACK**

The comprehensive exam for the linguistics track includes written and oral components. The written component comprises two weekend take-home exams consisting of linguistic analysis in two subdisciplines distinct from the subdiscipline of the intended dissertation research. The two-hour oral exam consists of one hour devoted to discussion of the second research paper and the other hour devoted to follow-up questions on the written exams.

**DISSEETATION**

After the Ph.D. comprehensive examination is completed, the candidate submits a dissertation prospectus for the dissertation committee’s approval. The dissertation committee is composed of five faculty members; at least four committee members must be from the Department of Spanish and Portuguese.

All doctoral dissertations must be submitted to the Graduate College in electronic format.

The dissertation, complete and in final form, must be submitted in the required electronic format at the Graduate College office by the first-deposit deadline date of the session in which the degree is to be conferred. The final deposit of the approved dissertation in electronic format must be deposited at the office by the appropriate deadline in the student’s graduation semester.
Students must adhere to the Graduate College regulations regarding preparation of the dissertation copy; consult the Graduate College. For information on the dissertation and final examinations, see the Manual of Rules and Regulations of the Graduate College.

**Maximum and Minimum Study Loads**

Maximum course registration for all graduate students is 15 s.h. of graduate-level course work in fall or spring semesters and 8 s.h. of graduate-level work in summer sessions. Students with one-quarter-time and one-third-time teaching assistantships are permitted to register for the maximum study loads. Students who hold one-half-time assistantships are permitted to register for a maximum of 12 s.h. in fall and spring semesters and 6 s.h. in summer sessions. Students must have approval from the Graduate College to register for additional semester hours.

The minimum course registration is 2 s.h. for all graduate students. Doctoral students who have passed the comprehensive examinations typically register for 2 s.h. of thesis work to satisfy the minimum registration requirement. Students who fail to register for 36 months must apply for readmission to the Graduate College.

**Financial Support**

Teaching and research assistantships are available to qualified graduate students. Usually, two years of support are available for completion of the M.A. and four years beyond the receipt of the M.A. for the Ph.D. Applications for financial support should be made directly to the Department of Spanish and Portuguese.

**Facilities**

The Language Media Center (LMC) provides students and faculty with a broad range of services and facilities that include a state-of-the-art audio language laboratory, individual audio recording carrels, video viewing rooms for small groups, video viewing stations for individuals, and networked microcomputer and interactive multimedia workstations. The LMC maintains a number of instructional technology classrooms that have special video, audio, and computer equipment for in-class presentations. The center’s extensive collection of international media resources on audio tape, videotape, computer diskette, videodisc, and CD-ROM serves learners at many levels and in many disciplines.

**Courses**

Spanish and Portuguese language courses are open to all students who have satisfied the specified course prerequisites.

**Basic Spanish**

Students must have permission from the chair of the Department of Spanish and Portuguese to take an elementary course for credit after having completed a higher-level course for which the elementary course or its equivalent is a prerequisite.

**035:001 (SPAN:1001) Elementary Spanish I** 5 s.h.

**035:002 (SPAN:1002) Elementary Spanish II** 5 s.h.

**035:005 (SPAN:1003) Elementary Spanish Review** 5 s.h.

**035:011 (SPAN:1501) Intermediate Spanish I** 5 s.h.

**035:012 (SPAN:1502) Intermediate Spanish II** 5 s.h.

**035:013 (SPAN:1503) Accelerated Intermediate Spanish** 6 s.h.
Course sequence 035:011 (SPAN:1501) and 035:012 (SPAN:1502) in one semester. Prerequisites: 035:002 (SPAN:1002) or 035:005 (SPAN:1003). GE: World Languages Fourth Level Proficiency.

**035:020 (SPAN:1800) Contemporary Spanish American Narrative** 3 s.h.

**035:029 (SPAN:1000) First-Year Seminar** 1-2 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

**035:030 (SPAN:1600) Exploring Latino Culture: Music, Food, and Salsa** 1 s.h.
Exploration of rich diversity of Latino culture in Iowa; may attend cultural celebrations, visit Latino resources on campus, meet Latino student leaders and faculty from the Spanish department, learn about study abroad and careers involving Spanish language skills.

**035:035 (SPAN:1610) Hispanic Cultural Activities Attendance** 1 s.h.
Attendance at Spanish literary readings, scholarly presentations, and Hispanic cultural events on the University of Iowa campus and in Iowa City; features visiting, local, and University of Iowa writers, filmmakers, artists, and scholars.
035:060 (SPAN:1700) Latino/a Literature in the U.S. 3 s.h.
Introduction to growing cultural production of varied Latino communities (e.g., Chicano, Puerto Rican American/Nuyorican, Cuban American) that have a strong presence in the United States; recent cultural production from borderland transcultural spaces with physical, cultural, economic, political, and mythical elements; visions of the United States from contemporary Latin American writers who recently have become U.S. residents. Taught in English. GE: Literary, Visual, and Performing Arts; Values, Society, and Diversity.

035:070 (SPAN:2700) Introduction to Latin American Studies 3 s.h.
Cultures of Latin American countries with emphasis on cultural history and cultural production; interdisciplinary survey. Same as 038:070 (PORT:2700), 130:070 (LAS:2700), 187:070 (IS:2700).

035:090 (SPAN:1900) Diversity and Cultures in Spain 3 s.h.
Introduction to diversity of cultures within Spain; political, social, and economic background, cultural movements. Taught in English. GE: Values, Society, and Diversity.

Spanish Level 1, Primarily for Undergraduates

Students should take these courses at the start of the Spanish major.

035:102 (SPAN:2040) Spanish for Heritage Speakers 3 s.h.
Development of reading and writing skills for bilingual students who have acquired listening and speaking skills in Spanish; review of grammar and registers of use.

Bridge from second-year Spanish to more advanced courses in Spanish language, linguistics, and literature; emphasis on skill development in writing, critical reading in Spanish, and oral communication. Taught in Spanish. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).


035:105 (SPAN:2910) Hispanic Institute: Study/Life in Spain 1 s.h.

Development of conversational proficiency and cultural competence through action learning; strategic role playing and creative language use based on everyday situations in Hispanic cultures; composition skills and grammar review. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).

035:107 (SPAN:2900) Music of the Hispanic World 3 s.h.
Introduction to music of Spain and Latin America, including the United States; listening skills, music appreciation, continuing development of Spanish language skills. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).

035:108 (SPAN:2050) Spanish in the U.S. 3 s.h.
Issues related to Spanish in the United States; aspects of linguistics and sociolinguistics inherent to the existence and proliferation of Spanish in the United States. Taught in English.

035:109 (SPAN:2030) Study of Language: Myths and Concepts 3 s.h.
How linguists look at language; basic concepts of linguistics and grammar. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).

035:110 (SPAN:2400) Readings in Spanish Literature 3 s.h.
Tools for improving reading skills; basic concepts for textual understanding; historical overview of literary works, with focus on literature of Spain. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).

035:111 (SPAN:2500) Readings in Spanish American Literature 3 s.h.
Tools for improving reading skills; basic concepts for textual understanding; historical overview of literary works, with focus on Spanish American literature. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).

035:112 (SPAN:2300) Introduction to Reading Literature 3 s.h.
Close readings of literary texts from Spain and Spanish America; basic concepts of genre (narrative, poetry, theater, essay); writing about literature. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).

035:113 (SPAN:2800) Screening Latin America 3 s.h.
Latin American film; histories of the four major national film industries; aesthetic and political debates surrounding the New Latin American Cinema movement of the 1960s and 1970s. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).

035:114 (SPAN:2200) Introduction to Spanish American Cultures 3 s.h.
Introduction to study of cultural history of Spanish America; topics range from precolombian times to present; for students who are just starting work on the Spanish major or minor. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).

Spanish Level 2, Primarily for Undergraduates

Students should have at least one Level 1 course before starting these courses. Some courses have additional prerequisites.

Language Skills

035:116 (SPAN:3095) Spanish Composition and Grammar 3 s.h.
Development of three types of compositions; selected readings and comprehension activities; vocabulary expansion; grammar review with exercises. Requirements: good proficiency in written and oral Spanish based on several university-level Spanish courses and study abroad experience in a Hispanic country.

035:117 (SPAN:3030) Translation Workshop: English to Spanish 3 s.h.
Introduction to translation theory and effective translation processes; examination of potential translation problems in specific areas of English to Spanish translation; primary focus on nonfiction. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:118 (SPAN:3040) Business Spanish 3 s.h.
Clear, concise business writing; emphasis on linguistic and cultural proficiency. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:119 (SPAN:3020) Journalistic Writing in Spanish 3 s.h.
Spanish writing skills; introduction to style and practice of journalistic reporting and writing. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:120 (SPAN:3060) Taller Basico de Escritura Creativa 3 s.h.

035:129 (SPAN:3050) Translation Workshop: Spanish to English 3 s.h.
Spanish to English literary translation; meaning, form and equivalence, authenticity; questions of untranslatability. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:130 (SPAN:3000) Advanced Spanish Language Skills: Writing 3 s.h.
Development of writing skills in Spanish, focus on expository writing for academic purposes. Requirements: at least two courses taught in Spanish at the 100 level (2000 level) or above.

035:141 (SPAN:3010) Advanced Spanish Speaking and Writing 3 s.h.
Development of oral proficiency; secondary emphasis on continuing development of writing skills; cultural knowledge of several Spanish-speaking countries. Requirements: two courses taught in Spanish at the 100 level (2000 level) or above.

035:122 (SPAN:3110) Spanish Sound Structure 3 s.h.
Articulation of Spanish sounds—description and practice; how Spanish sounds are organized into classes, relations among the different classes, how they are implemented in context, patterns they exhibit. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:123 (SPAN:3120) Foundations in Sociolinguistics 3 s.h.
Dialects, speech communities, variation, choosing a code, solidarity and politeness, language and gender, language planning. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:124 (SPAN:3130) Introduction to Bilingualism 3 s.h.
Psycholinguistic and sociolinguistic aspects of bilingualism; language usage, maintenance, attitudes, shift, transfer, loss; code-switching. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:126 (SPAN:3150) Spanish Applied Linguistics 3 s.h.
Concepts of linguistic analysis applied to Spanish; focus on problematic areas of Spanish grammar, lexicon, semantics; introduction to cross-cultural pragmatics; connections between language learning and technology and assessment; ideal for future teachers of Spanish. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:128 (SPAN:3170) Introduction to Spanish Language Acquisition 3 s.h.
Basic principles of language acquisition theory applied to learning Spanish as a first or second language. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above. Recommendations: completion of 035:121 (SPAN:3100).

Spanish American Literature and Culture

035:130 (SPAN:3200) Cultures of Spanish America 3 s.h.
Pre-Columbian, colonial, modern periods; socioeconomic structure, form of government, culture. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:131 (SPAN:3300) Contemporary Spanish American Fiction 3 s.h.
Major 20th-century short-story writers and novelists (Borges, Cortázar, Fuentes, García-Márquez, Rulfo, etc.) through representative works. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:132 (SPAN:3320) Spanish American Poetry 3 s.h.
Poetry as a literary genre, short history of its development, early forms in Spanish America, poets from Modernism to present; readings from writers including Rubén Darío, Pablo Neruda, César Vallejo, Octavio Paz, J.L. Borges. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:134 (SPAN:3310) Spanish American Short Story 3 s.h.
Works by 19th- and 20th-century Spanish American writers; emphasis on reading strategies and historical, cultural, literary backgrounds. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:135 (SPAN:3440) Latino Literature and Culture** 3 s.h.
Examination of literary and/or cultural production of Latinos in the U.S. Requirements: one course taught in Spanish at the 100 level (2000 level) or above.

**035:137 (SPAN:3400) Chicano Literature and Culture** 3 s.h.
Recent fiction and poetry by Chicano and Chicana writers; readings in Spanish and English. Taught in Spanish. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:138 (SPAN:3230) Modern Mexico** 3 s.h.
Twentieth-century Mexican cultural history, including nationalism, gender relations, indigenous cultures, border issues, and popular culture; materials range from journalistic and literary writing to film, music, images, and television. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:140 (SPAN:3350) Contemporary Spanish American Literature** 3 s.h.
Comprehensive view of 20th-century literature from Spanish-speaking countries in the Americas, including narrative and poetry; examination of issues related to texts and contexts through written and oral analysis. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:143 (SPAN:3420) Cuban American Literature and Culture** 3 s.h.
Experiences of Cuban exiles in the United States; emergence of a literature and culture based on sense of dispossession, marginality, and memory of island past. Taught in English. Prerequisites: 08G:001 (ENGL:1200). GE: Values, Society, and Diversity. Same as 048:196 (CCL:3396).

**035:144 (SPAN:3360) Latin American Women Writers** 3 s.h.
Focus on 20th century; how Latin American women subjects view themselves through literature; textual practice specific to women; psychoanalytic approaches, contemporary feminist criticism. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above. Same as 131:162 (GWSS:3360).

**035:145 (SPAN:3520) Introduction to Film Studies in Spanish** 3 s.h.
Introduction to film analysis and theory; focus on Latin American and Spanish cinemas in context of international film history. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:146 (SPAN:3270) Pan-Caribbean Literary Currents** 3 s.h.
Twentieth-century fiction, film, and cultural practices in the Hispanic, Francophone, and Anglophone Caribbean; cultural essays to complement literary readings; pan-Caribbean cultural practices—music and carnival celebrations. Taught in English. Requirements: for 048:162 (CCL:3262) — junior or senior standing; for 035:146 (SPAN:3270) — two literature courses. Same as 048:162 (CCL:3262).

**035:147 (SPAN:3370) Topics in Literatures and Cultures** 3 s.h.
Literature and culture of specific regions, countries, or cities of Latin America. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:148 (SPAN:3290) Topics in Cinema and Society** 3 s.h.
Concept of national cultures examined through film history in one Latin American nation. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:149 (SPAN:3220) Visual Culture: Colonial Spanish America** 3 s.h.
Intersection between written word and visual culture in colonial Spanish America; imperialism, native culture, violence and race in codices, paintings, maps and illustrations. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**Spanish Literature and Culture**

**035:150 (SPAN:3600) Cultures of Spain** 3 s.h.
Political, religious, social, economic background; important cultural, literary movements. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:151 (SPAN:3750) Literature in the Time of Cervantes** 3 s.h.
Introduction to literary questions of 15th to 17th centuries in Spain; understanding of literary Spanish and cultural issues of the period—end of the feudal mind, beginning of individualism, poetry, emergence of theater, crisis of empire. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:152 (SPAN:3810) Romanticism and Revolution in Spain** 3 s.h.
Spanish Romanticism as the cultural expression of social revolution in first half of 19th-century Spain. Taught in Spanish. Requirements: At least one course taught in Spanish at the 100-level (2000-level) or higher.

**035:153 (SPAN:3620) Madrid** 3 s.h.
Contemporary Madrid as one of the premier capital cities of the European Union; history and present day reality of the city; examination of paintings, descriptions, movies, fashion, and customs from several historical periods. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

**035:154 (SPAN:3610) Hispanic Institute: Culture** 3 s.h.
Overview of geography, history (political, economic, social), architecture, painting, music of Spain; readings, slides, video and audio cassettes, visits to local sites of cultural significance. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503).

**035:155 (SPAN:3790) Hispanic Institute: Literature** 3 s.h.
Introduction to poetry, narrative, and theater in Spanish literature; textural commentary and critical interpretations of major representative works of selected historical periods. Prerequisites: 035:012 (SPAN:1502) or 035:013 (SPAN:1503). Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.
035:156 (SPAN:3830) Spanish Literature of the Transition 3 s.h.
Literary production of the transition in post-Franco Spain; works by Carmen Martín Gaite, Luis García Montero, Pedro Almodóvar, others. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:157 (SPAN:3840) Contemporary Spanish Short Story 3 s.h.
Contemporary short stories from 20th- and 21st-century Spain; emphasis on reading strategies and interpretation skills; focus on historical and social contexts. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:160 (SPAN:3700) The Cid in History and Legend 3 s.h.
Rodrigo Díaz de Vivar, el Cid, in history and legend; changing perceptions of the Cid from the 13th century to the present. Requirements: one literature course taught in Spanish at the 100 level (2000 level) or above.

035:161 (SPAN:3820) Modern and Contemporary Spanish Literature 3 s.h.
Works of the last 30 years of the 19th century, up to the outbreak of the Spanish Civil War; Realism, Naturalism, generation of 1898, generation of 1913, generation of 1927. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:163 (SPAN:3690) Iowa Global Internship in Madrid 3 s.h.
Intensive language and eight-week internship in Madrid through the Tippie College of Business Madrid Internship Program; writing an extensive report in Spanish. Requirements: at least two courses taught in Spanish at the 100 level (2000 level) or above.

035:164 (SPAN:3500) Topics in Culture of the Hispanic World 3 s.h.
Specific topics; culture of different parts of Spanish-speaking world, or cross-regional or cross-national cultural phenomenon. Requirements: at least one course taught in Spanish at the 100 level (2000 level) or above.

035:165 (SPAN:4095) Advanced Spanish Grammar 3 s.h.
Deep and broad high-level grammar review featuring textbook analysis and examples, instructor's commentary, and relevant written exercises on problematic areas of vocabulary and grammar in written international standard Spanish. Requirements: high communicative proficiency in written and oral Spanish based on extensive experience in classroom and the real world (e.g., completion of major in Spanish, and study or residence abroad in Hispanic countries or equivalent).

035:168 (SPAN:3080) Advanced Business Spanish 3 s.h.
Tools for effective business communication, building on concepts learned in 035:118 (SPAN:3040); linguistic, sociolinguistic, practical skills for effective oral and written communication developed through discussion of business case studies, presentations, meetings; selected Spanish and Latin American companies examined through varied media, including news and Internet; role of transaction intermediaries in international trade. Prerequisites: 035:118 (SPAN:3040).

035:169 (SPAN:4940) Writing Narrative Journalism in Spanish 3 s.h.
In-depth interpretative journalistic writing on a range of topics and forms, including profiles, social and political issues and controversy, cultural affairs, education. Prerequisites: 035:119 (SPAN:3020).

Spanish Level 3, Primarily for Undergraduates
Undergraduates should take the following courses during their last semesters of enrollment. These courses are also open to M.A. students. All of these courses require a research paper. Prerequisites vary.

035:170 (SPAN:4860) The Spanish Civil War 3 s.h.
Exploration of literature, history, and art of the Spanish Civil War (1936-1939); ideological debates and aesthetic achievements of the period; relationships among art, politics, and propaganda. Requirements: one literature or culture course taught in Spanish, numbered 035:130 (SPAN:3200) or above.

035:171 (SPAN:4350) Twentieth-Century Spanish American Theater and Performance 3 s.h.
Introduction to 20th-century Spanish American theater; study of five major playwrights; readings of plays with analysis of performances. Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:172 (SPAN:4850) Topics in Cultural Studies 3 s.h.
Requirements: one literature or culture course taught in Spanish, numbered 035:130 (SPAN:3200) or above.

035:173 (SPAN:4330) Colonial Spanish American Literature 3 s.h.
Readings from the formative period of Spanish American culture; may include discovery and conquest, ethnicity and gender, dissent and popular resistance. Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:174 (SPAN:4820) Latino/a Popular Culture 3 s.h.
Role of Latino/a popular culture as a site of contemporary social practice and cultural politics in both local and global contexts; specific attention to notions of citizenship, identity, and culture. Requirements: one literature or culture course taught in Spanish, numbered 035:130 (SPAN:3200) or above.

035:175 (SPAN:4310) Cultural Identity in Caribbean Literature 3 s.h.
Main currents in Caribbean literature; primary focus on Hispanic Caribbean; may include americanismo literario, poesia negra, testimonial narrative; Caribbean cultural context in music, humor, Afro-Caribbean rituals. Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:176 (SPAN:4900) Latin American Studies Seminar 3 s.h.

035:177 (SPAN:4370) Literature and Mass Culture in Latin America 3 s.h.
Examination of literature in relation to other media in Latin America in the 20th century; close readings of novels, short stories, and essays analyzed in combination with film clips, photographs, music, and blogs. Requirements: two literature courses taught in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:178 (SPAN:4390) Topics in Spanish American Literature 3 s.h.
Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:179 (SPAN:4870) Islamic Cultural Presence in Spain 3 s.h.
Islamic history and culture in the Iberian Peninsula from Middle Ages to present. Taught in Spanish. Requirements: one literature or culture course taught in Spanish, numbered 035:130 (SPAN:3200) or above. Same as 032:179 (RELS:4870).

035:180 (SPAN:4620) Spanish Golden Age Fiction 3 s.h.
Literature and society in first centuries of Spanish Modernity, Renaissance and Baroque periods; love and the self, alienation, utopias, the body and morals, cultural dimensions of genres. Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:181 (SPAN:4690) Topics in Spanish Literature 3 s.h.
Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:182 (SPAN:4630) Society and Poetry: Spanish Lyric 3 s.h.
Twentieth-century Spanish lyric poetry in its sociocultural context. Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:183 (SPAN:4650) Don Quijote 3 s.h.
Exploration of Cervantes’ Don Quijote; sociohistorical context, questions of human existence, literary tradition, metafiction, influence of Don Quijote on novelists and filmmakers, critical reception of the text. Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:184 (SPAN:4170) Linguistic Aspects of Second Language Acquisition 3 s.h.
Theoretical linguistic approaches to acquisition of Spanish as a second language. Prerequisites: 035:121 (SPAN:3100).

035:185 (SPAN:4190) Topics in Hispanic Linguistics 3 s.h.
Prerequisites: 035:121 (SPAN:3100) or 035:123 (SPAN:3120) or 035:124 (SPAN:3130).

035:186 (SPAN:4150) Introduction to Spanish Syntax 3 s.h.
Basic principles of generative syntax as applied to analysis of Spanish syntactic structure; extensive syntactic analysis. Prerequisites: 035:121 (SPAN:3100). Same as 164:186 (SLA:4300).

035:187 (SPAN:4120) Spanish Word Formation 3 s.h.
Basic principles of morphology (derivational and inflectional) applied to analysis of Spanish complex word formation; extensive practice in morphological analysis. Prerequisites: 035:121 (SPAN:3100).

035:188 (SPAN:4140) History of the Spanish Language 3 s.h.
Development of phonetic, morphological, syntactical properties of the Spanish language from its Latin roots; emphasis on internal history and process of expansion from a minor dialect (Castilian) to a significant world language. Prerequisites: 035:121 (SPAN:3100).

035:189 (SPAN:4100) Introduction to Spanish Phonology 3 s.h.
Sound patterns of Spanish; how various theoretical approaches solve basic problems in Spanish phonology; identification of linguistic universals, how they are manifested in the sound structure of Spanish. Prerequisites: 035:121 (SPAN:3100) or 035:122 (SPAN:3110). Same as 164:189 (SLA:4301).

035:190 (SPAN:4800) Chicano Cinema 3 s.h.
History of Chicano independent and industry film and television production since the Chicano political and cultural movement began in the 1960s. Taught in English. Requirements: one Spanish literature or culture course numbered 035:130 (SPAN:3200) or above, or one film studies course numbered above 048:050. Same as 048:190 (CCL:4690).

035:191 (SPAN:4810) Topics in Latin American Cinema 3 s.h.
Taught in English. Requirements: one Spanish literature or culture course numbered above 035:130 (SPAN:3200) or one film studies course. Same as 048:178 (CCL:4678).

035:192 (SPAN:4920) Topics in Film Studies 3 s.h.
Requirements: one literature or culture course taught in Spanish and numbered 035:130 (SPAN:3200) or above.

035:193 (SPAN:4380) Narratives of Underdevelopment 3 s.h.
Works of Spanish American narrative and essay that illuminate questions of geo-political inequality and national consolidation; readings examined in relationship to Latin American social theory in a historical context. Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:194 (SPAN:4910) Topics in Literary Studies 3 s.h.
Requirements: two literature courses in Spanish, at least one of which must be numbered 035:131 (SPAN:3300) or above.

035:196 (SPAN:4950) Taller Avanzado de Escritura Creativa 3 s.h.
In-depth consideration of characters, dialog, conflict, setting, point of view, other fundamentals of fiction; experience writing short stories and other pieces, with class discussion; fictional texts by renowned writers, authors’ essays on their own creative process; narrative strategies of short stories, songs, painting, films. Requirements: one creative writing course in Spanish and one literature course in Spanish numbered 035:131 (SPAN:3300) or above, or two literature courses in Spanish numbered 035:131 (SPAN:3300) or above.
035:198 (SPAN:4998) Honors: Research and Thesis 2-3 s.h.
Requirements: honors standing.

035:199 (SPAN:4999) Special Work 1-3 s.h.

Spanish, Primarily for Graduate Students

035:200 (SPAN:6000) Foreign Language Teaching Methods 3 s.h.
Readings in pedagogical theory and practice and second language acquisition; experience designing activities for teaching and assessment, with critiques based on current theories and approaches; development of reflective practices toward one's own language teaching. Same as 164:260 (SLA:6300).

035:201 (SPAN:6901) Second Language Acquisition Research and Theory I 3 s.h.

035:202 (SPAN:6902) Second Language Acquisition Research and Theory II 3 s.h.

035:206 (SPAN:6150) Topics in Spanish Language Acquisition 3 s.h.
Theoretical linguistic approaches to monolingual, bilingual, and second language acquisition of Spanish and Portuguese; varied topics. Requirements: at least one course in linguistics (e.g., general introduction to linguistics). Same as 164:261 (SLA:6301).

035:207 (SPAN:6190) Topics in Comparative Romance Linguistics 3 s.h.
Comparative study of phonology, morphology, or syntax of the main Romance languages as informed by linguistic theory; diachronic or synchronic perspective. Recommendations: additional graduate course work in linguistics. Same as 103:262 (LING:6190), 20E:201 (CLSA:6990), 164:262 (SLA:6302).

035:208 (SPAN:5001) Introduction to Graduate Study 2 s.h.
Expectations, resources, and opportunities of graduate study; introduction to course work, development of preprofessional competencies. Same as 009:208 (FREN:5001).

035:209 (SPAN:6110) Spanish Phonology 3 s.h.
Modern approaches to synchronic phonology as applied to Spanish; focus on traditional descriptive problems, recent generative analyses. Requirements: phonology or linguistics course. Same as 164:263 (SLA:6303).

035:210 (SPAN:6120) Spanish Syntax 3 s.h.
Spanish syntactic constructions examined in framework of selected syntactic theory; emphasis on development of syntactic argumentation. Requirements: one course in syntax. Same as 164:264 (SLA:6304).

035:211 (SPAN:6180) Topics in Hispanic Linguistics 3 s.h.
Taught in Spanish or English.

035:212 (SPAN:6920) Multimedia and Second Language Acquisition 3 s.h.
Foreign language multimedia in context of current second language acquisition theories and research; readings on interactivity, interface design, feedback, learner control; acquisition of vocabulary, grammar, and culture. Requirements: foreign language teaching methodology course. Same as 164:211 (SLA:6920), 009:238 (FREN:6920), 013:253 (GRMN:6920).

035:225 (SPAN:6850) Topics in Literary Studies 3 s.h.

035:226 (SPAN:6860) Topics in Cultural Studies 3 s.h.

035:227 (SPAN:6965) Topics in Second Language Acquisition: Writing 3 s.h.

035:228 (SPAN:6950) Topics in Second Language Acquisition: Speaking 3 s.h.

035:230 (SPAN:6310) Spanish American Narrative: Nineteenth Century 3 s.h.
Review of narrative, with emphasis on Romanticism.

035:231 (SPAN:6330) Spanish American Narrative: Modern and Regional 3 s.h.

035:236 (SPAN:6320) Contemporary Spanish American Narrative 3 s.h.
Narrative from mid-20th century to present; emphasis on the Boom, post-Boom.

Same as 016:288 (HIST:7505).

035:250 (SPAN:6600) Medieval Spanish Literature 3 s.h.
Critical reading of canonical medieval texts in their cultural context; application of modern theory to medieval texts; works such as El Poema del Cid, El Romancero Viejo, Milagros de Nuestra Señora, El Conde Lucanor, El Libro de Buen Amor.

035:255 (SPAN:6620) Spanish Renaissance and Baroque Literature 3 s.h.
Critical analysis of social, moral, political function of literature in early modern Spain; Renaissance and Baroque poetry; La Celestina; pastoral literature; Don Quijote; narratives of the court; modern subjectivity; the question of genre.

035:259 (SPAN:6660) Contemporary Spanish Fiction 3 s.h.
The post-Franco novel in Spain; literary "postmodernism" and relationships between Spanish literature, politics, and society since 1975; representative significant works.

035:260 (SPAN:6680) Contemporary Non-Castilian Narrative Spain
Readings in Spanish of novels and short stories written in another language of the Spanish state or by a member of one of Spain’s non-Castilian historic nationalities.

035:264 (SPAN:6670) Contemporary Spanish Poetry
Poetry on the Spanish literary scene circa 1968; authors’ reactions to predecessors, their connections with foreign traditions, meta-poetry, the aesthetics of culturalism.

035:269 (SPAN:6390) Topics in Spanish American Literature

035:270 (SPAN:6690) Topics in Spanish Literature

035:271 (SPAN:6903) Crossing Borders Proseminar

035:273 (SPAN:6904) Crossing Borders Seminar

035:281 (SPAN:6905) Introduction to Contemporary Literary Theory
How major theories construct literary text; structuralist, semiotic, psychoanalytic, Marxist, reader response, Derridian criticism. Taught in English. Same as 048:217 (CCL:6105).

035:286 (SPAN:6300) Colonial Spanish American Literature
Chronicles of the conquest: close reading with focus on role of writing and operations of "othering"; balance between critical secondary sources and primary sources.

035:298 (SPAN:6998) Special Work

035:299 (SPAN:6999) Thesis

035:300 (SPAN:7000) Seminar: Spanish Linguistics
Same as 103:300 (LING:7000).

035:302 (SPAN:7200) Seminar: Literary Studies
Specific topics on aspects of Spanish and/or Spanish American literature.

035:303 (SPAN:7300) Seminar: Cultural Studies
Specific topics in Spanish and/or Spanish American cultural studies.

035:310 (SPAN:6210) Introductory Workshop: Short Story
Craft of writing short stories; underlying principles examined through lectures, readings, craft analysis, discussions, exercises, and workshops; activities linked with International Writing Program. Requirements: admission to M.F.A. Spanish Creative Writing program.

035:311 (SPAN:6260) Detective Narrative Workshop
Basic elements of narrative used by authors of detective novels; acclaimed short stories, novels, and theoretical essays related to the genre; write three short stories of detective fiction; written critique of classmates' work. Requirements: admission to M.F.A. Spanish Creative Writing program.

035:312 (SPAN:6230) Graphic Novel/Comic Script Workshop
Basic steps to develop a comic book or a graphic novel; different styles and ways to develop scripts and characters; read main authors and their graphic works; student work on possible script or group of characters. Requirements: admission to M.F.A. Spanish Creative Writing program.

035:313 (SPAN:6240) Advanced Narrative Workshop
Short stories written by internationally published authors; meetings with international authors; reading and discussion of students' short stories or sequential chapters of a novel; for students who have previously completed at least one workshop on narrative in the M.F.A. program. Requirements: admission to M.F.A. in Spanish Creative Writing program.

035:314 (SPAN:6250) Advanced Poetry Workshop
Analysis and discussion of students' poetic manuscript; work of other poets in context with personal creative experience; meetings with visiting poets and International Writing Programs. Requirements: admission to M.F.A. Spanish Creative Writing program and at least one workshop on poetry in the M.F.A. program.

035:315 (SPAN:6280) Nonfiction Workshop
Practice of self narrative and the construction of the self in literature; readings of self-narrated texts in different literary forms and cultural traditions (from autobiography to testimonial narratives); various ways in which the narrating self is formed and deformed by literary conventions that define him/her; readings as springboards for thinking on ways to write the self; series of autobiographical sketches. Requirements: admission to M.F.A. Spanish Creative Writing program.

035:316 (SPAN:6270) Children, Youth Literature
Practice of writing literature for children and youth; reading literary texts in different cultural traditions; how narratives and poems for children or youth are created; using readings as springboards for thinking about ways to write for children and youth; texts for this group of readers. Requirements: admission to M.F.A. Spanish Creative Writing program.

035:317 (SPAN:6235) Film Script/Theater Workshop
Basic steps to developing plays; different styles and ways to develop plays and characters; reading main authors and their plays; student work on a possible play. Requirements: admission to M.F.A. in Spanish Creative Writing program.

035:318 (SPAN:6220) Introductory Workshop:

Writing Poetry
Construction and recognition of poetic voice through readings, analyses, and exercises from different poets and by students; poetic voice in three spaces (diary of poetic prose, collection of poems, object poem). Requirements: admission to M.F.A. Spanish Creative Writing program.

035:399 (SPAN:6299) Thesis: Creative Writing
Continuation of work on student manuscript. Requirements: admission to M.F.A. Spanish Creative Writing program.

Portuguese for Undergraduate and Graduate Students

038:020 (PORT:1800) Contemporary Brazilian Narrative
Novelists, short stories, other narrative forms, beginning with neo-realists of 1930s; cultural background of different periods, innovative literary approaches of writers through films, other media. Prerequisites: 08G:001 (ENGL:1200). GE: Literary, Visual, Performing Arts.

038:070 (PORT:2700) Introduction to Latin American Studies
Cultures of Latin American countries with emphasis on cultural history and cultural production; interdisciplinary survey. Same as 035:070 (SPAN:2700), 130:070 (LAS:2700), 187:070 (IS:2700).

038:077 (PORT:1810) Brazil: The Erotic/Exotic Lure
Popular culture (carnaval, soccer, lay and religious festivities), the land, and the people. Taught in English.

038:100 (PORT:3010) Accelerated Elementary Portuguese
First-year course in one semester; comprehending, speaking, reading, writing modern Portuguese; emphasis on speaking. GE: World Languages Second Level Proficiency.

038:101 (PORT:3020) Accelerated Intermediate Portuguese
Second-year course in one semester; reading comprehension, oral and writing skills; grammar review. Prerequisites: 038:100 (PORT:3010). GE: World Languages Fourth Level Proficiency.

038:102 (PORT:3050) Portuguese for Spanish Speakers
Systematic differences and similarities between Spanish and Portuguese; emphasis on reading, writing. Requirements: seven courses numbered above 035:100.

038:103 (PORT:3100) Composition and Conversation
Speaking, writing skills through discussion and oral presentations, grammar and vocabulary review, composition; materials from current Brazilian newspapers, magazines, short fiction, telenovelas and films. Prerequisites: 038:101 (PORT:3020) or 038:102 (PORT:3050).

038:104 (PORT:3200) Introduction to Literary Analysis
Basic concepts of genre, literary periods, narrative and literary analysis; close reading of literary texts in Portuguese; tools for improving reading and writing skills. Taught in Portuguese. Prerequisites: 038:101 (PORT:3020) or 038:102 (PORT:3050).

038:105 (PORT:3350) Brazilian Literature Before 1900
Beginnings through end of 19th century; representative readings from all periods and genres; focus on works of major Brazilian authors such as Gonçaga, Alencar, Castro Alves, Machado de Assis, Cruz e Sousa. Taught in Portuguese. Prerequisites: 038:101 (PORT:3020) or 038:102 (PORT:3050).

038:106 (PORT:3400) Brazilian Literature After 1900
Twentieth-century poetry, novels, short stories; modernism, regionalism, generation of '45, concretism; works of principal figures behind these movements; focus on major writers of modern period, such as Lima Barreto, Mário de Andrade, Drummond, Jorge Amado, Cabral de Melo Neto, Guimarães Rosa, Líster, and contemporary writers. Taught in Portuguese. Prerequisites: 038:101 (PORT:3020) or 038:102 (PORT:3050).

038:107 (PORT:3500) Introduction to Portuguese Literature
Representative readings including Portuguese lyric and epic poetry, Renaissance theater, romantic and realist novels, 20th-century symbolist verse, neo-realism prose. Taught in Portuguese. Prerequisites: 038:101 (PORT:3020) or 038:102 (PORT:3050).

038:108 (PORT:3130) Business Portuguese
Clear, concise business writing; emphasis on linguistic and cultural proficiency. Prerequisites: 038:101 (PORT:3020) or 038:102 (PORT:3050).

038:110 (PORT:3800) Mapping Portuguese Cultures: Portugal and Africa
Study of contemporary Portuguese society and its relations with Lusophone Africa through fictional and historiographical readings. Prerequisites: 038:101 (PORT:3020).

038:112 (PORT:4000) Topics in Luso-Brazilian Literature
Genres, themes, movements. Taught in Portuguese. Prerequisites: 038:101 (PORT:3020) or 038:102 (PORT:3050). Requirements: one Portuguese or Brazilian literature course.

038:115 (PORT:2800) Writing Brazil in the U.S.
Representation of the Amazon region and Rio de Janeiro in travel narratives, novels, diaries, journals, letters, poems, and essays by American authors published in the United States. Taught in English.

038:119 (PORT:3150) Topics in Portuguese Language
Various aspects of Portuguese language use. Prerequisites: 038:101 (PORT:3020) or 038:102 (PORT:3050).

**038:120 (PORT:4100) Topics in Luso-Brazilian Culture** 3 s.h.
Comparative analysis of Brazil and Portuguese-speaking countries in Africa; colonization, independence, religion, music, language. Taught in Portuguese. Prerequisites: 038:101 (PORT:3020) or 038:102 (PORT:3050).

**038:176 (PORT:4700) Latin American Studies Seminar** 3 s.h.

**038:179 (PORT:4998) Special Work** 1-3 s.h.

**038:198 (PORT:4999) Honors Research and Thesis** 2-3 s.h.
Requirements: honors standing.

**038:279 (PORT:6998) Special Work** arr.
Statistics and Actuarial Science

Chair
• Luke Tierney

Professors
• Joe Cavanaugh (Statistics and Actuarial Science/Biostatistics), Kathryn Chaloner (Statistics and Actuarial Science/Biostatistics), Kung-Sik Chan, Jian Huang (Statistics and Actuarial Science/Biostatistics), Michael P. Jones (Public Policy Center/Statistics and Actuarial Science/Biostatistics), Joseph B. Lang (Statistics and Actuarial Science/Biostatistics), Johannes Ledolter (Management Sciences/Statistics and Actuarial Science), Paul S. Muhly (Statistics and Actuarial Science/Mathematics), Ralph R. Russo, Elias S.W. Shiu (Principal Financial Group Professor of Actuarial Science), Qihe Tang, Luke Tierney (Ralph E. Wareham Professor of Mathematical Sciences), Dale Zimmerman (Robert V. Hogg Professor of Statistics; Statistics and Actuarial Science/Biostatistics)

Associate professors
• Mary Kathryn Cowles (Statistics and Actuarial Science/Biostatistics), N.D. Shyamalkumar, Osnat Stramer

Assistant professors
• Joyee Ghosh, Aixin Tan, Ting Zhang

Lecturers
• Matthew A. Bognar, Rhonda DeCook, Mary D. Russo, Blake Whitten

Professors emeriti
• James D. Broffitt, Jonathan D. Cryer, Richard L. Dykstra, Robert V. Hogg, Russell V. Lenth

Undergraduate majors: statistics (B.S.); actuarial science (B.S.)
Undergraduate minor: statistics
Graduate degrees: M.S. in statistics (optional subtrack in actuarial science); Ph.D. in statistics
Web site: http://www.stat.uiowa.edu

The Department of Statistics and Actuarial Science offers undergraduate majors, an undergraduate minor, and graduate degree programs. It also offers courses that undergraduate students in all majors may use to satisfy the General Education Program (p. 306) Quantitative or Formal Reasoning requirement and a First-Year Seminar designed for entering undergraduates.

Probability and statistics is an important scientific discipline essential to all fields of study that rely on information obtained from data. In a world bombarded with numerical information, informed decisions rely on the ability to separate fact from fiction by applying valid statistical analyses. Statisticians can provide crucial guidance in determining what information is reliable and which predictions may be trusted. They often help search for clues to the solution of a scientific mystery and sometimes keep investigators from being misled by false impressions.

The work of a statistician may range from the theoretical (developing new methodologies and statistical theory) to the applied (working with scientists and decision makers to collect, analyze, and interpret data). Regardless of the areas in which they work, statisticians need a strong background in mathematics and computer use. Because uncertainty and data arise in many settings, statisticians have the opportunity to work on a variety of projects in industry, education, government, and research. Thousands of statisticians work in medicine, law, agriculture, public policy, marketing, manufacturing, engineering, and other fields in the social and natural sciences. The diversity of applications is an exciting aspect of the field and is one reason why the demand for well-trained statisticians continues to be strong.

Many actuaries are employed as consultants. Their actuarial services are used by smaller insurance companies and by individual employers who need actuarial guidance in establishing insurance and retirement programs for their employees. A growing number of actuaries work in the areas of asset/liability management and risk management. Some of these actuaries are employed by investment and consulting firms; others are employed by insurance companies.

Actuaries have been called financial architects and social mathematicians, because their combined analytical and business skills help solve a growing variety of financial and social problems. The actuarial profession is a demanding yet rewarding career choice.

Graduates of the Department of Statistics and Actuarial Science have enjoyed great success in finding employment at all levels of the profession’s fields.

Undergraduate Programs of Study
• Major in statistics (Bachelor of Science)
• Major in actuarial science (Bachelor of Science)
• Minor in statistics

Bachelor of Science: Statistics

The Bachelor of Science with a major in statistics requires a minimum of 120 s.h., including at least 49 s.h. of work for the major. Students complete 10 core courses that provide essential instruction in statistical methods, applications, and theory. In addition, they concentrate on an area of interest by completing four courses in one of the major’s three emphasis tracks: statistics in business, industry, government, and research; statistical computing; or mathematical statistics.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major in statistics requires the following course work.
CORE COURSES

All students complete the following 10 core courses.

Computer science:
22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.

Mathematics—all of these:
22M:027 (MATH:2700) Introduction to Linear Algebra 4 s.h.
22M:028 (MATH:2850) Calculus III 4 s.h.

Statistics—all of these:
22S:152 (STAT:3200) Applied Linear Regression 3 s.h.
22S:158 (STAT:3210) Experimental Design and Analysis 3 s.h.


Emphasis Tracks

Students choose one of the following tracks and must complete at least four courses in that track.

STATISTICS IN BUSINESS, INDUSTRY, GOVERNMENT, AND RESEARCH TRACK

The statistics in business, industry, government, and research track emphasizes statistical applications and data analysis. It is appropriate for students interested in careers as applied statisticians.

This course:
171:164 (BIOS:5310) Research Data Management 3 s.h.

Three of these:
22S:133 (STAT:3620) Quality Control 3 s.h.
22S:138 (STAT:4520) Bayesian Statistics 3 s.h.
22S:156 (STAT:6560) Applied Time Series Analysis 3 s.h.
22S:161 (STAT:6540) Applied Multivariate Analysis 3 s.h.
22S:162 (STAT:6510) Applied Generalized Regression 3 s.h.
22S:167 (STAT:6530) Environmental and Spatial Statistics 3 s.h.
22S:173 (STAT:6220) Statistical Consulting 3 s.h.
171:174 (BIOS:6310)/22S:160 (STAT:6550) Introductory Longitudinal Data Analysis

STASTICAL COMPUTING TRACK

The statistical computing track emphasizes statistical applications and requires additional course work in computing. It prepares students for statistical work that requires computing expertise for data management, analysis, and reporting.

Both of these:
22C:021 (CS:2230) Computer Science II: Data Structures 4 s.h.
171:164 (BIOS:5310) Research Data Management 3 s.h.

Two of these:
22C:072 (CS:3700) Elementary Numerical Analysis 3 s.h.
22S:138 (STAT:4520) Bayesian Statistics 3 s.h.

22S:156 (STAT:6560) Applied Time Series Analysis 3 s.h.
22S:161 (STAT:6540) Applied Multivariate Analysis 3 s.h.
22S:162 (STAT:6510) Applied Generalized Regression 3 s.h.
22S:166 (STAT:5400) Computing in Statistics 3 s.h.
22S:167 (STAT:6530) Environmental and Spatial Statistics 3 s.h.
22S:173 (STAT:6220) Statistical Consulting 3 s.h.
171:174 (BIOS:6310)/22S:160 (STAT:6550) Introductory Longitudinal Data Analysis

MATHEMATICAL STATISTICS TRACK

The mathematical statistics track provides a solid foundation in statistical theory and applications. It requires additional course work in mathematics and is good preparation for graduate study in statistics.

This course:
22M:055 (MATH:3770) Fundamental Properties of Spaces and Functions I 4 s.h.

Three of these:
22S:138 (STAT:4520) Bayesian Statistics 3 s.h.
22S:156 (STAT:6560) Applied Time Series Analysis 3 s.h.
22S:161 (STAT:6540) Applied Multivariate Analysis 3 s.h.
22S:162 (STAT:6510) Applied Generalized Regression 3 s.h.
22S:167 (STAT:6530) Environmental and Spatial Statistics 3 s.h.
22S:173 (STAT:6220) Statistical Consulting 3 s.h.

Students who use 22S:153 (STAT:4100) Mathematical Statistics I and 22S:154 (STAT:4101) Mathematical Statistics II to satisfy the core requirements may not use those courses to satisfy the track requirement.

Bachelor of Science: Actuarial Science

The Bachelor of Science with a major in actuarial science requires a minimum of 120 s.h., including 62 s.h. of work for the major. The program prepares students for careers as actuaries. It also helps them learn material that is included in professional examinations administered by the Casualty Actuarial Society and/or the Society of Actuaries, which actuaries must pass in order to achieve professional status.

Students take a variety of actuarial science courses. They prepare for business aspects of the actuarial profession by studying accounting, law, finance, insurance, and economics. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306). As part of their General Education requirements, students complete courses that enhance important communication skills, such as writing and speaking.

ADMISSION TO THE MAJOR

Due to the demanding nature of the actuarial science major and the difficulty of the professional examinations, the department maintains a selective admission program for actuarial science. Students must apply and be admitted to the major.

Students interested in becoming actuaries should declare an interest in actuarial science as their major when they enter The University of Iowa. While they are actuarial science interest students, they must complete the
following course (transfer students are exempt from this requirement).

22S:028 (ACTS:1001) Introductory Seminar on Actuarial Science 1 s.h.

Ordinarily, students apply for admission to the actuarial science major in the fall semester of their sophomore year, after they have taken 22M:025 (MATH:1850) Fundamental Properties of Spaces and Functions I or 22M:028 (MATH:2850) Calculus III, and 22S:130 (STAT:3100) Introduction to Mathematical Statistics I. Students should apply no later than the end of the spring semester of their junior year.

Students admitted to the actuarial science major usually have completed at least 40 s.h. at the University or at another postsecondary institution, including a three-or four-course calculus sequence, a course in linear algebra, and a calculus-based course in probability and statistics. The admission decision is based on the student’s performance in these courses and other courses relevant to success in the major. The student’s grades from semester to semester are also considered. ACT or SAT scores are considered in evaluating transfer students. Factors such as work ethic, enthusiasm, and commitment also may be considered. Students who do well in the prerequisite math courses tend to be the most successful in actuarial science.

For application forms and more information about selective admission, contact the Department of Statistics and Actuarial Science.

COURSES REQUIRED FOR THE MAJOR

The major in actuarial science requires the following course work. Permission to substitute course work taken at another institution for required courses at Iowa is decided case by case; students should contact the department.

Computer science:

22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.

Economics—both of these:

06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.

06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.

Mathematics—all of these:


22M:027 (MATH:2700) Introduction to Linear Algebra 4 s.h.

22M:028 (MATH:2850) Calculus III 4 s.h.

22M:055 (MATH:3770) Fundamental Properties of Spaces and Functions I 4 s.h.

Statistics and actuarial science—all of these:


22S:174 (ACTS:4130) Quantitative Methods for Actuaries 3 s.h.

22S:179 (ACTS:3085) Introduction to Mathematics of Finance 4 s.h.


22S:183 (ACTS:4380) Mathematics of Finance II 3 s.h.

In exceptional cases, the advisor may grant permission to waive 22S:130 (STAT:3100) Introduction to Mathematical Statistics I and/or 22S:131 (STAT:3101) Introduction to Mathematical Statistics II.


Joint BS in Statistics/MPH with Quantitative Methods Subtrack

Bachelor of Science students majoring in statistics who are interested in earning a Master of Public Health degree with quantitative methods (biostatistics) subtrack may apply to the joint B.S./M.P.H. program offered by the College of Liberal Arts and Sciences and the College of Public Health. The program permits students to count 12 s.h. of credit toward the requirements for both degrees, enabling them to begin the study of public health before they complete the bachelor’s degree. For information about the public health program, see “Quantitative Methods Subtrack” in the Master of Public Health Program (p. 1171) section of the Catalog.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Much of the course work in statistics and in actuarial science is sequential, so students must begin requirements for the major as soon as possible. Individual study plans must be made carefully. Students who first enroll for a spring semester must consult the department to confirm a four-year plan.

B.S.: Statistics

Courses must be taken in sequence, so students must begin work early.


Before the seventh semester begins: seven or eight courses in the major and at least 90 s.h. earned toward the degree

Before the eighth semester begins: nine or ten courses in the major

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

B.S.: Actuarial Science

Before the third semester begins:

22M:026 (MATH:1860) Calculus II and 22M:027 (MATH:2700) Introduction to Linear Algebra
**Before the fifth semester begins:**

**Before the seventh semester begins:**

**Before the eighth semester begins:**
22S:182 (ACTS:4280) Life Contingencies II

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**
The department offers qualified students the opportunity to graduate with honors in the statistics major or the actuarial science major. Departmental honors students must maintain a g.p.a. of at least 3.40 in statistics and in actuarial science courses. They also must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

To graduate with honors in the statistics major, students must complete an honors project or a suitable alternative. Statistics honors students should consult with the statistics honors advisor.

To graduate with honors in the actuarial science major, students must complete the following five courses in addition to all courses required for the major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06F:117</td>
<td>FIN:3300 Corporate Finance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22M:100</td>
<td>MATH:3600 Introduction to Ordinary Differential Equations (or 22M:178)</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>22S:150</td>
<td>STAT:4510 Regression, Time Series, and Forecasting (or 22S:152 and 22S:156)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:176</td>
<td>ACTS:6580 Credibility and Survival Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:177</td>
<td>ACTS:6480 Loss Distributions</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Actuarial science honors students may not elect to complete 22S:176 (ACTS:6580) Credibility and Survival Analysis and 22S:177 (ACTS:6480) Loss Distributions instead of 22S:183 (ACTS:4380) Mathematics of Finance II in fulfilling requirements for the actuarial science major. They must complete 22S:183 (ACTS:4380) as part of the major, and they must complete 22S:176 (ACTS:6580) and 22S:177 (ACTS:6480) for honors credit.

**Minor: Statistics**
The minor in statistics requires a minimum of 15 s.h. in statistics courses, including 12 s.h. in 100-level courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. The minor requires the following courses:

One of these:


One of these:

* 22S:105 (STAT:4200) Statistical Methods and Computing 3 s.h.

A maximum of three of these:

* 22S:133 (STAT:3620) Quality Control 3 s.h.
* 22S:138 (STAT:4520) Bayesian Statistics 3 s.h.
* 22S:156 (STAT:6560) Applied Time Series Analysis 3 s.h.
* 22S:158 (STAT:3210) Experimental Design and Analysis 3 s.h.
* 22S:160 (STAT:6550) Introductory Longitudinal Data Analysis 3 s.h.
* 22S:162 (STAT:6510) Applied Generalized Regression 3 s.h.
* 22S:167 (STAT:6530) Environmental and Spatial Statistics 3 s.h.
* 22S:195 (STAT:6300) Probability and Stochastic Processes I 3 s.h.

**Graduate Programs of Study**
- Master of Science in statistics (with optional actuarial science subtrack)
- Doctor of Philosophy in statistics

**Master of Science**
The Master of Science program in statistics requires 34 s.h. of graduate credit. The program prepares students for careers as professional statisticians or for entry into the Ph.D. program. It includes a solid foundation in statistical computing, statistical modeling, experimental design, and mathematical statistics plus electives in statistical methods and/or theory. Students have the opportunity to concentrate on theory or applications or a combination of the two.

In addition to required course work, students must pass the two-part graduate core examination and complete the M.S. creative component. The examination and creative component constitute the M.S. final (comprehensive) examination required by the Graduate College.

M.S. students in statistics must maintain a g.p.a. of at least 3.00 in all work toward the degree and in additional relevant course work. Students must take a computer programming proficiency test during the first semester of study; those who display inadequate programming skills are assigned activities to build their proficiency.

The Master of Science program in statistics requires the following work.

**STATISTICS COURSES**
All of these:
22S:166 (STAT:5400) Computing in Statistics 3 s.h.
22S:170 (STAT:5090) ALPHA Seminar 1 s.h.
22S:173 (STAT:6220) Statistical Consulting 3 s.h.
22S:195 (STAT:6300) Probability and Stochastic Processes I 3 s.h.
22S:197 (STAT:6990) Readings in Statistics (two consecutive enrollments) 2 s.h.

At least three of these:
22S:138 (STAT:4520) Bayesian Statistics 3 s.h.
22S:156 (STAT:6560) Applied Time Series Analysis 3 s.h.
22S:161 (STAT:6540) Applied Multivariate Analysis 3 s.h.
22S:162 (STAT:6510) Applied Generalized Regression 3 s.h.
22S:163 (STAT:6547) Nonparametric Statistical Methods 3 s.h.
22S:167 (STAT:6530) Environmental and Spatial Statistics 3 s.h.
22S:172 (STAT:6970) Topics in Statistics 3 s.h.
22S:196 (STAT:6301) Probability and Stochastic Processes II 3 s.h.
A Ph.D.-level course (22S:200 and above) 3 s.h.

M.S. students planning to enter the doctoral program may wish to include 22S:190 (STAT:5120) Mathematical Methods for Statistics in their course selections, since it is part of the required Ph.D. core.

GRADUATE CORE EXAMINATION

Graduate core exams are offered the week before classes begin in August and in January. Study guides are available in the department office. Students who do not succeed the first time they take the exam may repeat it once.

Students must complete all requirements and be granted the Master of Science within one calendar year of passing the graduate core examination; those who do not meet this deadline are required to take the exam again.

CREATIVE COMPONENT
The M.S. creative component is related to each student’s individual application and career interests. The student writes a report (8-15 pages) on a suitable topic, under an advisor’s supervision, enrolling twice in 22S:197 (STAT:6990) Readings in Statistics, normally during the fall and spring semesters of the second year in the program. The student completes a draft of the paper by the end of the first enrollment and a polished version by mid-semester of the second enrollment. He or she presents the paper orally in a public seminar, and the paper is evaluated by a faculty committee.

Students who will enter the doctoral program may satisfy the M.S. creative component requirement by completing the creative component of the Ph.D. program; see "Doctor of Philosophy" below.

M.S. with Actuarial Science Subtrack
The Master of Science program in statistics with actuarial science subtrack requires 36 s.h. of graduate credit. The program prepares students for actuarial careers by emphasizing the theory that underlies risk processes and the application of this theory to practical problems of insurance pricing and management. It also helps them learn material included in the professional examinations administered by the Casualty Actuarial Society and/or the Society of Actuaries, which actuaries must pass in order to achieve professional status.

Students in the actuarial science subtrack complete required courses and an M.S. final (comprehensive) examination.

The M.S. in statistics with actuarial science subtrack requires the following course work.

One of these sequences:
22S:193 (STAT:5100)-22S:194 (STAT:5101) Statistical Inference I-II (for well-prepared students) 6 s.h.

All of these:
22S:150 (STAT:4510) Regression, Time Series, and Forecasting 3 s.h.
22S:174 (ACTS:4130) Quantitative Methods for Actuaries 3 s.h.
22S:175 (ACTS:6580) Credibility and Survival Analysis 3 s.h.
22S:177 (ACTS:6480) Life Contingencies I 3 s.h.
22S:180 (ACTS:3080) Mathematics of Finance I 3 s.h.
22S:183 (ACTS:4380) Mathematics of Finance II 3 s.h.

M.S. FINAL EXAMINATION
The M.S. final (comprehensive) examination is offered the weekend before classes begin in January. The exam covers the material presented in 22S:171 (ACTS:6160) Topics in Actuarial Science, 22S:181 (ACTS:4180) Life Contingencies I, 22S:182 (ACTS:4280) Life Contingencies II, and 22S:183 (ACTS:4380) Mathematics of Finance II. Students who do not succeed the first time they take the exam may repeat it once.

Doctor of Philosophy
The Doctor of Philosophy program in statistics requires a minimum of 76 s.h. of graduate credit, including work done for the master’s degree. The program prepares students for careers in research, applications, and teaching.

Ph.D. students complete required course work, including four courses in one of four concentration areas: biostatistics, probability/mathematical statistics, statistical modeling and computing, or actuarial science/financial mathematics (see "Concentration Areas" below for area descriptions and course lists). They may take course work or seminars in other departments to relate an area of specialization to other fields of knowledge, to acquire the ability to use electronic digital computing equipment, or to learn non-English language skills necessary for reading
They also take the two-part graduate core examination and complete the Ph.D. creative component. Students are admitted to Ph.D. candidacy upon successful completion of the graduate core exam and creative component. Students complete the program by passing the Ph.D. final (comprehensive) examination and writing and defending a dissertation. Students usually complete the program three years after earning the master’s degree.

A program that does not conform to the requirements described below but is of high quality may be approved by the department chair.

Ph.D. students in statistics must maintain a g.p.a. of at least 3.00 in all work toward the degree and in additional relevant coursework.

Each semester a Ph.D. student in statistics registers for at least 6 s.h., he or she must include at least one 2 s.h. course offered by the department, excluding

22S:197 (STAT:6990) Readings in Statistics and
22S:299 (STAT:7990) Reading Research.

The Doctor of Philosophy in statistics requires the following work.

**STATISTICS COURSES**

Ph.D. core included in the M.S. program—all of these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:166 (STAT:5400)</td>
<td>Computing in Statistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:170 (STAT:5090)</td>
<td>ALPHA Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>22S:173 (STAT:6220)</td>
<td>Statistical Consulting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:195 (STAT:6300)</td>
<td>Probability and Stochastic Processes I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:197 (STAT:6990)</td>
<td>Readings in Statistics (two consecutive enrollments)</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

Additional Ph.D. core— all of these:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:203 (STAT:7300)</td>
<td>Foundations of Probability I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:253 (STAT:7100)</td>
<td>Advanced Inference I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:254 (STAT:7101)</td>
<td>Advanced Inference II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:255 (STAT:7200)</td>
<td>Linear Models</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

Seminars, at least 2 s.h. of 22S:291 (STAT:7190) or 22S:293 (STAT:7390) or 22S:295 (STAT:7290) or 22S:299 (STAT:7990) Reading Research | 18 s.h. |

**CONCENTRATION AREAS**

Students take at least four courses in one of the following concentration areas; at least two of the four courses must be at the Ph.D. level (numbered 200 or above).

**Statistical Modeling and Computing**

Statistical modeling and computing emphasizes the theory and application of a broad array of statistical models, such as linear, generalized linear, nonlinear, categorical, spatial, correlated response, and nonparametric regression models. This concentration area prepares students to specify and choose appropriate models; fit the models using available statistical software; and make sound statistical conclusions and interpretive statements. It is excellent preparation for students interested in academic, industrial, or government positions that involve data modeling and analysis.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:156 (STAT:6560)</td>
<td>Applied Time Series Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:161 (STAT:6540)</td>
<td>Applied Multivariate Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:162 (STAT:6510)</td>
<td>Applied Generalized Regression</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:167 (STAT:6530)</td>
<td>Environmental and Spatial Statistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:172 (STAT:6970)</td>
<td>Topics in Statistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:220 (STAT:7510)</td>
<td>Analysis of Categorical Data</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:235 (STAT:7560)</td>
<td>Time Series Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:238 (STAT:7520)</td>
<td>Bayesian Analysis</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Probability/Mathematical Statistics**

Probability/mathematical statistics emphasizes a broad, solid foundation in techniques and underpinnings of mathematical statistics. Its focus on breadth and depth is intended to produce well-rounded, knowledgeable scholars. It is excellent preparation for academic positions in mathematical statistics and industrial or government positions that require broadly trained statisticians with a strong understanding of statistical theory.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:196 (STAT:6301)</td>
<td>Probability and Stochastic Processes II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:204 (STAT:7301)</td>
<td>Foundations of Probability II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:235 (STAT:7560)</td>
<td>Time Series Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:238 (STAT:7520)</td>
<td>Bayesian Analysis</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Biostatistics**

Biostatistics emphasizes exposure to various biostatistical methods, such as survival analysis, categorical data analysis, and longitudinal data analysis. It prepares students for consulting and other positions in industry.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:161 (STAT:6540)</td>
<td>Applied Multivariate Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:167 (STAT:6530)</td>
<td>Environmental and Spatial Statistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:220 (STAT:7510)</td>
<td>Analysis of Categorical Data</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:225 (STAT:7570)</td>
<td>Survival Data Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:264 (BIOS:7310)</td>
<td>Longitudinal Data Analysis</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Actuarial Science/Financial Mathematics**

Actuarial science/financial mathematics emphasizes the theory of actuarial science, finance, and risk management. It is excellent preparation for academic positions in universities that offer actuarial science programs and for positions in the insurance, pension, and financial industries. Most students who choose this concentration area are admitted after earning an M.S. in statistics with actuarial science emphasis at The University of Iowa.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06F:225 (FIN:7110)</td>
<td>Finance Theory I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06F:227 (FIN:7130)</td>
<td>Finance Theory II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:196 (STAT:6301)</td>
<td>Probability and Stochastic Processes II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:235 (STAT:7560)</td>
<td>Time Series Analysis</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**GRADUATE CORE EXAMINATION**

examination includes a few problems that test readiness for the Ph.D. program. Students planning to enter the doctoral program must pass the examination at the Ph.D. encouragement level.

Graduate core examinations are offered the week before classes begin in August and in January. Study guides are available in the department's office. Students who do not succeed the first time they take the exam may repeat it once.

Students entering the Ph.D. program who already have taken the equivalent of the first-year courses may take the graduate core examination before beginning further studies.

CREATIVE COMPONENT

The Ph.D. creative component is research oriented and related to a potential dissertation topic. The student chooses a faculty advisor for the component and writes a research paper (8-15 pages), enrolling in 22S:197 (STAT:6990) Readings in Statistics twice, normally during the fall and spring semesters of the second year in the program. The student completes a draft of the paper by the end of the first enrollment and a polished version by mid-semester of the second enrollment. He or she presents the paper orally in a public seminar, and the paper is evaluated by a faculty committee.

Students must complete the creative component within one calendar year of passing the graduate core examination at the Ph.D. encouragement level; those who do not meet this deadline are required to take the exam again.

PH.D. FINAL EXAMINATION

Students typically take the Ph.D. final (comprehensive) examination at the beginning of the third year of graduate study, during the week before fall classes begin. Students who do not succeed the first time they take the exam may repeat it once.

The comprehensive examination consists of a written core examination and an oral examination in two of the following four areas:

- statistical inference [topics in 22S:253 (STAT:7100) Advanced Inference I];
- linear models [topics in 22S:255 (STAT:7200) Linear Models];
- statistical modeling and computing [topics in 22S:248 (STAT:7400) Computer Intensive Statistics and concentration courses in modeling].

Ph.D. students in the actuarial science/financial mathematics concentration area may qualify to take an examination designed by their advisors and approved by the director of graduate studies.

PH.D. COMMITTEE

Upon passing the Ph.D. final exam, the candidate chooses a committee of at least five members, which is approved by the advisor. One of the committee members must be from outside the student's home discipline and may not serve as the committee's chair.

PROSPECTUS

Within 12 months of passing the Ph.D. final exam, the candidate presents a written and oral prospectus to the committee. The prospectus describes the problems the student is considering for the thesis, relevant background material, ideas for solving the problems, and any preliminary results.

Financial Support

Funds are available to help support outstanding Ph.D. applicants. Fellowships, teaching assistantships, and research assistantships provide an attractive stipend plus resident tuition status and tuition scholarships for students who are appointed at least one-quarter time. In some cases, full tuition waivers are granted.

Students who wish to be considered for financial assistance for their third year in the program should request a Ph.D. candidacy review no later than the spring semester of their second year.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Facilities

The Department of Statistics and Actuarial Science is housed in Schaeffer Hall, adjacent to Old Capitol, a National Historic Landmark and the center of campus. The department operates two computer labs in Schaeffer Hall. One, which also is used as an electronic classroom, contains 28 Windows PCs. The second houses 18 high-end UNIX workstations. Students use these labs for both class work and research.

Courses

Primarily for Undergraduates

22S:002 (STAT:1010) Statistics and Society  
Statistical ideas and their relevance to public policy, business, and the social, health, and physical sciences; focus on critical approach to statistical evidence. Requirements: one year of high school algebra or 22M:001 (MATH:0100). GE: Quantitative or Formal Reasoning.

22S:008 (STAT:1030) Statistics for Business  
Descriptive statistics, graphical presentation, elementary probability, estimation and testing, regression, correlation; statistical computer packages. Prerequisites: 22M:008 (MATH:1005). GE: Quantitative or Formal Reasoning.

22S:025 (STAT:1020) Elementary Statistics and Inference  

22S:028 (ACTS:1001) Introductory Seminar on Actuarial Science  
Introduction to actuarial science; U.S. actuarial organizations and actuarial qualification process; program requirements and tips for academic success; career center, actuarial club, and internships; actuarial career; ethics; communication; introduction to actuarial computing. Requirements: actuarial science interest major or first-year standing.

22S:029 (STAT:1000) First-Year Seminar  
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

Methods of data description and analysis using SAS; descriptive statistics, graphical presentation, estimation, hypothesis testing, sample size, power; emphasis on learning statistical methods and concepts through hands-on experience with real data. Prerequisites: 22M:008 (MATH:1005). Recommendations: undergraduate standing, GE: Quantitative or Formal Reasoning.

Descriptive statistics, exploratory data analysis, random variables, important discrete and continuous distributions, point and interval estimation, tests of hypotheses, regression. Prerequisites: 22M:032 (MATH:1560).

Analysis, interpretation of research data; descriptive statistics; introduction to probability, sampling theory, statistical inference (binomial, normal distribution, t-distribution models); linear correlation, regression. Same as 07P:143 (PSQF:5143).

22S:105 (STAT:4200) Statistical Methods and Computing  
Methods of data description and analysis using SAS; descriptive statistics, graphical presentation, estimation, hypothesis testing, sample size, power; emphasis on learning statistical methods and concepts through hands-on experience with real data. Prerequisites: 22M:008 (MATH:1005). Recommendations: graduate standing in non-statistics or less quantitative major.

22S:120 (STAT:3120) Probability and Statistics  
Models, discrete and continuous random variables and their distributions, estimation of parameters, testing statistical hypotheses. Prerequisites: 22M:026 (MATH:1860) or 22M:032 (MATH:1560).

22S:130 (STAT:3100) Introduction to Mathematical Statistics I  
Descriptive statistics, probability, discrete and continuous distributions, sampling, sampling distributions. Prerequisites: 22M:026 (MATH:1860) or 22M:032 (MATH:1560).

22S:131 (STAT:3101) Introduction to Mathematical Statistics II  
Estimation, testing statistical hypotheses, linear models, multivariate distributions, nonparametric methods. Prerequisites: 22S:130 (STAT:3100).

22S:133 (STAT:3620) Quality Control  
Basic techniques of statistical quality control; application of control charts for process control variables; design of inspection plans and industrial experimentation; modern management aspects of quality assurance systems. Offered fall semesters. Prerequisites: 22S:030 (STAT:2010) and 22S:039 (STAT:2020). Same as 056:162 (IE:3600), 053:142 (CEE:3142).

22S:138 (STAT:4520) Bayesian Statistics  
Bayesian statistical analysis, with focus on applications; Bayesian and frequentist methods compared; Bayesian model specification, choice of priors, computational methods; hands-on Bayesian data analysis using appropriate software; interpretation and presentation of analysis results. Prerequisites: 22S:120 (STAT:3120) and 22S:152 (STAT:3200). Same as 07P:148 (PSQF:4520).

22S:140 (STAT:5610) Design and Analysis of Biomedical Studies  
Simple and multiple linear regression and correlation; one- and two-way layout considerations in planning experiments; factorial experiments; multiple comparison techniques; orthogonal contrasts. Offered spring semesters. Prerequisites: 171:161 (BIOS:5110). Same as 171:162 (BIOS:5120).

22S:148 (STAT:6513) Intermediate Statistical Methods

For Undergraduate and Graduate Students

22S:101 (STAT:3510) Biostatistics  
Statistical concepts and methods for the biological sciences; descriptive statistics, elementary probability, sampling distributions, confidence intervals, parametric and nonparametric methods, one-way ANOVA, correlation and regression, categorical data. Prerequisites: 22M:001 (MATH:0100).

22S:102 (STAT:5543) Introduction to Statistical Methods

3 s.h.
22S:150 (STAT:4510) Regression, Time Series, and Forecasting 3 s.h.
Regression analysis, forecasting, time series methods; use of statistical computing packages. Prerequisites: 22S:154 (STAT:4101) or 22S:194 (STAT:5101). Requirements: grade of C+ or higher in 22S:154 (STAT:4101) or 22S:194 (STAT:5101).

22S:152 (STAT:3200) Applied Linear Regression 3 s.h.
Regression analysis with focus on applications; model formulation, checking, selection; interpretation and presentation of analysis results; simple and multiple linear regression; logistic regression; ANOVA; hands-on data analysis with computer software. Prerequisites: 22S:030 (STAT:2010) or 22S:039 (STAT:2020). Same as 056:176 (IE:3760).

22S:153 (STAT:4100) Mathematical Statistics I 3 s.h.
Probability, conditional probability, random variables, distribution and density functions, joint and conditional distributions, various families of discrete and continuous distributions, mgf technique for sums, convergence in distribution, convergence in probability, central limit theorem. Prerequisites: 22M:027 (MATH:2700) and 22M:028 (MATH:2850).

22S:154 (STAT:4101) Mathematical Statistics II 3 s.h.

22S:156 (STAT:6560) Applied Time Series Analysis 3 s.h.
General stationary, nonstationary models, autocovariance functions; stationary, nonstationary autoregressive integrated moving average models; identification, estimation, forecasting in linear models; use of statistical computer packages. Offered spring semesters. Prerequisites: 22S:131 (STAT:3101), and 22S:152 (STAT:3200) or 22S:164 (STAT:5200).

22S:157 (STAT:6514) Correlation and Regression 4 s.h.

22S:158 (STAT:3210) Experimental Design and Analysis 3 s.h.
Single- and multifactor experiments; analysis of variance; multiple comparisons; contrasts, fixed, random, and mixed effects models; designs with blocking and/or nesting; two-level factorials and fractions thereof; use of statistical computing packages. Prerequisites: 22S:030 (STAT:2010) and 22S:152 (STAT:3200).

22S:159 (STAT:6516) Design of Experiments 4 s.h.

22S:160 (STAT:6550) Introductory Longitudinal Data Analysis 3 s.h.
Statistical models and estimation methods used to analyze correlated data (e.g., same subject measured repeatedly); emphasis on use of statistical software. Offered fall semesters of odd years. Prerequisites: 22S:152 (STAT:3200) or 22S:162 (STAT:6510) or 171:203 (BIOS:5730) or 171:241 (BIOS:6110). Same as 171:174 (BIOS:6310).

22S:161 (STAT:6540) Applied Multivariate Analysis 3 s.h.

22S:162 (STAT:6510) Applied Generalized Regression 3 s.h.
Applications of semiparametric models, generalized linear models, nonlinear normal errors models, correlated response models; use of statistical packages, especially SAS. Requirements: introductory statistics and applied linear models.

22S:163 (STAT:6547) Nonparametric Statistical Methods 3 s.h.
Selected nonparametric methods; one- and two-sample location tests and estimation methods, measures of association, analyses of variance; emphasis on relationships to classical parametric procedures. Prerequisites: 07P:243 (PSQF:6243) or 22S:120 (STAT:3120). Same as 07P:247 (PSQF:6247).

22S:164 (STAT:5200) Applied Statistics I 4 s.h.
Introduction to computing environments and statistical packages, descriptive statistics, basic inferential methods (confidence intervals, chi-square tests); linear models (regression and ANOVA models—specification and assumptions, fitting, diagnostics, selection, testing, interpretation). Prerequisites: 22S:120 (STAT:3120). Requirements: facility with matrix algebra.

22S:165 (STAT:5201) Applied Statistics II 3 s.h.
Design of experiments and analysis of designed experiments; models for fixed and random effects; mixed models; design and analysis of complex plans; sample-size methods. Prerequisites: 22S:164 (STAT:5200).

22S:166 (STAT:5400) Computing in Statistics 3 s.h.
R; database management; graphical techniques; importing graphics into word-processing documents (e.g., LaTeX); creating reports in LaTeX; SAS; simulation methods (Monte Carlo studies, bootstrap, etc.). Corequisites: 22S:164 (STAT:5200) and 22S:193 (STAT:5100).

22S:167 (STAT:6530) Environmental and Spatial Statistics 3 s.h.
Methods for sampling environmental populations, sampling design, trend detection and estimation, geostatistics, kriging, variogram estimation, lattice data analysis, analysis of spatial point patterns. Prerequisites: 22S:152 (STAT:3200) and 22S:154 (STAT:4101).

22S:170 (STAT:5090) ALPHA Seminar 1 s.h.
Resources available to students, program requirements, tips for academic success, professional statistical organizations, library and career center resources, statistical computing, scientific document preparation, history of statistics. Requirements: graduate standing in statistics.

Prerequisites: 22S:181 (ACTS:4180) and 22S:183 (ACTS:4380). Requirements: grades of C+ or higher in 22S:181 (ACTS:4180) and 22S:183 (ACTS:4380).

22S:172 (STAT:6970) Topics in Statistics 3 s.h.

22S:173 (STAT:6220) Statistical Consulting 3 s.h.
Realistic supervised data analysis experiences, including statistical packages, statistical graphics, writing statistical reports, dealing with complex or messy data. Offered spring semesters. Prerequisites: 22S:152 (STAT:3200) and 22S:158 (STAT:3210), or 22S:164 (STAT:5200) and 22S:165 (STAT:5201). Requirements: major g.p.a. of 3.00 or above for undergraduates.

22S:174 (ACTS:4130) Quantitative Methods for Actuaries 3 s.h.

22S:176 (ACTS:6580) Credibility and Survival Analysis 3 s.h.

22S:177 (ACTS:6480) Loss Distributions 3 s.h.
Severity, frequency, and aggregate models and their modifications; risk measures; construction of empirical models. Offered spring semesters. Prerequisites: 22S:154 (STAT:4101) or 22S:194 (STAT:5101). Corequisites: 22S:177 (ACTS:6580). Requirements: grade of C+ or higher in 22S:154 (STAT:4101) or 22S:194 (STAT:5101).

22S:179 (ACTS:3085) Introduction to Mathematics of Finance 4 s.h.
Mathematics of compound interest, including annuities certain, amortization schedules, yield rates, sinking funds, bonds, introduction to financial derivatives. Offered spring semesters. Prerequisites: 22S:130 (STAT:3100). Requirements: grade of B- or higher in 22S:130 (STAT:3100).

22S:180 (ACTS:3080) Mathematics of Finance I 3 s.h.
Mathematics of compound interest; annuities certain, amortization schedules, yield rates, sinking funds, bonds; introduction to financial derivatives. Offered fall semesters. Prerequisites: 22S:130 (STAT:3100). Requirements: grade of B- or higher in 22S:130 (STAT:3100).

22S:181 (ACTS:4180) Life Contingencies I 3 s.h.
Life insurance, life annuities, benefit premiums and reserves. Offered spring semesters. Prerequisites: 22S:174 (ACTS:4130), 22S:153 (STAT:4100) or 22S:193 (STAT:5100), and 22S:179 (ACTS:3085) or 22S:180 (ACTS:3080). Requirements: grade of C+ or higher in 22S:174 (ACTS:4130), and grade of C+ or higher in 22S:179 (ACTS:3085) or 22S:180 (ACTS:3080).

22S:182 (ACTS:4280) Life Contingencies II 3 s.h.
Continuation of 22S:181 (ACTS:4180); net and gross premium reserves, multistate models, universal life insurance, interest rate risk. Offered fall semesters. Prerequisites: 22S:181 (ACTS:4180). Requirements: grade of C+ or higher in 22S:181 (ACTS:4180).

22S:183 (ACTS:4380) Mathematics of Finance II 3 s.h.
Derivatives markets, options on stocks and interest rates, financial applications. Offered spring semesters. Prerequisites: 22S:153 (STAT:4100) or 22S:193 (STAT:5100), 22S:180 (ACTS:3080) or 22S:179 (ACTS:3085), and 22S:174 (ACTS:4130). Requirements: grade of C+ or higher in 22S:174 (ACTS:4130), and grade of C+ or higher in 22S:180 (ACTS:3080) or 22S:179 (ACTS:3085).

22S:188 (ACTS:3110) Actuarial Exam P/1 1 s.h.
Preparation
Preparation for the Society of Actuaries and the Casualty Actuarial Society exams.

22S:189 (ACTS:3210) Actuarial Exam FM/2 1 s.h.
Preparation
Preparation for the Society of Actuaries and the Casualty Actuarial Society exams. Corequisites: 22S:179 (ACTS:3085) or 22S:180 (ACTS:3080), if not taken as a prerequisite.

Real numbers, point set theory, limit points, limits, metric spaces, continuity, sequences and series, Taylor series (multivariate), uniform convergence, Riemann-Stieltjes integrals. Requirements: statistics graduate standing.

22S:193 (STAT:5100) Statistical Inference I 3 s.h.
Review of probability, distribution theory (multiple random variables, moment-generating functions, transformations, conditional distributions), sampling distributions, order statistics, convergence concepts, generating random samples. Prerequisites: 22M:028 (MATH:2850) and 22S:131 (STAT:3101).

22S:194 (STAT:5101) Statistical Inference II 3 s.h.
Continuation of 22S:193 (STAT:5100); principles of data reduction, point estimation theory (MLE, Bayes, UMVU), hypothesis testing, interval estimation, decision theory, asymptotic evaluations. Prerequisites: 22S:193 (STAT:5100).

22S:195 (STAT:6300) Probability and Stochastic Processes I 3 s.h.
Conditional expectations; Markov chains, including random walks and gambler’s ruin; classification of states; stationary distributions; branching processes; Poisson processes; Brownian motion. Prerequisites: 22S:153 (STAT:4100).

22S:196 (STAT:6301) Probability and Stochastic Processes II
Markov chains with continuous state space, Martingales, random walks, Brownian motion and other continuous-time Markov chains, simulation methods. Prerequisites: 22S:195 (STAT:6300).

22S:197 (STAT:6990) Readings in Statistics
arr.

22S:199 (ACTS:4110) Actuarial Exam MLC
Preparation

22S:201 (STAT:5810) Research Data Management
Overview of problems encountered in gathering and processing data from biomedical investigations; introduction to data management techniques useful in biomedical studies; introduction to Microsoft Access. Offered fall semesters. Requirements: Python or Java or C programming capability. Same as 171:164 (BIOS:5310).

22S:203 (STAT:7300) Foundations of Probability I
Probability theory, with emphasis on constructing rigorous proofs; measure spaces, measurable functions, random variables and induced measures, distribution functions, Lebesque integral, product measure and independence, Borel Cantelli lemma, modes of convergence. Prerequisites: 22S:190 (STAT:5120).

22S:204 (STAT:7301) Foundations of Probability II
Laws of large numbers, characteristic functions and properties, central limit theorem, Radon-Nikodym derivatives, conditional expected value and martingales. Prerequisites: 22S:203 (STAT:7300).

22S:220 (STAT:7510) Analysis of Categorical Data
Models for discrete data, distribution theory, maximum likelihood and weighted least squares estimation for categorical data, tests of fit, models selection. Offered spring semesters. Prerequisites: 22S:154 (STAT:4101) or 22S:194 (STAT:5101), and 22S:164 (STAT:5200) or 171:202 (BIOS:5720). Same as 171:262 (BIOS:7410).

22S:225 (STAT:7570) Survival Data Analysis
Types of censoring and truncation; survival function estimation; life tables; parametric inference using exponential, Weibull, and accelerated failure time models; nonparametric tests; sample size calculation; Cox regression with stratification and time-dependent covariates; regression diagnostics; competing risks; analysis of correlated survival data. Offered fall semesters. Prerequisites: 22S:154 (STAT:4101) or 22S:194 (STAT:5101), and 171:202 (BIOS:5720). Same as 171:261 (BIOS:7210).

22S:235 (STAT:7560) Time Series Analysis
Stationary time series, ARIMA models, spectral representation, linear prediction inference for the spectrum, multivariate time series, state space models and processes, nonlinear time series. Prerequisites: 22S:154 (STAT:4101) and 22S:156 (STAT:6560).

22S:238 (STAT:7520) Bayesian Analysis

Computer arithmetic; random variate generation; numerical optimization; numerical linear algebra; smoothing techniques; bootstrap methods; cross-validation; MCMC; EM and related algorithms; other topics per student/instructor interests. Prerequisites: 22S:131 (STAT:3101), and 22S:164 (STAT:5200) or 171:201 (BIOS:5710). Requirements: proficiency in Fortran or C or C++ or Java.

22S:253 (STAT:7100) Advanced Inference I
Concepts of convergence, asymptotic methods including the delta method, sufficiency, asymptotic efficiency, Fisher information and information bounds for estimation, maximum likelihood estimation, the EM-algorithm, Bayes estimation, decision theory. Prerequisites: 22S:190 (STAT:5120) and 22S:194 (STAT:5101).

22S:254 (STAT:7101) Advanced Inference II
Hypothesis testing, asymptotics of the likelihood ratio test, asymptotic efficiency, statistical functionals, robustness, bootstrap and jackknife, estimation with dependent data. Prerequisites: 22S:253 (STAT:7100).

22S:255 (STAT:7200) Linear Models
Linear spaces and matrix theory, multivariate normal distribution and distributions of quadratic forms, full-rank and non-full-rank linear models, estimability, interval estimation, hypothesis testing, random and mixed models, applications. Prerequisites: 22S:164 (STAT:5200), 22S:165 (STAT:5201), and 22S:194 (STAT:5101).

22S:273 (ACTS:7730) Advanced Topics in Actuarial Science/Financial Mathematics
arr.

22S:291 (STAT:7190) Seminar: Mathematical Statistics
arr.

22S:293 (STAT:7390) Seminar: Probability
arr.

arr.

22S:299 (STAT:7990) Reading Research
arr.
Theatre Arts

**Director, Division of Performing Arts**
- Alan MacVey

**Chair, Department of Theatre Arts**
- Alan MacVey

**Professors**
- John Cameron, Eric Forsythe, Alan MacVey, Kim Marra, Bryon Winn

**Associate professors**
- Loyce Arthur, Art Borreca, Merrel Dare Clubb, R. Eric Stone

**Assistant professors**
- Paul Kalina, Anne Marie Nest, Tlaloc Rivas

**Lecturers**
- James Albert, Meredith Alexander, Carol MacVey, David McGraw, Melissa Turner

**Professors emeriti**
- Tisch Jones, David Schaal, David Thayer

**Undergraduate major:** theatre arts (B.A.)
**Undergraduate minor:** theatre arts
**Graduate degree:** M.F.A. in theatre arts
**Web site:** [http://theatre.uiowa.edu/](http://theatre.uiowa.edu/)

The Department of Theatre Arts offers academic programs for undergraduate and graduate students. It also stages live performances throughout the academic year and during the summer.

The department is one of three academic units in the Division of Performing Arts (p. 221). It participates in offering the division’s Certificate in Performing Arts Entrepreneurship (p. 483).

**Undergraduate Programs of Study**
- Major in theatre arts (Bachelor of Arts)
- Minor in theatre arts

The undergraduate program in theatre arts is based on the philosophy that the best way to develop future artists is to expose them to rigorous professional practice within the framework of a liberal arts and sciences education.

Department of Theatre Arts students take workshop courses in acting, directing, design, technical theatre, stage management, and playwriting and complement them with classes in dramatic literature, history, and criticism. Students also are encouraged to explore a range of courses throughout the University. Around 25 public productions are staged each year, providing additional opportunities to learn the theatre craft and to develop a personal artistic vision.

The department also educates students who plan to enter other fields in which understanding of the arts and experience with theatre skills are useful. Some earn a major in theatre arts, occasionally with a second major in another discipline. Others take theatre classes as nonmajors or earn a minor; see "Minor" and "Courses for Nonmajors" in this section of the Catalog.

**B.A. WITH SECOND MAJOR IN DANCE OR MUSIC**

Bachelor of Arts students majoring in theatre arts may enhance their preparation for the challenge of working in the performing arts by earning a second B.A. major in dance or music; they also may add course work from the third discipline. The curriculum for earning two majors in the performing arts is rigorous. Students must complete all requirements for both majors; see Dance (p. 210) and Music (p. 460) in the Catalog. For the theatre arts major’s B.A. requirements, see “Bachelor of Arts” below.

Students must audition for entry to the dance and music majors. No audition is required for entry to the theatre arts major, but students must audition to progress from basic to advanced acting courses. Contact the head of acting in the Department of Theatre Arts to learn more about earning more than one major in the performing arts.

**Bachelor of Arts**

The Bachelor of Arts with a major in theatre arts requires a minimum of 120 s.h., including 33 s.h. of work for the major. The required courses listed below constitute the basic experience for all undergraduate theatre arts students. Registration in some courses for the major requires special permission. Contact the Department of Theatre Arts for details.

All students must complete the College of Liberal Arts and Sciences General Education Program (p. 306). Students must maintain a g.p.a. of at least 2.00 for all courses in the major.

Students who transfer to the University from other accredited two- or four-year institutions must demonstrate that they have successfully completed course work equivalent to the basic requirements of the Department of Theatre Arts and The University of Iowa before they may take advanced-level electives. If a student completes the courses listed for the approved 2 Plus 2 theatre arts program at Kirkwood Community College in Iowa, those courses are automatically counted toward requirements for the theatre arts major at The University of Iowa. Consult the department’s director of undergraduate studies for more information.

In planning course work, especially electives, students should be guided by the College of Liberal Arts and Sciences maximum hours rule: students earning a B.A. or B.S. may apply a maximum of 50 s.h. earned in one department to the minimum 120 s.h. required for graduation, whether or not the course work is accepted toward requirements for the major; students who earn more than 50 s.h. from one department may use the additional semester hours to satisfy requirements for the major (if the department accepts them), and the grades they earn become part of their grade-point average; but they cannot apply the additional semester hours to the minimum 120 s.h. required for graduation.

Students majoring in theatre arts may count a maximum of 17 s.h. earned in Department of Theatre Arts elective courses (prefix 049 THTR) toward the Bachelor of Arts. Theatre arts elective credit beyond 17 s.h. is listed on the transcript but does not count toward the 120 s.h. required for graduation.
Students must complete a course’s prerequisites before registering for the course. They normally complete the following required courses within their first four semesters in the major.

049:025 (THTR:2140) Acting I 3 s.h.
049:060 (THTR:2402) Performance Analysis 3 s.h.
049:112 (THTR:2410) History of Theatre and Drama I 3 s.h.
049:113 (THTR:2411) History of Theatre and Drama II 3 s.h.

Students who complete 049:002 (THTR:1400) Theatre and Society: Ancients and Moderns or 049:003 (THTR:1401) Theatre and Society: Romantics and Rebels before declaring a major in theatre arts must consult the undergraduate director before they may register for 049:112 (THTR:2410) History of Theatre and Drama I or 049:113 (THTR:2411) History of Theatre and Drama II.

The theatre arts major requires the following course work.

THEATRE FOUNDATION COURSES

All of these:

049:025 (THTR:2140) Acting I 3 s.h.
049:060 (THTR:2402) Performance Analysis 3 s.h.
049:044 (THTR:2215) Introduction to Theatrical Production Technology 3 s.h.
049:112 (THTR:2410) History of Theatre and Drama I 3 s.h.
049:113 (THTR:2411) History of Theatre and Drama II 3 s.h.

Elective requirement: additional 6 s.h. of theatre arts courses. Approved courses include 049:082 (THTR:2301) Playwriting I and all courses numbered 100 and above.

Dramatic literature—one of these:

049:043 (THTR:2200) Elements of Design 3 s.h.
049:134 (THTR:3230) Scene Design I 3 s.h.
049:135 (THTR:3240) Costume Design I 3 s.h.
049:136 (THTR:3250) Lighting Design I 3 s.h.
049:138 (THTR:4240) Costume Design II 3 s.h.

Design—one of these:

049:072 (THTR:3287) Shakespeare 3 s.h.
049:114 (THTR:3421) Performing Autobiography 3 s.h.
049:116 (THTR:4420) Dramatic Theory 3 s.h.
049:117 (THTR:3440) American Drama Since 1900 3 s.h.
049:118 (THTR:4401) American Women Playwrights: 1776-Present 3 s.h.
049:119 (THTR:4402) Dramas of the Spirit 3 s.h.
049:164 (THTR:4410) Shakespeare the Dramatist 3 s.h.
049:177 (THTR:4630) London Performance Study 3 s.h.
049:181 (THTR:3276) Medieval Drama 3 s.h.
049:182 (THTR:3403) Free Style Writing: Poetry, Plays, and Performances 3 s.h.
049:183 (THTR:4413) Black Feminist Tradition and Culture 3 s.h.
049:184 (THTR:3277) English Renaissance Drama 3 s.h.
049:185 (THTR:3415) Cultural Diversity and Identity 3 s.h.
049:186 (THTR:3462) African American Drama 3 s.h.
049:188 (THTR:3420) Sex and Gender in Performance 3 s.h.
049:190 (THTR:3410) African American Theatre I 3 s.h.
049:191 (THTR:3411) African American Theatre II 3 s.h.
049:193 (THTR:4403) Studies in Drama 3 s.h.

PRODUCTION COURSES

Required production lab:

049:045 (THTR:2220) Production Lab 3 s.h.

Students must earn a total of 3 s.h. in

049:045 (THTR:2220) Production Lab. The course requires students to work backstage on a department production. All students must serve as a crew member on at least one production (normally earning 1 s.h. per production). They have options to earn 2 s.h. for serving as a crew chief or taking on other advanced responsibilities.

Elective production courses:

049:046 (THTR:3220) Construction Technology for New Works 3 s.h.
049:132 (THTR:3501) Stage Management 3 s.h.
049:147 (THTR:3221) Technology for the Entertainment Industry 3 s.h.
049:148 (THTR:3222) Introduction to Props Construction 3 s.h.
049:149 (THTR:3223) Introduction to Lighting Technology 3 s.h.

With the instructor's approval, students who enroll in one of the five elective production courses [049:046 (THTR:3220) Construction Technology for New Works, 049:132 (THTR:3501) Stage Management, 049:147 (THTR:3221) Technology for the Entertainment Industry, 049:148 (THTR:3222) Introduction to Props Construction, or 049:149 (THTR:3223) Introduction to Lighting Technology] also may enroll in the required production course 049:045 (THTR:2220) Production Lab during the same semester or session and may complete an additional project, earning 1 s.h. for 049:045 (THTR:2220) in addition to the credit they earn for the elective course. Students may earn a maximum of 1 s.h. of required production course credit for 049:045 (THTR:2220) this way.

CAPSTONE COURSE

One of these:

049:130 (THTR:4180) Directing I 3 s.h.
049:172 (THTR:4690) Senior Seminar 3 s.h.

Student Auditions for Theatre Arts Productions

Theatre arts majors are encouraged to audition for the department’s productions in general auditions at the beginning of the fall semester. Students normally present a three-minute audition consisting of two contrasting pieces. From this audition, callback lists are posted for major productions offered during the first semester. Additional general auditions normally are scheduled in early November and in February.

Students in other majors are welcome to audition for the department’s productions, as are community members (see "Productions and Auditions" later in this section). For academic considerations, theatre arts majors are given first consideration for roles.

Materials and information about the general auditions are available from the Department of Theatre Arts office in August. Notices of auditions for all subsequent productions are posted on the department’s call board.
Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

**Before the fifth semester begins:** three courses in the major chosen from 049:025 (THTR:2140) Acting I; 049:060 (THTR:2402) Performance Analysis; 049:112 (THTR:2410) History of Theatre and Drama I; and 049:113 (THTR:2411) History of Theatre and Drama II

**Before the seventh semester begins:** three more courses in the major, two semesters of production credit, and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** two more courses in the major and another semester of production credit

**During the eighth semester:** enrollment in remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Honors in the Major

The department offers students the opportunity to graduate with honors in the theatre arts major. Departmental honors students must be members of The University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

Students who wish to graduate with honors in the theatre arts major should declare their intention to the department’s honors advisor. To graduate with honors in the major, students must maintain a g.p.a. of at least 3.33 in the major; complete at least 9 s.h. of work in Department of Theatre Arts honors courses, which must include 049:197 (THTR:4692) Honors Theatre Arts; and give a creative presentation or performance or write an honors thesis.

Students who elect to give a creative presentation or performance must have senior standing and must complete at least one honors course before their proposed project may be approved. They must apply to the director of theatre for approval of their project by April 1 of the year before the project is to be scheduled (projects are not guaranteed a production slot). They also must enroll in 049:197 (THTR:4692) Honors Theatre Arts during the semester in which they complete their presentation or performance.

For more information about theatre arts honors requirements, contact the Department of Theatre Arts office.

Minor

The minor in theatre arts requires a minimum of 15 s.h. in theatre arts courses, including 12 s.h. in advanced courses taken at The University of Iowa. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass. Students must complete all prerequisites for the courses they choose for the minor.

All theatre courses are open to students minorin in theatre arts, except 049:025 (THTR:2140) Acting I, which is normally reserved for students earning the theatre arts major. Theatre arts minors who are interested in acting normally take 049:020 (THTR:1140) Basic Acting and 049:021 (THTR:1141) Basic Acting II. Then they may request permission to enroll in 049:120 (THTR:3140) Acting II. When enrollment allows, they also may request permission to take 049:025 (THTR:2140) Acting I.

The following courses are considered advanced for the minor.

- 049:021 (THTR:1141) Basic Acting II 3 s.h.
- 049:025 (THTR:2140) Acting I 3 s.h.
- 049:043 (THTR:2200) Elements of Design 3 s.h.
- 049:044 (THTR:2215) Introduction to Theatrical Production Technology 3 s.h.
- 049:060 (THTR:2402) Performance Analysis 3 s.h.
- 049:062 (THTR:2301) Playwriting I 3 s.h.
- Courses numbered 049:100 and above (some require special permission)

Contact the Department of Theatre Arts for more information about how to meet the requirements for the minor.

Courses for Nonmajors

Most theatre arts courses are open to all students, regardless of their majors, and are appropriate for nonmajors interested in theatre. The following courses are designed specifically for nonmajors.

- 049:021 (THTR:1141) Basic Acting II 3 s.h.
- 049:035 (THTR:2120) Movement: Special Topics 2-3 s.h.
- 049:050 (THTR:1410) Musical Theatre 3 s.h.
- 049:052 (THTR:1412) The Arts in Performance 3 s.h.
- 049:102 (THTR:3521) Acting for Singers and for Dancers 2 s.h.
- 049:103 (THTR:3150) Public Speaking 3 s.h.
- 049:109 (THTR:3510) Introduction to Arts Management 3 s.h.
- 049:111 (THTR:3520) New Ventures in the Arts 3 s.h.
- 049:155 (THTR:3301) Playwriting II 3 s.h.
- 049:156 (THTR:3210) Makeup Design for the Stage 3 s.h.

For a complete list of theatre arts courses, see “Courses” below.

Several of the department’s courses are approved for General Education; look for courses with the prefix 049 (THTR) under “Literary, Visual, and Performing Arts” in the General Education Program (p. 306) section of the Catalog.

Graduate Program of Study

- Master of Fine Arts in theatre arts

Master of Fine Arts

The Master of Fine Arts program in theatre arts requires 61-82 s.h. of graduate credit, depending on the student’s specialty area. Students normally must complete six semesters in residence (internships may be substituted).

The graduate program is dedicated to creative development of theatre artists. Graduates have a solid background in major performance theories, dramatic literature, and practices of the past and present as well as in the craft of their chosen specialties.

Special attention is given to understanding the role and importance of live theatre in society. Interactions among the various theatre disciplines are emphasized, both in classes and through the department’s extensive...
production program. Particular emphasis is placed on the development of new works for the theatre.

Students must make normal progress toward completion of the degree requirements to remain in the program: they must maintain a g.p.a. of at least 3.00 overall and in all course work within the primary area of concentration, and they must build a record of substantial creative work of high quality. Students who fail to make normal progress are placed on academic probation and given one additional semester to demonstrate their qualifications for earning the degree.

Contact the Department of Theatre Arts for specific information on any of the M.F.A. specialty areas.

Admission

Students who demonstrate exceptional ability in acting, directing, dramaturgy, playwriting, design, or stage management may apply for admission to the program of study and production leading to the M.F.A. Admission is based on interview, audition, and/or a portfolio of relevant work, the undergraduate record or other proof of artistic accomplishment, and letters of recommendation.

Submission of playscripts is the most important element in gaining admission to the Playwrights Workshop.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Productions and Auditions

The Department of Theatre Arts presents around 25-30 public productions each year. These include a subscription series of five plays, a festival of new works by students, three productions by Iowa Summer Repertory Theatre (a professional company that also employs students), and other productions, many of them new plays.

Special attention is given to the process of developing new works and to the collaborative process that involves writers, directors, designers, dramaturgs, stage managers, and actors. Graduates, undergraduates, faculty, and visiting guest artists work together on large and small projects throughout the year and in a special summer repertory season.

Auditions for Theatre Arts Productions

Auditions for theatre arts productions are open to everyone, including all University of Iowa students and members of the local community. Theatre arts students are given first priority for roles, but many roles are available throughout the year, and many non-theatre students and nonstudent actors are cast each season. Occasionally, professional actors are employed.

General auditions are held at the beginning of the fall semester, and callback lists are posted during the semester. Additional general auditions usually are scheduled in early November and in February. Information about auditions is available from the Department of Theatre Arts office in August. Notices of auditions are posted on the department's call board.

Courses

Primarily for Undergraduates

**049:001 (THTR:1010) Art of the Theatre** 3 s.h.

**049:002 (THTR:1400) Theatre and Society: Ancients and Moderns** 3 s.h.
Representative plays as performed in social contexts of ancient Egypt; classical Greece, Rome, India, and Japan; and medieval and early modern Europe. Duplicates 049:112 (THTR:2410). GE: Historical Perspectives; Literary, Visual, and Performing Arts.

**049:003 (THTR:1401) Theatre and Society: Romantics and Rebels** 3 s.h.
Representative plays as performed in social contexts of revolutionary and modern Europe and postwar United States. Duplicates 049:113 (THTR:2411). GE: Historical Perspectives; Literary, Visual, and Performing Arts.

**049:020 (THTR:1140) Basic Acting** 3 s.h.
Concentration, relaxation, imagination, observation, communication, sensory awareness; development of theatrical creativity through objectives, obstacles, action, conflict, spontaneity; development of a scene from scripts. Requirements: non-theatre arts major. GE: Literary, Visual, and Performing Arts.

**049:021 (THTR:1141) Basic Acting II** 3 s.h.
Continuation of 049:020 (THTR:1140); emphasis on development of scenes. Prerequisites: 049:020 (THTR:1140). Requirements: non-theatre arts major.

Facilities

The University of Iowa has one of the finest educational theatre complexes in the country. The Theatre Building offers four theatres and up-to-date facilities for classroom, laboratory, shop, and performance work.

The E.C. Mabie Theatre, a continental-style, 457-seat proscenium playhouse, is one of the finest theatres of its type in the United States. The David Thayer Theatre is a “black box” production space; its flexible seating units accommodate from 140 to 225 people and allow modification of space and audience relationships. Theatre B, which seats 144, is an open-stage theatre dedicated primarily to the production of new and experimental works. The flexible studio theatre seats 50.

In addition to classrooms for acting and directing, several spaces are designed for teaching particular aspects of dramatic studies. The Cosmo Catalano Acting Studio is for study of movement and motion by acting students. The Arnie Gillette Design Studio serves as classroom and studio workshop for design students.

To support its production schedule and to provide students with an appropriate range of experience, the department maintains shops for building, painting, maintaining, and storing scenery, costumes, and properties. Using these shops, students learn to work in metal, plastics, canvas, and wood.
049:029 (THTR:1000) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

049:030 (THTR:1011) New Student Collaboration Project 1-2 s.h.
Collaborative work on a script, from table work to staging; student participation as a creative team; production culminating in one performance: ensemble of actors, designers, dramaturges, directors, and stage managers who are new majors to the Department of Theatre Arts. Requirements: first-year standing or transfer student or new declared theatre major.

049:043 (THTR:2200) Elements of Design 3 s.h.
Development of visual literacy; manipulation of line, shape, color, value, texture, form; development of designs for theatre through techniques explored in class.

049:044 (THTR:2215) Introduction to Theatrical Production Technology 3 s.h.
Theatrical production; technology and backstage operations including sound, projections, lighting, scenery, costumes, stage management.

049:045 (THTR:2220) Production Lab 1-3 s.h.
Practical experience in physical construction and operation of live theatre; theatre department produces lab experiences for applied learning in technical theatre and run crew opportunities in scenery, costumes, lighting, sound, and stage management.

049:046 (THTR:3220) Construction Technology for New Works 3 s.h.
Production of scenic and prop elements for the Department of Theatre Arts annual Iowa New Play Festival; basic construction and painting skills in a lab environment; weekly design and production meetings to include each student in the entire production process; run crew assignments, projects.

049:050 (THTR:1410) Musical Theatre 3 s.h.
American musical theatre’s form, function, evolution; major composers (Berlin, Gershwin, Rodgers and Hammerstein, Sondheim), lesser-known and contemporary writers; roots of the rock musical, future of musical theatre, how musicals reflect their own eras and cultural attitudes of their times; readings, recordings, videos. Ability to read music not required.

049:051 (THTR:1411) Comedy and Society 3 s.h.
How comedy reflects, comments upon, and interacts with western culture, society, and identity; roots of western comedy, satire, censorship; stand-up comedians, improv and sketch troupes, satirists; race, gender and sexuality, class perception; how portrayals of African Americans in popular culture evolved from 19th century to present; videos, readings, live performances. GE: Values, Society, and Diversity.

049:060 (THTR:2402) Performance Analysis 3 s.h.
Basic skills in critical reading and close analysis of dramatic texts, with focus on dramatic structure, challenges of putting texts into production.

049:062 (THTR:2301) Playwriting I 3 s.h.
Elements of playwriting; emphasis on analysis and discussion of original student writing. GE: Literary, Visual, and Performing Arts.

049:072 (THTR:3287) Shakespeare 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as 008:147 (ENGL:3287).

For Undergraduate and Graduate Students

Acting and Directing

049:025 (THTR:2140) Acting I 3 s.h.
Development of creativity, imagination, and openness through exercises to engage mind, body, and voice in theatrical play and scene work. Requirements: theatre arts major, or theatre arts minor and 049:020 (THTR:1140).

049:035 (THTR:2120) Movement: Special Topics 2-3 s.h.
Specialized study in movement techniques and movement styles for body conditioning; development of yoga techniques; varied topics.

049:101 (THTR:3610) Drama in the Classroom 3 s.h.
Theories of community, culture, identity in relation to language arts teaching and learning; emphasis on incorporating multiple literacies, both oral and print, into language arts curricula; action research involving oral literacy. Same as 07E:180 (EDTL:3180).

049:102 (THTR:3521) Acting for Singers and for Dancers 2 s.h.
Fundamentals of acting technique, with attention to demands on performers in opera, musical theater, and dance. Same as 025:175 (MUS:3521), 137:165 (DANC:3521).

049:103 (THTR:3150) Public Speaking 3 s.h.
How to be an effective and confident communicator; exercises designed to develop and improve vocal sound, vocal strength, clarity of speech; appropriate interpretation of text.

049:105 (THTR:3850) Introduction to Laban Movement Studies 2-3 s.h.
Introduction to Bartenieff Fundamentals (BF) and Laban Movement Analysis (LMA) as methods of organizing and integrating movement to support artistic goals and expanding expressive range; BF teaches body awareness, breath support, developmental patterns, ergonomically-efficient alignment, balancing of muscular strength and stretch, and coordination; LMA teaches vocabulary of expressive movement and nonverbal communication, including effort (use of energy/dynamics for expression, stamina, stress relief) and shape (how posture and gesture communicate); quality of movement that supports individual goals in artistic expression, sound production, and wellness. Same as 025:167 (MUS:3850), 137:160 (DANC:3850), 188:167 (DPA:3850).
049:106 (THTR:3130) Singing for Actors 2 s.h.

049:108 (THTR:3070) Dance Kinesiology 3 s.h.
Body science related to demands of dance; structural and muscular analysis for efficient, effective dance training and prevention of injuries; investigation of skeletal and ligamentous structure for working knowledge of how the body produces movement; joint actions and restrictions, common injuries to those sites; attachments of the voluntary muscles, pathways and potential actions; neuromuscular analysis of an action; functional skeletal alignment; how individual differences may affect movement performance. Prerequisites: 027:053 (HHP:1100). Same as 137:147 (DANC:3070).

Use of improvisation, storytelling, readers’ theatre to explore complex social issues; participation in Darwin Turner Action Theatre; experience creating works that examine social issues, especially those related to cultural diversity; performances in Iowa schools and communities.

049:114 (THTR:3421) Performing Autobiography 3 s.h.
Write and perform original pieces stemming from personal experiences and interests; readings and videos; genre of contemporary autobiographical performance as established artists have developed it; improvisational performance and writing exercises to foster deeper reflection on personal experiences; final staging of students’ original work. Same as 131:114 (GWSS:3421).

049:120 (THTR:3140) Acting II 3 s.h.
Extension of work begun in 049:025 (THTR:2140); scene study, with focus on contemporary realism and development of collaborative dynamic. Prerequisites: 049:021 (THTR:1141) or 049:025 (THTR:2140).

049:122 (THTR:4142) Acting With Verse 3 s.h.
Approaches to poetic material; emphasis on Shakespeare; contemporary scenes written in poetic or abstract styles. Prerequisites: 049:120 (THTR:3140) and 049:125 (THTR:3110).

049:124 (THTR:4144) Acting: Special Topics 3 s.h.
Specialized study in a specific aspect or theory of acting.

049:125 (THTR:3110) Voice for the Actor 3 s.h.
Progressive development of voice and speech for theatre; physical awareness, relaxation, breathing, freeing the sound channel, resonance, articulation; application of voice work through prose, poetry, text. Prerequisites: 049:025 (THTR:2140).

049:126 (THTR:3151) Voice, Text, and the Actor 3 s.h.
Varied topics on a rotational basis, may include vocal study of classical text including Shakespeare, dialects, and voice in classical and contemporary comedy. Prerequisites: 049:125 (THTR:3110).

049:127 (THTR:3120) Theatre Movement 3 s.h.
The body as a tool for dramatic expression; basic principles and practices of stage movement; approaches to physical technique. Prerequisites: 049:025 (THTR:2140). Requirements: theatre arts major.

049:128 (THTR:3160) Movement Styles 3 s.h.
Intensive study of a selected movement style (e.g., mask, clown, commedia dell’arte). Prerequisites: 049:127 (THTR:3120).

049:129 (THTR:3161) Stage Combat 3 s.h.
Fundamental principles of unarmed combat; rapier and dagger techniques.

049:130 (THTR:4180) Directing I 3 s.h.
Basic elements of stage direction; exercises in composition, emphasis, movement, rhythm, directorial analysis; director’s role in production process; short scenes, projects, papers. Prerequisites: 049:025 (THTR:2140), 049:043 (THTR:2200) or 049:134 (THTR:3230), 049:060 (THTR:2402), and 049:135 (THTR:3240) or 049:136 (THTR:3250). Requirements: completion of design requirement.

049:131 (THTR:4182) Directing II 3 s.h.
Continuation of 049:130 (THTR:4180); practical work in stage direction culminating in a larger directing project. Prerequisites: 049:130 (THTR:4180).

049:154 (THTR:3162) Movement: Special Topics II 3 s.h.
Specialized study in movement techniques and movement styles for body conditioning; intermediate development of yoga techniques; varied topics. Prerequisites: 049:035 (THTR:2120).

049:163 (THTR:3605) Inclusive Theatre 3 s.h.
Introduction to implementation of performance opportunities for special populations (defined as those with cognitive or physical disability) and underrepresented populations. Same as 07U:163 (EDTL:3963).

049:170 (THTR:3851) Introduction to the Alexander Technique 3 s.h.
The Alexander Technique and “self-use”—how our movement choices affect the results we achieve; improving physical skills and presence; principles from the Alexander Technique in support of performing arts (e.g., speaking, singing, playing an instrument, dancing, acting) and applied to skills in daily life, addressing the underpinnings of movement; physical participation, including lying, rolling, sitting, standing, and locomotion. Same as 188:168 (DPA:3851), 025:176 (MUS:3851), 137:173 (DANC:3851).

049:201 (THTR:6525) Voice for Performers 2 s.h.
Comparison of Kinesthetic techniques for singing and acting voice; relaxation, posture, breathing, tone quality, diction, interpretation. Same as 003:204 (CSD:6204), 025:216 (MUS:6525).
**Design and Technical Theatre**

**049:220 (THTR:6140) Advanced Acting** 3 s.h.
Preprofessional training; may include psychophysical training in impulse, openness and the "mask," individual and group dynamics, improvisation, repetition, characterization and scene work, Shakespeare and style, on-camera, development of professional work habits and skills, audition and interview. Requirements: admission to M.F.A. program.

**049:225 (THTR:6150) Vocal Technique** 3 s.h.
Skills training; voice and speech for the actor, phonetics, dialects, sound exploration, contemporary and classical text analysis. Requirements: admission to M.F.A. program.

**049:227 (THTR:6160) Movement Technique** 3 s.h.
Fundamental principles and practices required for physical acting technique; basic stage movement, stage combat, mime technique, Lecoq-based improvisation; a new works project. Requirements: admission to M.F.A. program.

**049:229 (THTR:6170) Graduate Acting: Special Topics** 3 s.h.
Specialized study in one aspect or theory of acting. Requirements: admission to M.F.A. program.

**049:230 (THTR:6180) Director's Seminar** 1-3 s.h.
Preprofessional training in stage direction; the art and craft of directing; research, practical experience; development of new pieces; approaches to a variety of theatrical materials through concept, type, style. Requirements: admission to M.F.A. program.

**049:149 (THTR:3223) Introduction to Lighting Technology**
Introduction to technology skills that are at the center of the entertainment industry; planning and operating digital lighting and sound consoles, intelligent lighting systems, projection hardware and software; outdoor event rigging, metal construction, and fabrication. Same as 188:147 (DPA:3221).

**Design and Technical Theatre**

**049:138 (THTR:4240) Costume Design II** 3 s.h.
Conceptual and analysis skills in costuming; fashion history and dress related to individual, cultural, and artistic expression. May be taken before 049:135 (THTR:3240).

**049:139 (THTR:4250) Lighting Design II** 3 s.h.
Production styles and venues; skills developed through increasingly complex light plots, more precise paperwork. Prerequisites: 049:060 (THTR:2402) and 049:136 (THTR:3250).

**049:140 (THTR:3260) Sound Design for the Theatre** 3 s.h.
Introduction to digital sound recording and live sound reinforcement techniques for a variety of entertainment venues (theatre, dance, concerts, and industrial projects); creation of soundscapes using Pro Tools software; implementation of designs through the use of SFX/QLab playback systems; documentation of sound design for theoretical or realized production. Offered every other year.

**049:141 (THTR:3211) Period Styles** 3 s.h.
Survey of design and motifs spanning history of western civilization through development of interior and exterior architecture, furniture, decorative themes, fashion, and fine art.

**049:142 (THTR:4207) Textile Science** 3 s.h.
Fiber, yarn, and fabric science; fabric painting, dyeing, and other laboratory work. Same as NYA:107 (SIED:4107).

**049:144 (THTR:3202) Web Design** 3 s.h.
Creation of graphic identities and web sites using Adobe Photoshop and Dreamweaver.

**049:145 (THTR:3203) Computer Visualization** 3 s.h.
Creation of virtual design using Adobe Photoshop and Google SketchUp.

**049:147 (THTR:3221) Technology for the Entertainment Industry** 3 s.h.
Introduction to technology skills that are at the center of the entertainment industry; programming and operating digital lighting and sound consoles, intelligent lighting systems, projection hardware and software; outdoor event rigging, metal construction, and fabrication. Same as 188:147 (DPA:3221).

**049:148 (THTR:3222) Introduction to Props Construction** 3 s.h.
Development of specific skills needed to produce various properties as designed for an artistic production; skills accomplished through a series of projects produced by student in laboratory environment, including molding/casting, vacu-forming, cabinet construction, upholstery/soft goods, finishing techniques, and found object articulation.

**049:149 (THTR:3223) Introduction to Lighting Technology** 3 s.h.
Training for a career as a touring or resident stage electrician in the entertainment industry; plot organization/shop orders, digital fixtures, power distribution, personal management, console configuration/control, and electrical troubleshooting/maintenance.
049:150 (THTR:3270) Entertainment Design 3 s.h.
Introduction to entertainment design and technology; primary focus on contemporary approaches to design and delivery of content in entertainment industry; assignment of practical projects using media servers, projection, LED arrays, video editing software, and moving light technologies. Offered every other year.

049:151 (THTR:4270) Scenic Art 3 s.h.
Techniques in scenic art for the theatre; classical trompe l’oeil scene painting, sculpting with nontraditional materials, finishing. Offered every other year.

049:152 (THTR:3208) Mask and Puppet Crafts 3 s.h.
Mask and puppet design; paper mache, plaster gauze, thermal plastics, and soft sculpture techniques.

049:156 (THTR:3210) Makeup Design for the Stage 3 s.h.
Same as 188:156 (DPA:3210).

049:157 (THTR:3205) Concepts in Drawing 3-4 s.h.
Drawing from topics at the intermediate level; observation, theory, media, form, content; emphasizes personal direction. Prerequisites: 01F:007 (DRAW:2310). Same as 01F:105 (DRAW:3310).

049:158 (THTR:3206) Environmental Design I 4 s.h.
Human interaction with the interior and exterior environment. Offered fall semesters of odd years. Prerequisites: 01T:021 (TDSN:2210). Same as 01T:137 (TDSN:3210).

049:159 (THTR:3225) Makeup Design: Body Art 3 s.h.
Advanced techniques in stage makeup design and application through analysis of forms, research, and hands-on projects.

Graduate design in set, lighting, and costume design; teamwork; meetings with design faculty in specific disciplines; short-term projects in the theatre department; long-term projects, including summer design work, internships, and other professional opportunities during the three-year program and beyond. Prerequisites: 049:137 (THTR:4230) or 049:138 (THTR:4240) or 049:139 (THTR:4250).

049:237 (THTR:5230) Scene Design III 3 s.h.
Complex assignments; documentation skills, scenic design preparation. Prerequisites: 049:134 (THTR:3230) and 049:137 (THTR:4230).

049:238 (THTR:5240) Costume Design III 3 s.h.
Advanced projects in costume design and portfolio development. Prerequisites: 049:138 (THTR:4240).

049:239 (THTR:5250) Lighting Design III 3 s.h.
Advanced projects in venues such as dance, opera, industrials; preparation of lighting designs for production. Prerequisites: 049:139 (THTR:4250).

049:251 (THTR:7260) Internship in Design 1-6 s.h.
Experience as designer or assistant designer with a professional theatre, dance, or opera company or with a professional design studio. Requirements: theatre design M.F.A. enrollment.

### Stage Management and Arts Management

049:109 (THTR:3510) Introduction to Arts Management 3 s.h.
Nonprofit performing arts management and administrative principles; practical applications, trends in the field; focus on arts organizations and their key administrative positions. Same as 145:109 (INTD:3510), 188:109 (DPA:3510).

049:111 (THTR:3520) New Ventures in the Arts 3 s.h.
Arts administration principles and trends as applied to creation of an arts-related enterprise; case studies; students create business plan for a new arts organization. Duplicates 06T:125 (MGMT:3100) and 06T:120 (ENTR:2000). Corequisites: 06T:050 (ENTR:1000), or 06A:001 (ACCT:2100) and 06M:100 (MKTG:3000). Same as 06T:125 (ENTR:3520), 145:111 (INTD:3520), 188:111 (DPA:3520).

049:132 (THTR:3501) Stage Management 3 s.h.
Duties and procedures of stage management; focus on development of production from preparatory work through performance; role of stage manager in collaboration.

049:162 (THTR:3550) Stage Management II 3 s.h.
Duties and procedures of stage management; focus on development and understanding of leadership role of stage manager; examination of stage manager's role in a professional theatre; topics may include equity contracts and stage managing for opera. Prerequisites: 049:132 (THTR:3501).

049:195 (THTR:4510) Arts Leadership Seminar 3 s.h.

049:200 (THTR:5500) Stage Management: Special Topics 3 s.h.
Topics in stage management, arts production, and their professional practice. Requirements: admission to M.F.A. stage management program.

049:233 (THTR:6500) Stage Management Seminar 1-2 s.h.
Practice and techniques of stage management. Requirements: graduate stage management major.

049:249 (THTR:5510) Production Management 3 s.h.
Organization and supervision of theatre productions; resources, procedures for successfully mounting a theatre production or season; personnel, equipment, facility and budget management, scheduling, communication. Requirements: stage management M.F.A. enrollment.
Playwriting

049:155 (THTR:3301) Playwriting II 3 s.h.
Application of fundamental skills learned in 049:062 (THTR:2301) to more advanced study of dramatic structure and style; reading of plays, weekly writing assignments; focus on writing one-act play. Prerequisites: 049:062 (THTR:2301).

049:165 (THTR:3300) Advanced Playwriting 3 s.h.
Continuation of 049:155 (THTR:3301); original student writing, extensive rewriting; may focus on specific style, genre, or approach. Prerequisites: 049:155 (THTR:3301).

049:169 (THTR:3310) Undergraduate Playwriting Workshop 1-3 s.h.
Workshop discussion of original full-length plays, collaborative creation of new plays, work with guest artists. Prerequisites: 049:062 (THTR:2301) and 049:155 (THTR:3301). Requirements: submission of writing sample.


049:182 (THTR:3403) Free Style Writing: Poetry, Plays, and Performances 3 s.h.
Creative writing lab experience in reading, writing, and performing poetry and short plays; expansion of students’ horizons of the self; arc of innovation in African American literature from Harlem Renaissance to present, with texts from Langston Hughes and Zora Neale Hurston to Saul Williams and Jill Scott; role of the artist in society and as outsider and insider; shifting perspectives on race, gender, class; musical influences and models, from blues to house music; sensuality, spirituality; artistic reflections on the cultural moment; effects of these on literary form and performance style; students create and perform a work for an audience. Same as 129:182 (AFAM:3840).

049:269 (THTR:7300) Playwrights Workshop 3 s.h.
Development of works by Iowa Playwrights Workshop members. Requirements: playwriting or dramaturgy M.F.A. enrollment.

049:270 (THTR:6310) Special Topics in Playwriting 3 s.h.

049:271 (THTR:5600) Orientation to Graduate Studies 2 s.h.
Requirements: theatre arts M.F.A. enrollment.

049:272 (THTR:5300) The Collaborative Process 3 s.h.
Development of new plays, collaboratively created works.

049:275 (THTR:5610) Collaborative Performance 1-4 s.h.
Collaborative experience with advanced artists from varied disciplines that culminates in a final performance; emphasis on sharing and investigating ideas, artistic intent, personal vision, and creating collaborative projects. Same as 137:275 (DANC:5550), 188:275 (DPA:5550).

Dramatic Literature, Theory, and Dramaturgy

049:052 (THTR:1412) The Arts in Performance 3 s.h.

Role of American theatre as a complex tapestry of race, gender, sexuality, and disability; examination of plays and performance outside primarily white-male canon; contemporary social practice and cultural politics in local and national contexts. GE: Values, Society, and Diversity.

049:112 (THTR:2410) History of Theatre and Drama I 3 s.h.
Major developments in Anglo-European, Indian, Asian, and African theatre and drama, 3000 B.C.E. to C.E. 1700; sociopolitical, economic, and cultural circumstances of original productions. Offered fall semesters. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

049:113 (THTR:2411) History of Theatre and Drama II 3 s.h.
Continuation of 049:112 (THTR:2410). 1700 to 1960; revolutionary and modern European theatre and culturally diverse postwar U.S. theatre. Offered fall semesters. GE: Historical Perspectives; Literary, Visual, and Performing Arts.

049:116 (THTR:4420) Dramatic Theory 3 s.h.
Theoretical questions of interest to dramatists and philosophers in western and nonwestern traditions; metaphysics of play; theories of character, psyche, self; narrative and nonnarrative dramatic forms. Prerequisites: 049:060 (THTR:2402), 049:112 (THTR:2410), and 049:113 (THTR:2411).

049:117 (THTR:3440) American Drama Since 1900 3 s.h.
American playwrights and plays after 1900. English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 20th/21st-Century Literature. Same as 008:197 (ENGL:3440).

049:118 (THTR:4401) American Women Playwrights: 1776-Present 3 s.h.
How women in the United States have expressed themselves in theatre since 1776; diversity of voices in works by African American, Asian American, Latina, Native American, European American, lesbian playwrights; female-authored drama and production in relation to concurrent male-authored traditions and socioeconomic, political, cultural phenomena. Same as 045:118 (AMST:4401).

049:119 (THTR:4402) Dramas of the Spirit 3 s.h.
Western and nonwestern dramatic texts that enact or describe journeys of the human spirit; textual analysis, investigation of the notion of spirit and its relation to dramatic form. Prerequisites: 049:060 (THTR:2402), 049:112 (THTR:2410), and 049:113 (THTR:2411).
049:164 (THTR:4410) Shakespeare the Dramatist 3 s.h.
Exploration of a number of Shakespeare’s greatest works; close textual analysis supplemented with historical, theoretical, theatrical, and philosophical considerations; special attention given to Shakespeare’s dramatic method and relation of his dramaturgy to profession of theater-making.

049:174 (THTR:3180) Topics in Digital Media 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as 008:173 (ENGL:3180).

049:181 (THTR:3276) Medieval Drama 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as 008:144 (ENGL:3276).

049:183 (THTR:4413) Black Feminist Tradition and Culture 3 s.h.
Survey of selected theoretical texts that chronicle shifting perspectives on feminism; comparative interdisciplinary survey of artistic works that reflect such perspectives. Same as 129:183 (AFAM:4500).

049:184 (THTR:3277) English Renaissance Drama 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Medieval and Early Modern Literature and Culture. PERIOD: Early Literatures Through 17th Century. Same as 008:145 (ENGL:3277).

049:185 (THTR:3415) Cultural Diversity and Identity 3 s.h.
Nature of personal and cultural identity within a pluralistic society; race, ethnicity, nationality, class, sexuality, and gender as categories of cultural difference. Same as 131:183 (GWSS:3415).

049:186 (THTR:3462) African American Drama 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: American Literature and Culture. PERIOD: 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:186 (ENGL:3462), 129:186 (AFAM:3462).

049:188 (THTR:3420) Sex and Gender in Performance 3 s.h.
Relationship between sex and gender in the performing body across a range of public venues, including stage, film, athletic events, and social spaces; articles, texts, plays, films, television, and videos; attendance at live performances of theatre, sports, and other events scheduled in the University and local community; discussion format. Same as 131:187 (GWSS:3420).

049:190 (THTR:3410) African American Theatre I 3 s.h.
Works by African American playwrights and relevant historical documents, Africa through Black Renaissance; themes, history, sociopolitical context; artists forging theatrical paths under oppressive conditions; exploration through discussion, performance; literature-based course, workshop approach. Same as 129:175 (AFAM:3810).

049:191 (THTR:3411) African American Theatre II 3 s.h.
Works by African American playwrights and relevant historical documents, Black Renaissance to present; themes, history, sociopolitical context; artists forging theatrical paths under oppressive conditions; exploration through discussion, performance; literature-based course, workshop approach. Same as 129:191 (AFAM:3811).

049:193 (THTR:4403) Studies in Drama 3 s.h.
Exploration of a specific period of dramatic literature, or the work of specific authors, or dramatic principles central to playwrighting.

049:194 (THTR:4421) Dramaturgy 3 s.h.
Theory, practice: history in Europe and the United States; relationship to dramatic criticism; practical experience in critical writing, play analysis, dramaturgical research, conceptualization of productions; evaluation, advocacy, and development of new plays; audience relations and education. Requirements: 049:060 (THTR:2402).

Exploration of theoretical, creative, and practical issues that arise in working dramaturgically on both established and new plays, and in a variety of collaborative processes; practical dramaturgical exercises in script reporting, dramaturgical research, educational programming, season planning, production documentation, and writing of critical and dramaturgical essays for a general audience. Requirements: admission to M.F.A. dramaturgy program.

049:213 (THTR:6403) Shakespeare 3 s.h.
Same as 008:253 (ENGL:6220).

049:215 (THTR:6400) Classical to Romantic Theatre 3 s.h.
Representative plays from the Classical to the Romantic periods—in historical context of their original productions, contemporary production potential. Requirements: theatre arts M.F.A. enrollment.

049:216 (THTR:6401) Modern Drama 3 s.h.
Questions of dramatic form and content examined in-depth through close readings of modern plays.

049:217 (THTR:6402) Postmodern Theatre 3 s.h.
Diverse postmodern traditions; emphasis on questions of relation of text.

049:294 (THTR:6420) Dramaturgy Seminar 3 s.h.
Dramatic history, literature, and dramaturgy topics of interest to M.F.A. candidates. Requirements: dramaturgy M.F.A. enrollment.

Workshops, Performances, Special Studies

049:115 (THTR:4694) Special Projects arr.
Special projects in theatre.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>049:172</td>
<td>(THTR:4690) Senior Seminar</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Theatre arts capstone seminar; how personal aesthetic relates one’s work to great theatrical visionaries of the past and present-day practitioners; research culminating in a collaborative theatre piece. Requirements: senior standing and theatre arts major.</td>
<td></td>
</tr>
<tr>
<td>049:177</td>
<td>(THTR:4630) London Performance Study</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: 20th/21st-Century Literature. Same as 008:128 (ENGL:4172).</td>
<td></td>
</tr>
<tr>
<td>049:197</td>
<td>(THTR:4692) Honors Theatre Arts</td>
<td>arr.</td>
</tr>
<tr>
<td></td>
<td>Development and production of a new work for film or television by writers, directors, actors.</td>
<td></td>
</tr>
<tr>
<td>049:198</td>
<td>(THTR:4695) Performance Practicum</td>
<td>1-2 s.h.</td>
</tr>
<tr>
<td></td>
<td>Act in a faculty-directed production produced by the Theatre Arts Department.</td>
<td></td>
</tr>
<tr>
<td>049:199</td>
<td>(THTR:4693) Independent Study</td>
<td>arr.</td>
</tr>
<tr>
<td>049:234</td>
<td>(THTR:6510) Internship in Stage Management</td>
<td>1-6 s.h.</td>
</tr>
<tr>
<td></td>
<td>Experience as stage manager or assistant stage manager with a professional theatre, dance, or opera company. Requirements: stage management M.F.A. enrollment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a special project under the mentorship of a faculty member for credit; projects may include performing in a main stage production, writing, directing, or designing a play performed in the department, developing a research project that intersects production.</td>
<td></td>
</tr>
<tr>
<td>049:298</td>
<td>(THTR:7601) M.F.A. Thesis</td>
<td>0-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Work related to M.F.A. thesis projects in theatre arts.</td>
<td></td>
</tr>
</tbody>
</table>
Translation

**Director, Division of World Languages, Literatures, and Cultures**
- Russell Ganin

**Director, Translation Program**
- Maureen Robertson (Asian and Slavic Languages and Literatures)

**Graduate degree**: M.F.A. in comparative literature—translation
**Web site**: http://clas.uiowa.edu/dwllc/mfa-literary-translation

Translation has been an integral part of the curriculum and conversation about writing at The University of Iowa for more than 40 years. The Translation Program is committed to the idea that translation is much more than carrying a work from one language to another; it also involves the linguistic, aesthetic, and ideological dimensions of works as well as the literary, cultural, and historical contexts from which those works arise.

The Translation Program enjoys close relationships with the University’s program in comparative literature; M.F.A. programs in creative writing (fiction and poetry), nonfiction writing, and playwriting; and the International Writing Program. Faculty members from departments in the Division of World Languages, Literatures, and Cultures provide resources for the Translation Program and often serve as language mentors and committee members for M.F.A. students in translation.

Graduates of the program have gone on to work in the world of professional publishing as editors and reviewers or as free-lance translators; to become university professors after earning a Ph.D.; and to pursue other careers involving cross-cultural and artistic exchange. In recent years, publishers of works by Translation Program alumni have included Greywolf, Seven Stories, Autumn Hill Books, Melville House, Word Without Borders, The Iowa Review, 91st Meridian, TWO LINES Online, Circumference, The Literary Review, Passport, Absinthe, and others.

**Graduate Program of Study**
- Master of Fine Arts in comparative literature—translation

**Master of Fine Arts**

The Master of Fine Arts program in comparative literature—translation requires 48 s.h. of graduate credit, including a thesis. Students typically complete the program and graduate in two to three years.

Translators in the program focus on creating works that can convey the timelessness of the classics or the immediacy of new poetry, fiction, and drama. Students consider ideas of literariness, style, cultural politics, authority, and how these come into play in the relationships between authors and their texts, authors and translators, translations and readers, and in the media landscapes in which these all circulate.

The core of the M.F.A. program is 218:260 (TRNS:7460) Translation Workshop, which every student must take at least four times (minimum of 16 s.h. of credit). Depth in the literature and culture of the source language, creative writing, translation theory and history, and contemporary literary theory are basic curricular requirements, supplemented with elective courses in which students may develop an area of special interest in consultation with their advisors.

During the first year, each student has an advisory committee of two faculty members: one from the translation program, who is the student’s primary advisor; and one from comparative literature, or from one of the M.F.A. writing programs, or from a department in the Division of World Languages, Literatures, and Cultures. A third member joins the committee during the second year, when the student submits his or her thesis proposal. At least one member of the committee should be competent in the student’s source language.

The M.F.A. in comparative literature—translation requires the following work.

**REQUIRED COURSES**

Students complete all of these (37 s.h.):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>218:260 (TRNS:7460)</td>
<td>Translation Workshop (taken at least four times)</td>
</tr>
<tr>
<td>218:259 (TRNS:6459)</td>
<td>Issues in Translation</td>
</tr>
<tr>
<td>218:180 (TRNS:3480)</td>
<td>Literature and Translation</td>
</tr>
<tr>
<td>218:197 (TRNS:4497)</td>
<td>Techniques of Translation</td>
</tr>
<tr>
<td>218:205 (TRNS:5205)</td>
<td>International Translation Workshop</td>
</tr>
<tr>
<td>218:291 (TRNS:5491)</td>
<td>Translation Internship</td>
</tr>
</tbody>
</table>

**ELECTIVES**

Students earn 5-8 s.h. from these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>218:017 (TRNS:1017)</td>
<td>Workshop in Literary Magazine Publishing</td>
</tr>
<tr>
<td>218:018 (TRNS:1018)</td>
<td>Workshop in Literary Review Writing</td>
</tr>
<tr>
<td>218:189 (TRNS:3480)</td>
<td>Literature and Translation</td>
</tr>
<tr>
<td>218:197 (TRNS:4497)</td>
<td>Techniques of Translation</td>
</tr>
<tr>
<td>218:205 (TRNS:5205)</td>
<td>International Translation Workshop</td>
</tr>
<tr>
<td>218:291 (TRNS:5491)</td>
<td>Translation Internship</td>
</tr>
<tr>
<td>Arr.</td>
<td>Independent study course(s) offered by the Center for the Book (prefix 108 (UICB))</td>
</tr>
</tbody>
</table>

**THESIS AND EXAMINATION**

Students earn 3-6 s.h. for the thesis, which is a translated collection of poems, literary essays, short stories, a short novel, or a drama with an introduction that sets the work in appropriate context. The introduction should include a discussion of issues and problems related to the translation; it should present a rationale for the translator’s approach and strategies, based on analysis of the leading features, structure, style, or authorial objectives of the source text. An oral defense of the thesis examines the student’s translation and the introductory essay in detail.

**Admission**

Applicants to the M.F.A. program are evaluated mainly on a writing portfolio. The portfolio should include translations, including source texts, and original critical or literary writing in English; a statement of purpose; and three letters of recommendation. Applicants should provide evidence of advanced competence in their source language—normally at least three years of college-level work or the equivalent—and substantial preparation in English literature. Availability of faculty expertise in the
applicant’s source language and culture is considered in admission decisions.

All applicants must submit their scores on the Graduate Record Examination (GRE) General Test. Individuals whose first language is not English should provide scores on the Test of English as a Foreign Language (TOEFL).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Financial Support

The program nominates up to two newly admitted, qualified students for the Iowa Arts Fellowship, a full-support fellowship awarded by the Graduate College each year. In addition, qualified students may receive teaching assistantships or part-time graduate assistantships. Students must apply for assistantships and other support; contact the Translation Program and the Office of Student Financial Aid for information.

Resources

Student translators in the M.F.A. program publish exchanges: a journal of literary translation. A vibrant source of international writing in translation, the journal provides hands-on editing and online publishing experience as well as an occasional venue for the editors’ own works. The M.F.A. program regularly hosts and cohosts conferences, invites speakers from around the world for readings and short-term residences, and is a constituent unit of the Virtual Writing University.

Courses

The Translation Program offers courses for undergraduates as well as graduate students. See "Courses" in the Division of World Languages, Literatures, and Cultures (p. 222) section of the Catalog for course descriptions and prerequisites to enrollment.

218:017 (TRNS:1017) Workshop in Literary Magazine Publishing 1 s.h.
218:018 (TRNS:1018) Workshop in Literary Review Writing 1 s.h.
218:078 (TRNS:2499) Undergraduate Translation Seminar 3 s.h.
218:079 (TRNS:2179) Undergraduate Translation Workshop 3 s.h.
218:130 (TRNS:3201) Workshop in Japanese Literary Translation 3 s.h.
218:180 (TRNS:3480) Literature and Translation 3 s.h.
218:181 (TRNS:4481) Introduction to Computer-Assisted Translation 1 s.h.
218:197 (TRNS:4497) Techniques of Translation 3 s.h.
218:205 (TRNS:5205) International Translation Workshop 1-3 s.h.
218:259 (TRNS:6459) Issues in Translation 3 s.h.
218:260 (TRNS:7460) Translation Workshop 4 s.h.
Writing

Director
Helena Dettmer

Associate director
Daniel Khalastchi

Undergraduate certificate: writing
Web site: http://magidcenter.uiowa.edu/

The University of Iowa is known nationally and internationally for its writing programs, particularly for its top-ranked Master of Fine Arts programs in creative writing (p. 207) (Iowa Writers’ Workshop) and nonfiction writing (p. 246) (Department of English). It also offers a creative writing track for undergraduate English (p. 246) majors and numerous discipline-based programs that emphasize writing. Several of the University’s colleges have their own writing centers.

The Certificate in Writing enables students in all majors to benefit from the University’s wide-ranging writing programs and resources by pursuing a concentration in writing related to their majors, their career goals, or their personal interests.

The Certificate in Writing is administered by the College of Liberal Arts and Sciences (p. 22).

Learn more about the University’s wealth of writing resources by visiting The Writing University web site, and read about the University’s central role in Iowa City’s designation as a UNESCO City of Literature.

Undergraduate Program of Study

• Certificate in Writing

Certificate in Writing students explore writing and develop their own writing skills in a wide range of genres and for varied purposes, including creative writing (fiction, nonfiction, poetry); writing for the professions, such as the arts, business, journalism, or science; writing for organizations; and writing related to personal interests.

Certificate

The Certificate in Writing requires a minimum of 21 s.h. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

Students who complete the certificate develop:

• skill in planning and using strategies that help them start to write and overcome obstacles to writing, obtain feedback from other writers, revise their work, and present their writing in public venues;
• skills in the craft of writing, such as the ability to write clearly and concisely, control of mechanics and style, and the ability to communicate with particular audiences for specific purposes; and
• competence in discussing writing.

Course work for the certificate includes a minimum of 11 s.h. in core courses, a minimum of 9 s.h. in focused electives, and a minimum of 1 s.h. in a capstone independent study course that results in a project and/or portfolio of work. Students may count a maximum of 6 s.h. earned for a major, a minor, or another certificate toward the Certificate in Writing.

Certificate students participate as members of a writing community through activities such as attending readings and lectures; presenting their own work in public; working with professional journals, newspapers, or other publications; and repeated registrations in


The Certificate in Writing requires the following work.

CORE COURSES

Students earn a minimum of 11 s.h. in core courses.

All students complete this core course:

220:020 (WRIT:1500) Writing Commons: A Community of Writers 2 s.h.

Students complete the remaining core course requirement with courses from the following lists:

08N:102 (CNW:3632) Prose Style 3 s.h.
08C:145 (CW:4745) The Sentence: Strategies for Writing 3 s.h.
08C:160 (CW:4760) The Art of Revision: Rewriting Prose for Clarity and Impact 3 s.h.
103:028 (LING:1003) English Grammar 3 s.h.
103:131 (LING:3080) History of the English Language 3 s.h.

May include one of these:


FOCUSED ELECTIVES

Students earn a total of at least 9 s.h. in focused electives, which they select from courses in at least two of the following categories (maximum of 6 s.h. from any one category):

Writing for the professions
Writing and the literary arts
Writing and the media
Writing in context
Student-designated writing-intensive courses

Each focused elective course may be used to fulfill only one certificate requirement, even if the course is listed in more than one category below. Some of these courses have prerequisites and other requirements for registration; students must complete a course’s prerequisites and meet its registration requirements before they may register for the course.

Writing for the Professions

Art:
01H:007 (ARTH:1080) Writing About the Visual Arts 3 s.h.
01P:185 (ARTS:3400) Grant Writing in the Arts 3 s.h.

Business:
06B:100 (BUS:3000) Business Communication and Protocol 3 s.h.
06B:140 (BUS:3800) Business Writing 3 s.h.
08N:113 (CNW:3640) Writing for Business and Industry 3 s.h.
Journalism:
- 019:098 (JMC:2010) Journalistic Reporting and Writing 4 s.h.
- 019:124 (JMC:3412) Strategic Communication Writing 4 s.h.
- 019:125 (JMC:4405) Freelance Reporting and Writing 4 s.h.
- 019:126 (JMC:4410) Arts and Culture Reporting and Writing 4 s.h.
- 035:119 (SPAN:3020) Journalistic Writing in Spanish 3 s.h.
- 035:169 (SPAN:4940) Writing Narrative Journalism in Spanish 3 s.h.

Literature, language, and translation:
- 035:120 (SPAN:3060) Taller Basico de Escritura Creativa 3 s.h.
- 035:196 (SPAN:4950) Taller Avanzado de Escritura Creativa 3 s.h.
- 218:078 (TRNS:2499) Undergraduate Translation Seminar 3 s.h.
- 218:079 (TRNS:2179) Undergraduate Translation Workshop 3 s.h.
- 218:180 (TRNS:3480) Literature and Translation 3 s.h.

Undergraduate research:
- 08N:150 (CNW:4631) Undergraduate Essay Workshop 3 s.h.
- 08N:104 (CNW:3633) Personal Writing 3 s.h.
- 08N:090 (CNW:2690) Intermediate Nonfiction Writing 3 s.h.
- 08N:080 (CNW:2680) Nonfiction Writing 3 s.h.
- 08N:020 (CNW:1620) Introduction to Creative Nonfiction 3 s.h.
- 08C:166 (CW:4875) Undergraduate Writers' Workshop: Fiction 3 s.h.

Creative writing:
- 08N:199 (CNW:4690) Undergraduate Project in Nonfiction Writing
- 08N:192 (CNW:3644) Dublin Writing Workshop 3 s.h.
- 08N:199 (CNW:4690) Undergraduate Project in Nonfiction Writing

Fiction writing:
- 08C:166 (CW:4875) Undergraduate Writers' Workshop: Fiction 3 s.h.

Writing and the Literary Arts

Creative writing:
- 08C:107 (CW:3107) Creative Writing for the Health Professions 3 s.h.
- 08C:108 (CW:3218) Creative Writing for New Media 3 s.h.
- 08C:110 (CW:3210) Creative Writing and the Natural World 3 s.h.
- 08C:115 (CW:3215) Creative Writing and Popular Culture 3 s.h.
- 08C:147 (CW:4747) Creative Writing for the Socially Aware 3 s.h.
- 08C:150 (CW:4750) Writing and Activism 3 s.h.
- 08C:151 (CW:4751) Creative Writing for the Musician 3 s.h.
- 08C:195 (CW:4894) Undergraduate Project in Creative Writing 3 s.h.
- 145:101 (INTD:3001) Creative Writing for Business 3 s.h.

Creative writing selections may include one of these:
- 08C:001 (CW:1800) Creative Writing Studio Workshop 3 s.h.
- 08C:023 (CW:1810) Creative Writing 3 s.h.

Fiction:
- 08C:097 (CW:2870) Fiction Writing 3 s.h.
- 08C:163 (CW:4870) Undergraduate Writers' Workshop: Fiction 3 s.h.

Nonfiction:
- 08N:020 (CNW:1620) Introduction to Creative Nonfiction 3 s.h.
- 08N:080 (CNW:2680) Nonfiction Writing 3 s.h.
- 08N:090 (CNW:2690) Intermediate Nonfiction Writing 3 s.h.
- 08N:104 (CNW:3633) Personal Writing 3 s.h.
- 08N:120 (CNW:3630) Advanced Nonfiction Writing 3 s.h.
- 08N:150 (CNW:4631) Undergraduate Essay Workshop 3 s.h.

Playwriting:
- 049:062 (THTR:2301) Playwriting I 3 s.h.
- 049:114 (THTR:3421) Performing Autobiography 3 s.h.
- 049:155 (THTR:3301) Playwriting II 3 s.h.
- 049:182 (THTR:3403) Free Style Writing: Poetry, Plays, and Performances 3 s.h.

Poetry:
- 08C:098 (CW:2875) Poetry Writing 3 s.h.
- 08C:166 (CW:4875) Undergraduate Writers' Workshop: Poetry 3 s.h.

Writing and the Media

Cinema:
- 08N:146 (CNW:3661) Film and Writing 3 s.h.
- 048:067 (CCL:2867) Screenwriting: Long Form 3 s.h.
- 048:125 (CCL:3877) Screenwriting: Short Form 4 s.h.
- 048:127 (CCL:4836) Advanced Screenwriting 4 s.h.

Other media:
- 08C:108 (CW:3218) Creative Writing for New Media 3 s.h.
- 08N:145 (CNW:3660) Multimedia Writing 3 s.h.
- 08N:147 (CNW:3662) Graphic Writing 3 s.h.
- 08N:148 (CNW:3663) Radio and Writing 3 s.h.
- 019:130 (JMC:3600) Topics in Media Production 4 s.h.
- 048:019 (CCL:1019) Media Matters 3 s.h.

Writing in Context

Students select from the following courses. They also may select internships, service learning opportunities, or other relevant experiences offered through the Pomerantz Career Center or other University units. All selections except the courses listed below must have prior approval of the certificate coordinator in the student's own undergraduate college.

- 06B:194 (BUS:3999) Honors Seminar 1-3 s.h.
- 06B:195 (BUS:4999) Honors Thesis in Business 3 s.h.
- 143:044 (HONR:3400) Honors Writing Workshop 1-3 s.h.

An undergraduate thesis related to any undergraduate discipline may have the approval of the faculty member teaching the course. They propose a writing-related project that extends the writing focus of their chosen course. They must have the approval of the faculty member teaching the course.

Student-Designated Writing-Intensive Courses

Students may request permission to count a maximum of 3 s.h. earned in a 100-level or more advanced course of their choice as credit toward the focused elective requirement. They propose a writing-related project that extends the writing focus of their chosen course. They must have the approval of the faculty member teaching the course.
the course and of the writing certificate coordinator in their own undergraduate college.

**CAPSTONE: INDEPENDENT WRITING PROJECT**

Each student must earn at least 1 s.h. in an independent writing project course that serves as a capstone experience and results in a substantial project and/or portfolio of the student’s own writing. Students must have a faculty sponsor for the independent writing project and must register for the course.

220:180 (WRIT:4000) Writing: Independent Project 1-3 s.h.

**Courses**

220:020 (WRIT:1500) Writing Commons: A Community of Writers 1-3 s.h.

> Exploration of the art and craft of writing, including fiction, nonfiction, poetry, scientific and technical writing, and other genres of professional writing (i.e., grants, proposals, scripts, treatments); readings and discussion of work by published writers; readings by visiting authors; workshop format.

220:030 (WRIT:1600) Fast Fixes: Improving Your Writing in Six Short Weeks 1 s.h.

> Common writing problems.

220:120 (WRIT:3100) Writing with Purpose: Arts Outreach and Reflection with the Iowa Youth Writing Project arr.

> Creation of lesson plans, direct activities, and production of a group publication for an after-school creative writing program at a local Iowa City elementary school; experiential learning techniques, service opportunities, and written reflection; on-site service with after-school program, service experience reflected through workshops; readings about writing, teaching, outreach, empathy, and relationships between life of the mind and communal life draw from interdisciplinary perspectives.

220:130 (WRIT:3200) Writing for the Earth and Environmental Sciences 3 s.h.

> Practical methods of content creation across curriculum; effective communication to lay and academic audiences; methods of planning, drafting, revising, and editing everything from general articles of interest to scientific papers.

220:180 (WRIT:4000) Writing: Independent Project 1-3 s.h.

> Independent writing project; for students pursuing the Certificate in Writing or wishing to pursue a writing project independently.
Tippie College of Business

Dean
• Sarah Fisher Gardial

Senior associate dean
• Kurt M. Anstreicher

Associate dean, School of Management
• Jarjisu Sa-Aadu

Associate dean, undergraduate program
• Lon D. Moeller

Undergraduate major: B.B.A.
Undergraduate minor: business administration
Undergraduate certificates: entrepreneurial management; international business; risk management and insurance
Graduate degrees: M.Ac.; M.B.A.; Ph.D.
Web site: http://tippie.uiowa.edu/

The Henry B. Tippie College of Business is composed of six academic departments: accounting, economics, finance, management and organizations, management sciences, and marketing.

The college’s undergraduate and graduate programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business.

Research, executive development, and education activities are supported by the centers and institutes of the college: Emmett J. Vaughan Institute of Risk Management and Insurance, Entrepreneurial Management Institute, Hawkkinson Institute of Business Finance, Institute for International Business, Iowa Electronic Markets Institute, John Pappajohn Entrepreneurial Center, Judith R. Frank Business Communications Center, Marketing Institute, Pomerantz Career Center, McGladrey Institute of Accounting Education and Research, Small Business Development Center, and Tippie Business Solutions Center.

HONOR CODE
Integrity and honesty are essential to success in all facets of life. The purpose of the Tippie College of Business Honor Code is to promote honorable and ethical behavior. Students admitted to the college or enrolled in courses offered by the college are required to uphold the honor code.

Undergraduate Programs of Study

The Tippie College of Business offers the Bachelor of Business Administration (B.B.A.) with majors in accounting, economics, finance, management, business analytics and information systems, and marketing, and it collaborates with the College of Liberal Arts and Sciences to offer an undergraduate major for Bachelor of Arts and Bachelor of Science students in economics. See Bachelor of Business Administration (p. 632) for information about B.B.A. requirements common to all of the majors as well as admission and academic rules and procedures for the B.B.A.; see the Tippie College of Business department sections in the Catalog for information about the individual majors. The college also offers joint undergraduate degrees with the College of Engineering and the College of Liberal Arts and Sciences; see "Joint Degrees" in the Bachelor of Business Administration section.

The college offers the undergraduate Certificate in Entrepreneurial Management (p. 650) and Certificate in Risk Management and Insurance (p. 682). It collaborates with the College of Engineering to offer the Certificate in Technological Entrepreneurship (p. 886) and with the College of Liberal Arts and Sciences to offer the Certificate in International Business (p. 387). The John Pappajohn Entrepreneurial Center collaborates with the College of Liberal Arts and Sciences to offer the Certificate in Performing Arts Entrepreneurship (p. 483).

The college also offers a minor in business administration for non-business students; see "Minor" below.

Minor

The minor in business administration is open to all University of Iowa undergraduates except those majoring in business (Tippie College of Business) and interdepartmental studies majors in the business studies track (College of Liberal Arts and Sciences).

The minor in business administration requires 37 s.h., including at least 12 s.h. taken in the Tippie College of Business. Students must maintain a g.p.a. of at least 2.00 in the minor overall and in all courses in the minor taken at The University of Iowa. Course work in the minor may not be taken pass/nonpass.

The following courses, or their equivalents, satisfy all requirements for the minor. Some of these courses have prerequisites and other requirements for registration; students must complete a course’s prerequisites and meet its registration requirements before they may register for the course.

22M:017 (MATH:1380) Calculus and Matrix Algebra for Business 4 s.h.
22S:008 (STAT:1030) Statistics for Business 4 s.h.
06A:001 (ACCT:2100) Introduction to Financial Accounting 3 s.h.
06A:002 (ACCT:2200) Managerial Accounting 3 s.h.
06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.
06F:100 (FIN:3000) Introductory Financial Management 3 s.h.
06J:047 (MGMT:2000) Introduction to Law 3 s.h.
06J:048 (MGMT:2100) Introduction to Management 3 s.h.
06M:100 (MKTG:3000) Introduction to Marketing Strategy 3 s.h.

Students who will have completed all requirements for the minor when they graduate should indicate a business administration minor on the Application for Degree. Contact the Undergraduate Program Office for more information about the business administration minor.

Graduate Programs of Study

The Tippie College of Business offers four graduate degree programs: the Master of Accountancy (M.Ac.), the Master of Business Administration (M.B.A.), the Doctor of Philosophy (Ph.D.) in business administration, and the Doctor of Philosophy in economics. For information about
the M.Ac. and the Ph.D. in economics, see Accounting (p. 626) and Economics (p. 641) in the Catalog.

The M.B.A. program is offered by the Tippie School of Management; see Master of Business Administration Program (p. 677) in the Catalog.

For a description of the Ph.D. in business administration, see Doctor of Philosophy (p. 640) in the Catalog.

The Ph.D. is an interdepartmental degree; programs leading to the degree are offered by the Departments of Accounting (p. 626), Finance (p. 654), Management and Organizations (p. 664), Management Sciences (p. 669), and Marketing (p. 673).

Study Abroad

The Consortium of Universities for International Studies (CUIS) and the Consortium Institute of Management and Business Analysis (CIMBA) offer semester and summer programs at Paderno del Grappa, Italy, for undergraduate students and at Asolo, Italy, for graduate students. Both campuses are located northwest of Venice. Students and faculty in the programs come from a variety of public and private universities worldwide.

CUIS and CIMBA programs encourage personal growth through intense international academic experiences that focus on developing an appreciation for diversity in culture and perspective. Rigorous, high-quality courses emphasize current international events and leadership and are taught in English. Students are encouraged to study the Italian language and to participate in executive lectures, plant tours, and unique personal development opportunities.

Centers and Institutes

Emmett J. Vaughan Institute of Risk Management and Insurance

The Tippie College of Business, in partnership with the Iowa insurance industry, has established the Emmett J. Vaughan Institute of Risk Management and Insurance to provide innovative education and research in modern risk management and insurance.

The institute collaborates with the Department of Finance to offer the Certificate in Risk Management and Insurance. The certificate program provides undergraduate students with a foundation for careers in corporate risk management, risk management consulting, employee benefits management, insurance brokerage, underwriting, personal banking and asset management, financial analysis, claims adjustment, and auditing. See Risk Management and Insurance (p. 682) in the Catalog.

Entrepreneurial Management Institute

The Entrepreneurial Management Institute works with top entrepreneurial management track students in the B.B.A. management major and with Certificate in Entrepreneurial Management students to help them develop career advancement skills. Experienced business professionals and entrepreneurial leaders provide strategic career development training. Activities include seminars on developing professional résumés, creating extensive personal networks, networking with successful Iowa CEOs and business leaders, and making connections for internships and job placement.

Hawkinson Institute of Business Finance

The Hawkinson Institute of Business Finance facilitates career opportunities in investment banking, sales and trading, and related areas for students in the Tippie College of Business. The institute sponsors the Hawkinson Scholars Program, which trains high-achieving undergraduates for interviews, internships, and full-time jobs in the financial services industry.

Criteria for admission to the institute include a strong academic record, involvement in campus and community activities, high motivation, good interpersonal skills, and demonstrated interest in business, markets, and corporate finance.

Hawkinson scholars participate in a class that is taught by former investment bankers and features guest speakers from investment banking, private equity, hedge funds, start-ups, and other sectors. Hawkinson scholars also receive intensive education in equity valuation, financial market dynamics, and more. An extensive network of dedicated Hawkinson alumni serve as mentors.

The Institute has worked to broaden entry-level employment opportunities for Iowa graduates, who land jobs at prestigious firms such as Goldman Sachs, Credit Suisse, Barclays, Merrill Lynch, JP Morgan, and UBS. Graduating Hawkinson scholars typically enjoy a placement rate of 100 percent.

Institute for International Business

The Institute for International Business promotes international perspectives and develops international opportunities for students, faculty, and staff of the Tippie College of Business. The institute houses the International Perspectives Program, which provides guidance and financial support to Tippie College of Business students who earn a second major in a world language. Working with the Undergraduate Program Office and the Tippie School of Management, the institute develops and supports international internships and other international learning opportunities for business students. It also created and conducts an online course in entrepreneurship and global trade. The institute is a member of the Eastern Iowa Chapter of the International Traders of Iowa.

Iowa Electronic Markets Institute

The Iowa Electronic Markets Institute supports scholarship in prediction markets and experimental economics. It operates the Iowa Electronic Markets (IEM), online futures markets where contract payoffs are based on real-world events such as political outcomes, companies' earnings per share, and stock price returns. Known internationally as the genesis of modern prediction markets, the Iowa Electronic Markets are used as tools for research and teaching.

John Pappajohn Entrepreneurial Center

The John Pappajohn Entrepreneurial Center (JPEC) has developed a comprehensive, interdisciplinary program that combines advanced course work with experiential learning for University of Iowa students. The program prepares students to launch new ventures, manage growing companies, and apply entrepreneurship concepts
in their careers. It is designed to empower students to accelerate their careers and pursue their dreams. The entrepreneurship curriculum incorporates experiential learning opportunities in which students apply their knowledge and skills in their own ventures or in emerging or growing Iowa companies. JPEC’s Bedell Entrepreneurship Learning Laboratory is dedicated to student entrepreneurs creating new businesses. Students also may participate in a wide variety of extracurricular programs such as business plan competitions, lecture series, conferences, workshops, a living-learning community, and the I-Envision student organization.

B.B.A. students in the Tippie College of Business who are majoring in management (p. 664) may complete the major’s entrepreneurial management track, and University of Iowa students working toward bachelor’s degree may earn the Certificate in Entrepreneurial Management (p. 650). Both programs are offered on campus at the business college as well as online through the Division of Continuing Education. Graduate and professional students across the University may enroll in advanced entrepreneurship courses; see Master of Business Administration Program (p. 677) in the Catalog.

JPEC offers several programs for entrepreneurial businesses and individuals, including student field study projects, training, consulting, seminars, and conferences. In partnership with the Jacobson Institute for Youth Entrepreneurship, it provides training and a specialized curriculum to Iowa high school teachers in an effort to foster the development of innovative, creative, and entrepreneurial young Iowans. The center also partners with Iowa community colleges to deliver entrepreneurship training statewide.

**Judith R. Frank Business Communications Center**

The Judith R. Frank Business Communications Center provides one-on-one tutoring to Tippie College of Business undergraduates for writing assignments, projects, and case studies. The center’s staff includes graduate students with expertise in writing and undergraduate peer tutors who have completed a semester-long peer tutor training course. Communication consultants are available on staff to help students with speech presentations or other oral communication assignments.

The center’s course-dedicated consulting program helps faculty and students plan and prepare for required writing projects. Center staff members work closely with faculty members to study assignment requirements, develop handouts and assessment rubrics, and deliver class or workshop presentations to students on how to meet the expectations of the assignment. They also provide ongoing training and mentoring to the center’s undergraduate peer tutors.

The Frank Business Communications Center oversees the B.B.A. core course 06B:100 (BUS:3000) Business Communication and Protocol; the peer tutor training courses 06B:130 (BUS:3900) Business Communication Internship I and 06B:131 (BUS:3910) Business Communication Internship II; and the elective 06B:140 (BUS:3800) Business Writing. In addition, the center’s staff adjudicates the annual Mary Thomas Prappas Business Ethics Essay Competition and helps prepare Tippie College of Business undergraduates for national case competitions.

**Marketing Institute**

The Marketing Institute prepares students for challenging entry-level positions in today’s diverse and competitive marketing environment. Each year, the institute invites around 15 top undergraduate students, primarily marketing majors, to become members. Students are selected on the basis of their academic performance, leadership, interpersonal skills, and executive potential. They work on consulting projects for a wide variety of national and local businesses, gaining hands-on experience in identifying and addressing marketing-related issues. Students are advised and mentored by an advisory council of 22 senior marketers with diverse expertise from companies such as ACT, Allianz, Nike, Pella, HON, Target, and Wells Fargo as well as CEOs of several advertising firms. The institute and its advisory council work together to foster internship opportunities and provide career guidance that will help students compete well for their first jobs.

**Pomerantz Career Center**

Career development and on-campus recruiting services are provided by the Marvin A. and Rose Lee Pomerantz Career Center. The center’s career advisors and online resources provide University undergraduate students and alumni with help on résumés, cover letters, internship and job searches, employer research, interviewing skills, negotiation of job offers, community involvement through volunteerism, and more. The center’s Find Your Focus program helps students choose a major and identify careers related to specific majors. The center also presents several fall and spring semester career fairs. Campus recruitment is facilitated through HireaHawk.com. Students may participate in mock interviews and in actual on-campus interviews for full-time positions and internships during the academic year. The center also offers career-related courses such as 409:102 (CCP:2000) Job Search Strategies and Career Leadership Academy [421:076 (LS:2002) and 421:106 (LS:2000) through 421:110 (LS:3002)]. Contact the Pomerantz Career Center for more information.

**McGladrey Institute of Accounting Education and Research**

The McGladrey Institute of Accounting Education and Research fosters educational excellence in accounting at The University of Iowa and encourages high-quality research by Iowa accounting faculty members. The institute sponsors varied educational initiatives and activities, including an annual national speaker series and the biennial Sidney Winter Lecture Series. It helps faculty members initiate and carry out research projects and to disseminate the findings to the academic, business, government, and professional accounting communities.

**Small Business Development Center**

Since 1981, The University of Iowa Small Business Development Center has played an important role in helping enterprising Iowans manage or start their own successful businesses. The center provides support for small business owners and entrepreneurs. Its personnel are trained to meet the varied needs of small business management, including market, business, financial, and human resource planning; cash flow analysis; product
commercialization; market research and analysis; strategic planning; international trade; and advertising and public relations.

**Tippie Business Solutions Center**

The Tippie Business Solutions Center provides the opportunity for M.B.A. students to engage in strategic consulting projects with companies. The firms involved range from mid-sized Iowa-based companies to Fortune 500 companies. The center brings together diverse teams possessing a variety of skills, knowledge, and experience. The teams apply rigorous business tools and techniques in order to research circumstances surrounding a business problem for a real-world client. Students meet with representatives from the client company, analyze the situation, and present recommendations and action plans for the client to pursue.

**Facilities and Resources**

The Henry B. Tippie College of Business is located in the John Pappajohn Business Building, at the heart of the campus. The Pappajohn Business Building contains seminar and conference rooms, a computer laboratory, two auditoriums, two computer classrooms, a behavioral laboratory, a restaurant (Pat’s Diner), the Marvin A. Pomerantz Business Library, and a variety of classroom facilities.

The computer laboratory in the John Pappajohn Business Building serves the instructional programs of the college, and the staff maintains a current library of computational programs to accommodate users’ needs. Business students also have access to the full range of services offered by the University’s Information Technology Services and the extensive research materials and other resources of the University of Iowa Libraries.

**Alumni Relations**

The Tippie College of Business alumni network numbers more than 45,000 graduates worldwide. Alumni have access to the college’s wide array of resources, including the in-house Office of Alumni Relations. The college’s director of alumni relations and staff in the Undergraduate Program Office and the Tippie School of Management maintain relationships with alumni. Tippie Magazine is mailed to alumni who support the college.

The alumni office hosts individual visits, receptions, speakers, and other events on campus and in cities nationwide and around the world. Members of the Business Student Ambassadors, an undergraduate student organization, often serve as hosts and guides for alumni who visit the college, and the Young Alumni Board works to strengthen ties between the college and younger alumni.

Learn more about staying in touch at Alumni and Friends on the college’s web site.

**Interdepartmental Courses**

Most Tippie College of Business courses are offered by the college’s departments and programs. They are listed and described in the corresponding General Catalog sections; see the links under “Index: Academic Programs” on this page.

The college also offers the following interdepartmental courses for undergraduate students.

**Program I**

**06B:010 (BUS:1100) Tippie Scholars Seminar**

Introduction to majors and academic departments, research opportunities, and professional enrichment activities in the Tippie College of Business. Requirements: enrollment in Tippie Scholars Program.

**06B:020 (BUS:1200) Tippie College Direct Admit Seminar**

Facilitates a more seamless transition to The University of Iowa and Tippie College of Business; weekly lectures from notable faculty and business executives, small group discussions; weekly topics include leadership, civic engagement, major and career exploration, and building a personal brand. Requirements: admitted to the direct admission program.

**06B:050 (BUS:2300) Searching for Business Information**

Search concepts and sources specific to business information; subscription and government online research sites.

**06B:055 (BUS:2150) Tippie College Admission Writing Workshop**

Development and refinement of macro-level writing skills; focus on thesis statement and topic sentence construction, paragraph organization, and precision in language choices. Requirements: application to Tippie College of Business and eligible to enroll in workshop.

**06B:060 (BUS:3500) Tippie Senate**

For elected student representatives on the Tippie Senate.

**06B:080 (BUS:3400) Business Student Ambassador Seminar**

Experiences as a Business Student Ambassador providing tours of the John Pappajohn Building, acting as hosts at college functions, providing information and assistance to visiting groups, assisting student recruitment activities. Requirements: admission to Tippie College of Business and acceptance as a Business Student Ambassador.

**06B:090 (BUS:2500) International Perspectives Program I**

First in a two-course sequence; orientation to International Perspectives Program (IPP) community; introduction to the concept of an academic study map; development of an individual strategy towards academic study maps; begin foundational introduction to materials covered in 06B:091 (BUS:2510), including an introduction to concepts of identity and culture from macro and micro perspectives; required seminar for all first-year IPP students. Requirements: admission to the International Perspectives Program.

**06B:091 (BUS:2510) International Perspectives Program II**

1 s.h.
Continuation 06B:090 (BUS:2500); exploration of concepts of identity and culture from both a macro and micro perspective; how culture and background impact how students think about and understand the world; exploration of having built-in assumptions about the world and why in some circumstances the ability to challenge those assumptions can be useful; study of cross-cultural communication. Prerequisites: 06B:090 (BUS:2500).

Requirements: admission to the International Perspectives Program.

06B:092 (BUS:2520) IPP Capstone Project 2 s.h.
Enhancement of foreign language studies and study abroad experiences; students select a topic of interest to explore an aspect of a study abroad country and culture in greater depth; creation of real-world interactions with people in host communities to utilize and develop language skills. Prerequisites: 06B:090 (BUS:2500) and 06B:091 (BUS:2510). Requirements: admission to the International Perspectives Program.

06B:100 (BUS:3000) Business Communication and Protocol 3 s.h.
Foundation in business communication and protocol; composing business messages, organizing and reporting workplace data, developing business presentation and team-building skills, exploring issues pertaining to business ethics and professional behavior. Prerequisites: 010:003 (RHET:1030). Requirements: admission to Tippie College of Business and 30 s.h. earned.

06B:102 (BUS:3050) Business, Culture, and Society 3 s.h.
International business environment and interpersonal traits and skills expected of successful international businessperson; interdisciplinary overview of issues related to business in Western Europe; important cultural differences, the code of business and professional etiquette, business protocol, Italian business history, cultural appreciation, and executive legal/ethical concerns in the workplace; series of lectures, workshops, speakers, plant tours, and cultural events.

06B:110 (BUS:3700) Effective Communication in a Global Workplace arr.
Development of communication skills that people use in professional settings; concepts and ideas that include domestic and international perspectives; how culture affects communication patterns; effective response styles; how language choices and nonverbal cues affect the image a person projects; best channel and tone for various oral exchanges; effective ways to give and receive criticism.

06B:130 (BUS:3900) Business Communication Internship I 3 s.h.
Opportunity for students to earn academic credit for serving as a peer tutor, an orientation and training assistant, or an administrative intern in the Judith R. Frank Business Communications Center.

06B:131 (BUS:3910) Business Communication Internship II 1-3 s.h.
Continuation of 06B:130 (BUS:3900); opportunity for students to earn academic credit for serving as a peer tutor, an orientation and training assistant, or an administrative intern in the Judith R. Frank Business Communications Center. Prerequisites: 06B:130 (BUS:3900).

06B:140 (BUS:3800) Business Writing 3 s.h.
Individualized, practical projects based on student’s interests and career goals; development of communication, analytical, and creative skills to sell ideas in the professional world.

06B:187 (BUS:3850) Global Business Perspectives 3 s.h.
Virtual classroom component of summer internships in London, Dublin, or Hong Kong; value of international work assignments, work as part of cross-cultural teams, skills and perspectives for living and working in a culturally diverse world; students set goals and complete professional development assignments, and analyze cultural and political environment of their internship sites.

06B:194 (BUS:3999) Honors Seminar 1-3 s.h.

06B:195 (BUS:4999) Honors Thesis in Business 3 s.h.
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University Honors Program guidelines; may include empirical research, library research, applied projects. Prerequisites: 06B:194 (BUS:3999) or 06E:194 (ECON:3999). Requirements: admission to the Tippie College of Business honors program.

06B:199 (BUS:4900) Academic Internship arr.
Professional internship experience with associated academic content (e.g., paper, course work).

Interdepartmental Degrees
Bachelor of Business Administration (p. 632)
Master of Business Administration Program (p. 677)
Doctor of Philosophy (p. 640)

Departments
Accounting (p. 626)
Economics (p. 641)
Finance (p. 654)
Management and Organizations (p. 664)
Management Sciences (p. 669)
Marketing (p. 673)

Certificate Programs
Entrepreneurial Management (p. 650)
International Business (p. 387)
Risk Management and Insurance (p. 682)
Accounting

Chair
• Douglas V. Dejong

Directors, Professional Program in Accounting
• Thomas J. Carroll, Kevin Den Adel

Director, McGladrey Institute of Accounting Education and Research
• Mark C. Penno

Professors
• Ramji Balakrishnan (Carlson-KPMG Research Professor of Accounting), Joyce E. Berg (Pioneer Hi-Bred Research Fellow), Daniel W. Collins (Henry B. Tippie Research Chair in Accounting), Douglas V. Dejong (Lloyd J. and Thelma W. Palmer Professor of Accounting), Paul Hribar (Leonard A. Hadley Professor of Accounting), W. Bruce Johnson (Sidney G. Winter Professor of Accounting), Mark C. Penno (Ray William Shearman Research Fellow)

Associate professors
• Cristi A. Gleason (Henry B. Tippie Research Fellow), Ryan J. Wilson

Assistant professors
• H. Scott Asay, Samuel Melessa, Richard Mergenthaler, Jaron H. Wilde

Lecturers
• Amy An, Thomas J. Carroll, Kevin Den Adel, Robert J. Hartman, Mary M. Murphy

Professor emeritus
• Valdean C. Lembke

Associate professors emeriti
• Richard A. Grimlund, Richard M. Tubbs

Undergraduate major: accounting (B.B.A.)
Graduate degrees: M.Ac.; accounting program for the Ph.D. in business administration
Web site: http://tippie.uiowa.edu/accounting/

The Department of Accounting offers a broad education that prepares undergraduate and graduate students for careers in public accounting, private industry, government, nonprofit organizations, and academia.

PROFESSIONAL PROGRAM IN ACCOUNTING

The Professional Program in Accounting draws on curricula that provide a strong base of traditional technical subject matter and the skills needed for solving complex business problems. This framework of study enables students to continue professional growth over the entire span of their careers. The program emphasizes communication skills and provides the academic background required for leadership positions in business, government, and public accounting. It also qualifies students to take the Certified Public Accountant (CPA) examination.

The Professional Program in Accounting leads to a Bachelor of Business Administration with a major in accounting, which requires 120 s.h. of credit (see "Undergraduate Program" below), and the Master of Accounting, which requires 30 s.h. of graduate credit (see "Graduate Programs" later in this section). Students are granted the B.B.A. upon successful completion of the third and fourth years of the Professional Program in Accounting; they are granted the M.Ac. after successful completion of 30 s.h. beyond the B.B.A.

Undergraduate Program of Study
• Major in accounting (Bachelor of Business Administration)

Students who wish to earn the Bachelor of Business Administration with a major in accounting must be admitted to the Professional Program in Accounting. Undergraduate accounting majors are subject to the probation and dismissal rules described in the Bachelor of Business Administration (p. 632) section of the Catalog and are governed by the Tippie College of Business Honor Code.

The B.B.A. is not sufficient preparation for CPA licensure in states that have passed a 150 hour law, including Iowa.

Bachelor of Business Administration

The Bachelor of Business Administration with a major in accounting requires a minimum of 120 s.h., including at least 25 s.h. of work for the major. Students must be admitted to the Professional Program in Accounting in order to major in accounting. Course work in the program provides concentrated coverage of professional accounting subjects and closely related topics in commercial law, business, and information systems.

To enter the Professional Program in Accounting, undergraduates must be admitted to the Tippie College of Business. They must have a University of Iowa g.p.a. of at least 3.00 and a cumulative g.p.a. of at least 3.00: a g.p.a. of at least 2.67 (B-minus average) in 06A:001 (ACCT:2100) Introduction to Financial Accounting and 06A:002 (ACCT:2200) Managerial Accounting; and a passing score on the Department of Accounting writing assessment. Students who wish to declare accounting as a major but do not satisfy the automatic admission requirements may still apply to the professional program; applications are reviewed case-by-case.

Students must complete the following B.B.A. prerequisite courses before admission to the Professional Program in Accounting.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06A:001</td>
<td>ACCT:2100</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>06A:002</td>
<td>ACCT:2200</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>06E:001</td>
<td>ECON:1100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>06E:002</td>
<td>ECON:1200</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>22M:017</td>
<td>MATH:1380</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Calculus and Matrix Algebra for Business</td>
<td></td>
</tr>
<tr>
<td>22S:008</td>
<td>STAT:1030</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Statistics for Business</td>
<td></td>
</tr>
</tbody>
</table>

Students usually spend the first and second year taking prerequisites and other course work required for all B.B.A. students; for B.B.A. common requirements, see Bachelor of Business Administration (p. 632) in the Catalog.

The major in accounting requires the following work during the third and fourth years.
THIRD YEAR

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06A:131</td>
<td>ACCT:3200</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Income Measurement and Asset Valuation</td>
<td></td>
</tr>
<tr>
<td>06A:133</td>
<td>ACCT:3400</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Introduction to Taxation</td>
<td></td>
</tr>
<tr>
<td>06A:150</td>
<td>ACCT:3100</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>Professional Orientation Seminar Series</td>
<td>must be taken during first or second semester in the professional program</td>
</tr>
<tr>
<td>06B:100</td>
<td>BUS:3000</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Business Communication and Protocol (taken first year after admission to the college)</td>
<td></td>
</tr>
<tr>
<td>One business core requirement</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>


Due to overlap in course content, accounting majors may not count 06A:120 (ACCT:3020) Financial Accounting and Reporting toward the B.B.A. degree.

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06A:132</td>
<td>ACCT:3300</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Valuation of Financial Claims</td>
<td></td>
</tr>
<tr>
<td>06A:134</td>
<td>ACCT:3600</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Applied Information Systems</td>
<td></td>
</tr>
<tr>
<td>Two business core requirements</td>
<td>6 s.h.</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

SUMMER: GMAT AND ADMISSION TO THE M.AC.

Students who intend to continue in the Professional Program in Accounting after receiving the B.B.A. should take the Graduate Management Admission Test (GMAT) during the summer before their senior year, as preparation for applying to the Master of Accountancy program.

FOURTH YEAR

Students must choose one of the following accounting electives during their fourth year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06A:141</td>
<td>ACCT:3500</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Advanced Tax Topics (offered fall only)</td>
<td></td>
</tr>
<tr>
<td>06A:145</td>
<td>ACCT:4400</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Advanced Financial Accounting (offered spring only)</td>
<td></td>
</tr>
</tbody>
</table>

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06A:144</td>
<td>ACCT:4100</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Auditing</td>
<td></td>
</tr>
<tr>
<td>One accounting elective</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>One business core requirement</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>Two electives</td>
<td>6 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06A:130</td>
<td>ACCT:4200</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Accounting for Management Analysis and Control</td>
<td></td>
</tr>
<tr>
<td>06A:148</td>
<td>ACCT:4300</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>One accounting elective (if not taken fall semester)</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>Two or three electives</td>
<td>6-9 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

OPTIONAL ACCOUNTING ELECTIVE

All undergraduates, whether admitted to the M.Ac. program or not, may take 06A:199 (ACCT:4900) Academic Internship for 1 s.h. in fall, spring, or summer. Department consent is required.

Graduate Programs of Study

- Master of Accountancy
- Accounting program for the Doctor of Philosophy in business administration

The department collaborates with the College of Law to offer the joint M.Ac./J.D. program; see "Joint M.Ac./J.D." below. It also participates in the M.B.A. program, which is offered by the Tippie School of Management; see Master of Business Administration Program (p. 677) in the Catalog.

Students in accounting are subject to the probation and dismissal rules of the Graduate College and are governed by the Tippie College of Business Honor Code.

Master of Accountancy

The Master of Accountancy requires 30 s.h. beyond the B.B.A. The program permits students to specialize in accounting areas according to their interests and objectives. It builds on the technical skills acquired in the undergraduate program, broadens students' perspectives on the role of accounting in organizations and decision making, and further develops written and oral communication skills.

Students from a variety of academic backgrounds enter the M.Ac. program. Those who enter with an undergraduate degree in accounting can expect to complete the degree in 12 months. Those who enter with a non-accounting undergraduate degree typically require four semesters to complete the M.Ac. Study plans are adjusted to reflect each student's particular academic background; see "Students Without Undergraduate Degrees in Accounting" later in this section.

The M.Ac. is a nonthesis program. Course work focuses on the conceptual and economic foundations of accounting with applications to current and emerging problems of professional practice. M.Ac. students also have the opportunity to acquire expertise in one of four specialization areas: financial accounting/auditing, management information systems, taxation, and managerial accounting.

The 30 s.h. required for the M.Ac. must include at least 12 s.h. in graduate-level accounting courses and at least 21 s.h. in courses numbered 200 or above. Some work for the specialization areas is cross-disciplinary, with courses from other departments as well as from accounting.

The M.Ac. requires the following course work. Students complete the requirements for their chosen specialization or for the core program.

SPECIALIZATION IN FINANCIAL ACCOUNTING/AUDITING

Accounting Courses

Total of 12 s.h.

All of these:
06A:221 (ACCT:9130) Financial Reporting: Theory and Practice
06A:230 (ACCT:9140) Advanced Auditing
06A:245 (ACCT:9040) Financial Information and Capital Markets

One of these:
06A:220 (ACCT:9120) Design and Use of Cost Management Systems
06A:231 (ACCT:9050) Taxes and Business Strategy

**Finance Courses**
Total of 6 s.h.
06A:225 (MBA:8180) Managerial Finance (requires consent of M.B.A. office)
One additional 200-level finance course

**Management Information Systems Courses**
Total of 3-6 s.h.
06K:226 (MSCI:9200) Business Programming (if not already taken)
06K:230 (MSCI:9230) Database Systems

**General Electives**
Total of 6-9 s.h.

**SPECIALIZATION IN MANAGEMENT INFORMATION SYSTEMS**
Due to the timing of course offerings, students who do not begin the M.Ac. program in the summer session should take a computer programming course while they are undergraduates. This decreases the number of required management information systems courses and increases electives by 3 s.h. in the M.Ac. program.

**Accounting Courses**
Total of 12 s.h.
06A:220 (ACCT:9120) Design and Use of Cost Management Systems

Two of these:
06A:221 (ACCT:9130) Financial Reporting: Theory and Practice
06A:230 (ACCT:9140) Advanced Auditing
06A:231 (ACCT:9050) Taxes and Business Strategy

One of these (not already taken):
06A:221 (ACCT:9130) Financial Reporting: Theory and Practice
06A:230 (ACCT:9140) Advanced Auditing
06A:231 (ACCT:9050) Taxes and Business Strategy
06A:241 (ACCT:9150) Tax Research
06A:245 (ACCT:9040) Financial Information and Capital Markets

**Management Information Systems Courses**
Total of 9-12 s.h.
06K:226 (MSCI:9200) Business Programming (if not already taken)
Three 200-level information systems courses (06K or 22C)

**General Electives**
Total of 6-9 s.h.

**SPECIALIZATION IN TAXATION**

**Accounting Courses**
Total of 9 s.h.
06A:220 (ACCT:9120) Design and Use of Cost Management Systems
06A:221 (ACCT:9130) Financial Reporting: Theory and Practice
06A:230 (ACCT:9140) Advanced Auditing

One of these (not already taken):
06A:220 (ACCT:9120) Design and Use of Cost Management Systems
06A:221 (ACCT:9130) Financial Reporting: Theory and Practice
06A:230 (ACCT:9140) Advanced Auditing
06A:241 (ACCT:9150) Tax Research
06A:245 (ACCT:9040) Financial Information and Capital Markets

**Taxation Courses**
Total of 12 s.h.
06A:231 (ACCT:9050) Taxes and Business Strategy
06A:241 (ACCT:9150) Tax Research
College of Law tax courses

**General Electives**
Total of 9 s.h.
College of Law courses (prefix 091) follow a different calendar than do business courses. Some courses may require consent of instructor.

**SPECIALIZATION IN MANAGERIAL ACCOUNTING**

**Accounting Courses**
Total of 12 s.h.
06A:220 (ACCT:9120) Design and Use of Cost Management Systems

Two of these:
06A:221 (ACCT:9130) Financial Reporting: Theory and Practice
06A:230 (ACCT:9140) Advanced Auditing
06A:231 (ACCT:9050) Taxes and Business Strategy

One of these (not already taken):
06A:221 (ACCT:9130) Financial Reporting: Theory and Practice
06A:230 (ACCT:9140) Advanced Auditing
06A:231 (ACCT:9050) Taxes and Business Strategy
06A:241 (ACCT:9150) Tax Research
06A:245 (ACCT:9040) Financial Information and Capital Markets

**Management Information Systems Courses**
Total of 3-6 s.h.
06K:226 (MSCI:9200) Business Programming (if not already taken)
06K:230 (MSCI:9230) Database Systems

**Business Electives Outside Accounting**
Two 200-level business electives

6 s.h.
General Electives
Total of 6-9 s.h.

CORE PROGRAM
Students who do not wish to pursue a specialization area must complete 30 s.h. beyond the B.B.A. At least 15 s.h. must be earned in graduate-level accounting courses and at least 21 s.h. must be earned in courses numbered 200 or above. The following courses are required.

Accounting Courses
Total of 15 s.h.
06A:221 (ACCT:9130) Financial Reporting: Theory and Practice (taken fall semester) 3 s.h.
06A:230 (ACCT:9140) Advanced Auditing (taken spring semester) 3 s.h.
06A:231 (ACCT:9050) Taxes and Business Strategy (taken fall semester) 3 s.h.

One of these (not already taken):
06A:241 (ACCT:9150) Tax Research 3 s.h.
06A:245 (ACCT:9040) Financial Information and Capital Markets 3 s.h.

Management Information Systems Courses
Total of 3-6 s.h.
06K:226 (MSCI:9200) Business Programming (if not already taken) 3 s.h.
06K:230 (MSCI:9230) Database Systems 3 s.h.

General Electives
Total of 9-12 s.h.

Students Without Undergraduate Accounting Degrees
Course work for students who enter the program with a non-accounting bachelor's degree is determined by each student's background and interest area. In addition to meeting the core program requirements for the M.Ac., students typically take a combination of undergraduate and M.B.A. courses to remove academic deficiencies in quantitative methods, business, and accounting. Students with a bachelor’s degree in another area of business typically are required to take 45-51 s.h. in order to complete the M.Ac. program. Those with degrees outside of business and with no accounting courses typically are required to take 57-60 s.h.

CPA Examination and the Iowa Accountancy Act
The Iowa Accountancy Act that became effective in January 2001 requires individuals who wish to take the CPA examination to have a bachelor’s degree, 24 s.h. of business course work, and 24 s.h. of accounting course work beyond 06A:001 (ACCT:2100) Introduction to Financial Accounting.

Admission
Admission to the M.Ac. program is competitive. The admissions committee reviews applications individually, considering quantitative aspects (grade-point average and GMAT scores) and qualitative aspects of each applicant's background and professional experience (if applicable) to assess the applicant's potential for academic success and professional growth.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Application materials must include the following: the Application for Graduate Admission; official transcripts of all undergraduate and graduate course work submitted by each institution the applicant has attended; official scores on the Graduate Management Admission Test (GMAT); a supplemental application form with essay responses; a résumé and cover letter; and at least three letters of reference from former instructors or employers. (B.B.A. accounting students at The University of Iowa are not required to provide letters of reference.)

Applicants whose first language is not English must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL).

University of Iowa undergraduate accounting students are encouraged to take the Graduate Management Admission Test (GMAT) the summer before their senior year. They may apply to the M.Ac. after December 1 of their fourth year. See "Application Deadlines" below.

For complete information about application procedures, contact the Department of Accounting.

APPLICATION DEADLINES
The Department of Accounting admissions committee reviews completed M.Ac. application files (which must include official GMAT scores) on five dates: March 1, April 15, July 15, October 1, and December 1. Applications are reviewed on these dates regardless of whether the applicant plans to begin the M.Ac. program in the fall semester (August), spring semester (January), or summer session (June). Final Graduate College application deadlines are as follows.

Fall semester entry: July 15 (April 15 for international students)
Spring semester entry: December 1 (October 1 for international students)
Summer session entry: April 15 (March 1 for international students)

Students who wish to apply for a teaching assistantship must apply to the M.Ac. program no later than March 1.

Joint M.Ac./J.D.
The Department of Accounting and the College of Law offer the joint Master of Accountancy/Juris Doctor program. The joint M.Ac./J.D. requires a minimum of 18 s.h. of graduate course work in accounting. Students in the program may count up to 12 s.h. of College of Law courses as electives for the M.Ac. and up to 12 s.h. of graduate accounting courses as electives for the J.D. Separate application to each degree program is required; applicants must be admitted to each program before they may be admitted to the joint program.

For information about the J.D. degree, see the College of Law (p. 962) section of the Catalog.
**Doctor of Philosophy**

Graduate students in accounting may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see Doctor of Philosophy (p. 640) (Tippie College of Business) in the Catalog and visit the Department of Accounting web site.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. Application materials must include the applicant’s score on the Graduate Management Admission Test (GMAT).

**Faculty**

The department’s faculty members stay current in their discipline by producing and disseminating accounting-related knowledge. They keep abreast of the latest developments in the field of education and the profession by participating in educational conferences and seminars and publishing in leading academic journals.

**Courses**

### Primarily for Undergraduates

**06A:001 (ACCT:2100) Introduction to Financial Accounting**

3 s.h.

Accounting and financial reporting procedures used by business and not-for-profit entities; emphasis on accounting concepts and use of accounting information in making economic decisions. Requirements: sophomore or higher standing.

**06A:002 (ACCT:2200) Managerial Accounting**

3 s.h.

Basic topics in cost behavior, measurement, accumulation; use of cost data for relevant analysis, budgeting, performance evaluation. Prerequisites: 06A:001 (ACCT:2100), 06E:001 (ECON:1100), and 22M:017 (MATH:1380).

### For Undergraduate and Graduate Students

**06A:101 (ACCT:4050) Directed Readings in Accounting**

Individual guided readings in accounting topics. Requirements: admission to Professional Program in Accounting.

**06A:120 (ACCT:3020) Financial Accounting and Reporting**

3 s.h.

External financial reporting practices in context of decisions by management, current and potential stockholders, financial analysts; emphasis on interpretation, use of financial statements. Prerequisites: 06A:002 (ACCT:2200). Requirements: non-accounting major.

**06A:130 (ACCT:4200) Accounting for Management Analysis and Control**

3 s.h.

Advanced topics in cost estimation, measurement, accumulation; use of cost data for decision making, performance evaluation in multi-unit organizations. Prerequisites: 06E:071 (ECON:2800) and 06K:070 (MSCI:2000). Requirements: admission to Professional Program in Accounting.

**06A:131 (ACCT:3200) Income Measurement and Asset Valuation**

3 s.h.

Accounting rules that determine how economic events and transactions are described in published financial reports; emphasis on revenue and expense recognition, asset valuation, accrual accounting model. Corequisites: 06A:133 (ACCT:3400). Requirements: admission to Professional Program in Accounting.

**06A:132 (ACCT:3300) Valuation of Financial Claims**

3 s.h.


**06A:133 (ACCT:3400) Introduction to Taxation**

3 s.h.

Federal income taxation of individuals and businesses, including corporations, partnerships, and sole proprietorships; emphasis on developing a broad perspective on structure, administration, and rationale of federal income tax system. Corequisites: 06A:131 (ACCT:3200). Requirements: admission to Professional Program in Accounting.

**06A:134 (ACCT:3600) Applied Information Systems**

3 s.h.

Application of computer technology to accounting and transaction processing systems; information systems infrastructure and trends; problem solving with microcomputer spreadsheets, databases; accounting cycle operations. Prerequisites: 06A:001 (ACCT:2100), 06A:002 (ACCT:2200), and 06K:070 (MSCI:2000) or 06K:170. Same as 06K:180 (MSCI:3100).

**06A:141 (ACCT:3500) Advanced Tax Topics**

3 s.h.

Taxation of corporations and partnerships from organization through liquidation; relative merits of conducting business as C corporation, partnership, S corporation; the alternative minimum tax; introduction to tax research. Prerequisites: 06A:133 (ACCT:3400). Requirements: senior standing.

**06A:144 (ACCT:4100) Auditing**

3 s.h.

General framework underlying auditing, role of audit standards in planning and conduct of audits, effect of regulation, ethics, liability on audit practices. Prerequisites: 06A:132 (ACCT:3300), 06A:150 (ACCT:3100), 06E:071 (ECON:2800), and 06K:180 (MSCI:3100). Requirements: senior standing.

**06A:145 (ACCT:4400) Advanced Financial Accounting**

3 s.h.

Accounting and reporting standards for business combinations, including mergers, consolidations, and multinational enterprises; accounting for partnerships, business segments, transactions denominated in foreign currency, including hedges using foreign currency derivative instruments; reporting standards for interim financial statements and fund accounting applied to government and nonprofit entities. Prerequisites: 06A:132 (ACCT:3300). Requirements: senior standing.

**06A:147 (ACCT:4500) Accounting Measurement: Research and Analysis**

3 s.h.

How uncertainty and risk influence accounting judgments, estimates, and forecasts that underlie reported financial statement amounts; applications drawn from familiar accounting measurement challenges and those unique to industries (e.g., airline transportation, healthcare, insurance, gaming, oil and gas exploration). Prerequisites: 06A:132 (ACCT:3300). Corequisites: 06A:144 (ACCT:4100).
06A:148 (ACCT:4300) Business Law
3 s.h.
Contracts, sales, debtor-creditor relations, business organizations, other aspects of law applied to business. Prerequisites: 06J:047 (MGMT:2000). Requirements: senior standing.

06A:149 (ACCT:3000) Financial Statement Analysis
3 s.h.
How to analyze published financial statements; practical experience using financial statement information to assess accounting quality, historical performance, forecasted performance, credit risk, firm value. Prerequisites: 06A:120 (ACCT:3020).

06A:150 (ACCT:3100) Professional Orientation Seminar Series
1 s.h.
Seminar topics, including accounting careers, curriculum, M.Ac. program, internships, CPA examination and other professional certificates, Beta Alpha Psi, ethics, and global standards. Offered fall semesters. Corequisites: 06A:131 (ACCT:3200) or 06A:132 (ACCT:3300). Requirements: admission to Professional Program in Accounting.

06A:170 (ACCT:4000) Special Topics in Accounting
1-3 s.h.

06A:171 (ACCT:4001) Continuing Education: Special Topics in Accounting
arr.
Independent study topics determined by faculty member.

06A:195 (ACCT:4999) Honors Thesis in Accounting
3 s.h.
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University Honors Program guidelines; may include empirical research, library research, applied projects. Prerequisites: 06B:194 (BUS:3999) or 06E:194 (ECON:3999). Requirements: admission to the Tippie College of Business honors program.

06A:199 (ACCT:4900) Academic Internship
1 s.h.
Professional internship experience.

Primarily for Graduate Students

06A:220 (ACCT:9120) Design and Use of Cost Management Systems
3 s.h.
Development of cost accumulation and reporting systems that complement a firm’s strategy and structure; how activity-based cost management systems increase competitiveness by helping a firm manage its costs, processes, people. Prerequisites: 06A:130 (ACCT:4200) or 06A:235 (ACCT:9020).

06A:221 (ACCT:9130) Financial Reporting: Theory and Practice
3 s.h.

06A:230 (ACCT:9140) Advanced Auditing
3 s.h.
Advanced issues such as ethics, internal control audits, forensic auditing, and fair value auditing. Prerequisites: 06A:144 (ACCT:4100). Requirements: graduate standing in business.

06A:231 (ACCT:9050) Taxes and Business Strategy
3 s.h.
Effect of taxes on business decisions, including investment strategies, capital structure decisions, compensation policies, international business, mergers and acquisitions, and financial reporting. Prerequisites: 06A:141 (ACCT:3500) and 06N:215 (MBA:8140). Requirements: graduate standing in business.

06A:235 (ACCT:9020) Strategic Cost Analysis
3 s.h.
Introduction to cost accumulation, reporting, cost management systems; managerial and divisional performance evaluation; appropriate use of cost data for short- and long-run decisions; product costing in manufacturing and service industries. Prerequisites: 06N:215 (MBA:8140).

06A:240 (ACCT:9030) Financial Accounting Standards and Analysis
3 s.h.
Accounting model, underlying measurement concepts, valuation rules for assets, liabilities, related issues of income determination; emphasis on economic substance of transactions, evaluation and interpretation of financial data. Prerequisites: 06N:215 (MBA:8140).

06A:241 (ACCT:9150) Tax Research
3 s.h.
Understanding the validity and use of various tax law sources; performing tax research using printed and electronic tax materials; evaluation of tax law provisions and application to specific facts and circumstances; preparing tax memorandums. Prerequisites: 06A:141 (ACCT:3500). Requirements: admission to M.Ac. program.

06A:245 (ACCT:9040) Financial Information and Capital Markets
3 s.h.
Use of corporate financial statements for investment and lending decisions; emphasis on financial analysis techniques, valuation, business analysis, cash flow projections, credit scoring, related research evidence. Prerequisites: 06N:215 (MBA:8140), or 06A:131 (ACCT:3200) and 06A:132 (ACCT:3300); and 06N:225 (MBA:8180).

06A:246 (ACCT:9160) Corporate Governance
3 s.h.
How to evaluate and implement mechanisms for good corporate governance; to ensure returns for investors and firms’ access to capital markets on reasonable terms; perspectives of investor, firm, regulator.

06A:286 (ACCT:7850) Seminar in Accounting Research
arr.
Forum on current research in accounting, related disciplines; faculty, student, guest papers, Ph.D. dissertation proposals. Requirements: Ph.D. enrollment.

06A:287 (ACCT:7900) Seminar in Selected Accounting Topics
arr.
Individual study, research paper preparation. Requirements: Ph.D. enrollment.

06A:290 (ACCT:7975) Thesis: Accounting
arr.
Requirements: Ph.D. enrollment.
Bachelor of Business Administration

**Undergraduate major:** B.B.A.

**Web site:** http://tippie.uiowa.edu/

**Undergraduate Program of Study**

- Bachelor of Business Administration

The Bachelor of Business Administration is offered with majors in accounting, economics, finance, management, business analytics and information systems, and marketing. This Catalog section provides information about requirements that all B.B.A. students must fulfill, regardless of their major, as well as admission information and academic rules and procedures for the B.B.A. For information about the individual majors, see Accounting (p. 626), Economics (p. 641), Finance (p. 654), Management and Organizations (p. 664), Management Sciences (p. 669), and Marketing (p. 673) in the Catalog.

Students may earn double majors in the B.B.A.; they also may earn joint degrees in the College of Engineering or the College of Liberal Arts and Sciences. See "Double Majors in Business" and "Joint Degrees" below.

Many business students earn one or more of the wide variety of certificates and minors offered in disciplines across the University; see "Minors" and "Certificates" below.

The Tippie College of Business’s undergraduate and graduate programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business.

**UNDERGRADUATE ADVISING**

All business students are advised at the business college’s Undergraduate Program Office. Pre-business students are advised at the University’s Academic Advising Center or the college’s Undergraduate Program Office. Assignment to the Undergraduate Program Office for advising depends on a student’s grade-point average, completion of calculus and statistics, and/or the number of semester hours completed. Walk-in hours and scheduled appointments are available at both offices. For more information on advising, contact the college’s Undergraduate Program Office or the UI Academic Advising Center.

**HONOR CODE**

Integrity and honesty are essential to success in all facets of life. The purpose of the Tippie College of Business Honor Code is to promote honorable and ethical behavior. Students admitted to the college or enrolled in courses offered by the college are required to uphold the honor code.

**Bachelor of Business Administration**

The Bachelor of Business Administration requires a minimum of 120 s.h. of credit, including at least 48 s.h. earned in business courses and at least 60 s.h. earned in nonbusiness courses.

B.B.A. students must earn 30 s.h. in residence following admission to the Tippie College of Business. At least 24 s.h. in courses offered by the business college and at least two-thirds of the semester hours in the student’s major must be earned at The University of Iowa. Nonresident instruction includes course work at colleges and universities other than The University of Iowa.

To graduate, B.B.A. students must have a cumulative g.p.a. of at least 2.00 in all college course work attempted, all college course work attempted in business, all college course work attempted in the major, all course work attempted at The University of Iowa, all business course work attempted at The University of Iowa, and all course work in the major attempted at The University of Iowa.

**Common B.B.A. Requirements**

B.B.A. students must satisfy the following minimum common requirements or approved equivalents. For approved equivalents, consult the college’s Undergraduate Program Office.

**GENERAL EDUCATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Rhetoric</th>
<th>4 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>World Languages</td>
<td>0-10 s.h.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Social Sciences, excluding 06E:001 (ECON:1100) and 06E:002 (ECON:1200)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Historical Perspectives</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Values, Society, and Diversity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>International and Global Issues</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Tippie College of Business students may complete the World Languages requirement using one of two options. One year of high school language study is generally equivalent to one semester of college language study.

Option one: attain fourth-level proficiency in a single world language, usually by completing four years of that language in high school or four semesters in college or an equivalent combination of high school and college course work; or pass an achievement test or evaluation at fourth-level proficiency.

Option two: attain second-level proficiency in each of two world languages, usually by completing two years of each language in high school or two semesters of each language in college or an equivalent combination of high school and college course work; or pass achievement tests and/or evaluations at second-level proficiency in each language. Option two does not fulfill the World Languages requirement for the College of Liberal Arts and Sciences or qualify students to earn credit under the Furthering Language Incentive Program (FLIP).

Students may not count courses taken to fulfill General Education Program requirements toward other requirements for the B.B.A.

**PREREQUISITES TO ADMISSION TO THE COLLEGE**

<table>
<thead>
<tr>
<th>06A:001 (ACCT:2100) Introduction to Financial Accounting</th>
<th>3 s.h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>06E:001 (ECON:1100) Principles of Microeconomics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22M:017 (MATH:1380) Calculus and Matrix Algebra for Business</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22S:008 (STAT:1030) Statistics for Business</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>
PREREQUISITES TO THE BUSINESS CORE

06A:002 (ACCT:2200) Managerial Accounting 3 s.h.
06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.
06K:050 (MSCI:3000) Business Computing Essentials 2 s.h.

BUSINESS CORE

06B:100 (BUS:3000) Business Communication and Protocol 3 s.h.
06E:071 (ECON:2800) Statistics for Strategy Problems 3 s.h.
06F:100 (FIN:3000) Introductory Financial Management 3 s.h.
06J:047 (MGMT:2000) Introduction to Law 3 s.h.
06J:048 (MGMT:2100) Introduction to Management 3 s.h.
06K:100 (MSCI:3000) Operations Management 3 s.h.
06K:105 (MSCI:3005) Information Systems 3 s.h.
06M:100 (MKTG:3000) Introduction to Marketing Strategy 3 s.h.

MAJOR STUDY AREA

All B.B.A. students must complete a major area of study. The college offers majors in accounting (p. 626), economics (p. 641), finance (p. 654), management (p. 664), business analytics and information systems (p. 669), and marketing (p. 673). The requirements for each major are established by the department that offers the major.

Students with Associate of Arts Degrees

Students who have been granted an Associate of Arts (A.A.) from a community college participating in the Iowa Community College/Regents Articulation Agreement are considered to have met all high school unit requirements for admission to the B.B.A. and all of the General Education Program requirements listed under "General Education Requirements" above, except the World Languages requirement. The program of study for which the student was awarded the A.A. must have included:

- a minimum of 60 s.h. (or 90 quarter hours) of credit acceptable toward graduation from The University of Iowa; mathematics courses comparable to 22M:001 (MATH:0100) Basic Algebra I and 22M:003 (MATH:0300) Basic Geometry are not accepted toward graduation;
- completion of the agreed-upon group of courses at the community college; and
- a g.p.a. of at least 2.00.

Completion of an Associate of Arts does not guarantee admission to the Tippie College of Business. See "Admission" later in this section for a complete list of requirements for admission to the B.B.A.

Students who use the provisions of the articulation agreement are granted a maximum of 60 s.h. of transferable credit from two-year colleges toward the 120 s.h. required for a B.B.A. Credit earned for the A.A. beyond the 60 s.h. transferable maximum is used in computing the student’s grade-point average, and it may be used to satisfy course requirements, but it does not count toward the B.B.A. Transfer credit for business courses taken during the first and second years is counted toward the B.B.A. only if such courses are usually offered as lower-division courses at The University of Iowa.

Transfer Courses

Students who have taken courses at another institution that are similar to those approved for the common business requirements at Iowa may request that these courses be evaluated for transfer credit. Students who transfer fewer hours than needed to meet a common business requirement may use only approved courses to complete the remainder of the requirement. Only third- and fourth-year-level courses taken at accredited four-year institutions may be used to satisfy common business course requirements numbered 100 (3000) or above. Students must complete a minimum of 24 s.h. of business course work and at least two-thirds of the course work in the major at The University of Iowa. They also must meet the 30 s.h. residency requirement of the Tippie College of Business. Credit earned through Guided Independent Study may be counted toward all requirements for graduation, subject to approval by the student’s major department.

Four-Year Graduation Plan

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan.

Note: The following checkpoints are designed for students who enter the University as direct admission or pre-business students. In order to stay on the plan, pre-business students must maintain the grade-point averages required for admission to the Tippie College of Business and must apply for admission to the college by the established deadline. The Four-Year Graduation Plan is not available to students who choose to pursue a double major in the college or to those enrolled in a joint degree program.

Students must take 06B:100 (BUS:3000) Business Communication and Protocol during their first year after admission to the Tippie College of Business, except direct admission students, who take the course during their second year.

Before the third semester begins:
06E:001 (ECON:1100) Principles of Microeconomics or 06E:002 (ECON:1200) Principles of Macroeconomics, 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business, and 22S:008 (STAT:1030) Statistics for Business, or equivalents; and at least one-quarter of the semester hours required for graduation

Before the fifth semester begins:
06A:001 (ACCT:2100) Introduction to Financial Accounting, 06A:002 (ACCT:2200) Managerial Accounting, and 06E:001 (ECON:1100) Principles of Microeconomics or 06E:002 (ECON:1200) Principles of Macroeconomics (whichever has not already been taken), or equivalents; all General Education requirements; and at least half of the semester hours required for graduation

Before the seventh semester begins: business core requirements, approximately half of the course work in the major (varies by major), and three-quarters of the semester hours required for graduation

Before the eighth semester begins: approximately three-quarters of course work in the major (varies by major)
During the eighth semester: all remaining course work in the major, and a sufficient number of semester hours to graduate

Honors in Business

The Tippie College of Business Honors Program offers outstanding students the opportunity to undertake independent study and to work closely with faculty members and other honors students. To graduate with honors in business, students must complete 06B:194 (BUS:3999) Honors Seminar during the spring of their third year or fall of their fourth year. During the following semester, they must complete an honors thesis in one of the college’s departments, registering for the appropriate course from the following list.

- 06A:195 (ACCT:4999) Honors Thesis in Accounting 3 s.h.
- 06E:195 (ECON:4999) Honors Thesis in Economics 3 s.h.
- 06F:195 (FIN:4999) Honors Thesis in Finance 3 s.h.
- 06J:195 (MGMT:4999) Honors Thesis in Management and Organizations 3 s.h.
- 06K:195 (MSCI:4999) Honors Thesis in Management Sciences 3 s.h.
- 06M:195 (MKTG:4999) Honors Thesis in Marketing 3 s.h.

Students must have a g.p.a. of at least 3.50 to enter the Tippie Honors Program. To earn the B.B.A. with honors, students must successfully complete all college and honors program requirements with a g.p.a. of at least 3.50 in all courses taken at Iowa, all business courses taken at Iowa, all courses taken (including transfer courses), and all business courses taken (including transfer courses).

See Tippie College of Business Honors Program to learn more.

Pre-business students interested in honors study are encouraged to participate in the University of Iowa Honors Program until they are admitted to the business college. Visit Honors at Iowa to learn about the University’s honors program.

Double Majors in Business

Students may earn the B.B.A. with a double major by meeting the requirements of more than one major in the Tippie College of Business. The Four-Year Graduation Plan is not available to students earning more than one double major.

Students may declare only one major when they apply to the college, but they may add a second major on the first day of classes during their first semester after admission to the college, or any time after that. Students may declare a maximum of two programs (programs include majors and certificates). Students who have officially declared double majors have access to degree audits for both majors. They also have access to both sets of major courses, with some limitations, during early registration. Students may not change majors in order to have priority registration for more than two majors at one time. A student must be in good academic standing in order to declare a second major. See Double Majors—Policies and Procedures.

Joint Degrees

Joint B.B.A./Liberal Arts and Sciences Degree

The Tippie College of Business and the College of Liberal Arts and Sciences offer a joint degree program in which students earn two University of Iowa bachelor’s degrees: a Bachelor of Business Administration (B.B.A.) from the Tippie College of Business; and a Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), or Bachelor of Music (B.M.) from the College of Liberal Arts and Sciences.

All students in a joint degree program must complete requirements for both degrees, including all General Education requirements.

The second-grade-only option is available to students in joint degree programs. Students should consult with their advisors about whether they are eligible for the second-grade-only option.

Joint degree students are assigned two advisors, one in the Tippie College of Business Undergraduate Program Office, the other in their major in the College of Liberal Arts and Sciences.

To enter a joint degree program, students must have approval from the Tippie College of Business and must be admitted to both colleges. Interested students should see an advisor in the college’s Undergraduate Program Office.

To learn about liberal arts and sciences majors, see "Index: Academic Programs" in the College of Liberal Arts and Sciences section of the Catalog.

Joint B.B.A./B.S.E.

The Tippie College of Business and the College of Engineering offer a joint degree program in which students earn two University of Iowa bachelor’s degrees: a Bachelor of Business Administration (B.B.A.) from the Tippie College of Business and a Bachelor of Science in Engineering (B.S.E.) from the College of Engineering.

Students interested in the joint B.B.A./B.S.E. program must be admitted to the Tippie College of Business through standard admission; those who enter the college through direct admission are not eligible for the joint program.

Students in the joint degree program must complete all requirements for both degrees, including all General Education requirements. They must enroll in appropriate mathematics and engineering courses early in their course of study in order to complete the program in a timely way. Because courses in natural sciences, mathematics, humanities, and social sciences count toward the B.B.A. and the B.S.E., students may count a single course toward both degrees.

B.B.A./B.S.E. students usually meet the degree requirements of both colleges in about five years; time required depends on the student’s choice of major study areas.

The second-grade-only option is available to students in joint degree programs. Students should consult with their advisors about whether they are eligible for the second-grade-only option.

Students are assigned two advisors, one in the Tippie College of Business Undergraduate Program Office and the other in their College of Engineering major department.
To enter the joint degree program, students must have approval from the Tippie College of Business and must be admitted to both colleges. Interested students should see an advisor in the college's Undergraduate Program Office. For information about the B.S.E., including degree requirements, see Bachelor of Science in Engineering (p. 814) (College of Engineering) in the Catalog.

Minors

Bachelor of Business Administration students may earn minors in a number of disciplines. For example, students interested in international business might choose to earn a minor in a second language. For a list of minors and links to the departments and programs that offer them, see Undergraduate Minors (p. 11) in the Catalog.

Students may declare a minor on ISIS. To have the minor recorded on their transcripts, they must complete the "minor" section on the B.B.A. Application for Degree before submitting the form to the Office of the Registrar early in their final semester, or when they apply for the degree using ISIS.

Certificates

Bachelor of Business Administration students may earn certificates offered by the Tippie College of Business as well as by other colleges at the University. The business college offers the Certificates in Entrepreneurial Management (p. 650) and in Risk Management and Insurance (p. 682). In addition, it partners with the College of Engineering to offer the Certificate in Technological Entrepreneurship (p. 886) and with the College of Liberal Arts and Sciences to offer the Certificates in International Business (p. 387) and in Performing Arts Entrepreneurship (p. 483).

The College of Liberal Arts and Sciences, the College of Public Health, and University College offer a wide range of certificates open to all undergraduates. Many pair exceptionally well with a business major. See Undergraduate Certificates (p. 10) in the Catalog for a complete list of certificates and links to their Catalog sections.

Study Abroad

The Consortium of Universities for International Studies (CUIS) offers semester and summer programs at Paderno del Grappa, Italy, for undergraduate students and at Asolo, Italy, for graduate students. Both campuses are located northwest of Venice. Students and faculty in the programs come from a variety of public and private universities in the United States. The program’s rigorous, high-quality courses emphasize current international events and are taught in English. Students are encouraged to study the Italian language and to participate in executive lectures, plant tours, and unique personal development opportunities.

The University’s Office for Study Abroad offers a wide variety of study abroad programs in more than 40 countries. Students may choose from summer, semester, academic year, and winter session programs that complement their areas of study. See Study Abroad (p. 1228) (University College) in the Catalog for a list of programs.

Admission

Students enter the Tippie College of Business in one of two ways: direct admission or standard admission. All students admitted to the College of Business must follow the Tippie College of Business Honor Code. Students who meet the admission requirements may be denied admission upon evidence of postsecondary academic misconduct or other violations of the honor code. Students are required to meet with the associate dean, undergraduate program, to discuss incidents of academic misconduct.

Admission standards are set by the Undergraduate Program Committee. All admission appeals are reviewed by the Undergraduate Program Office. Prospective students must submit acceptance of admission offers and all transcripts showing course work that satisfies the Tippie College of Business admission requirements to the University’s Office of Admissions by the appropriate deadline. Letters of recommendation are not accepted. For more information about application and admission, contact the Undergraduate Program Office.

Direct Admission

Direct admission is designed to enable highly qualified high school students to enter the college directly after high school. Applicants must have a composite ACT score of 27 or higher (SAT critical reading and math score of 1210 or higher) and a high school g.p.a. of 3.70 or higher (on a 4.00 scale) to qualify; see Admission Policies on the Tippie College of Business web site for information about admission requirements.

Entering first-year students may request an individual review for direct admission to the Tippie College of Business if they meet either the direct admission criterion of an ACT composite score of 27 or higher (SAT critical reading and math score of 1210 or higher) or a high school grade-point average of at least 3.70 (on a 4.00 scale). Requests are accepted through August 1. For more information, see the Request for Individual Review for Direct Admission form.

Additional requirements for declaring a major in accounting include a University of Iowa g.p.a. of at least 3.00 and a cumulative g.p.a. of at least 3.00; a g.p.a. of at least 2.67 (B-minus average) in 06A:001 (ACCT:2100) Introduction to Financial Accounting and 06A:002 (ACCT:2200) Managerial Accounting; and a passing score on the Department of Accounting writing assessment.

Students granted direct admission to the college are eligible to apply for scholarships through the Tippie Scholars scholarship program. The application process is highly competitive and is based on high school record and an application essay. Application deadline is December 15.

Standard Admission

University of Iowa students are eligible to apply to the Tippie College of Business through standard admission if they have completed at least 12 s.h. of graded course work; have completed the four prerequisite courses listed under "Common B.B.A. Requirements" above with grades of C or higher; and have a g.p.a. of at least 2.75 on the prerequisite courses, on all college course work completed, and on all University of Iowa course work. Transfer students who have at least 60 s.h. of credit and
who meet these requirements also may apply through standard admission.

Standard admission applicants must submit a 300-500 word personal statement and a one-page résumé, which are considered in the admission decision along with the student’s academic performance.

Requirements for declaring a major include completion of 06A:002 (ACCT:2200) Managerial Accounting, 06E:002 (ECON:1200) Principles of Macroeconomics, and 06K:050 (MSCI:1000) Business Computing Essentials; see "Common B.B.A. Requirements" above. Additional requirements for declaring a major in accounting include a University of Iowa g.p.a. of at least 3.00 and a cumulative g.p.a. of at least 3.00; a g.p.a. of at least 2.67 (B-minus average) in 06A:001 (ACCT:2100) Introduction to Financial Accounting and 06A:002 (ACCT:2200) Managerial Accounting; and a passing score on the Department of Accounting writing assessment.

Applications for standard admission must be submitted online at Admissions on the Tippie College of Business web site. Application deadlines are March 1 for fall admission and October 1 for spring admission; applicants should meet all admission requirements by the end of the semester in which they apply. Admission is not granted for the summer session or the three-week winter session. Applicants transferring from another college or university are held to the application deadlines. Students denied admission who can provide documentation of extenuating circumstances that affected their academic performance may file an Appeal for Denial of Admission to Business. Grades from the three-week winter session do not count toward admission for the following spring semester, and grades from a summer session do not count toward admission for the following fall semester.

Nondegree Admission

Students visiting from another institution who wish to enroll in undergraduate courses in order to earn credit that they can transfer to their home institution may be granted admission as undergraduate nondegree students. Nondegree students are not guaranteed access to specific courses; they must have the approval of the undergraduate program staff in the Tippie College of Business and may earn no more than 9 s.h. on nondegree status.

Reentry

The following policy governs reentry to the Tippie College of Business after an absence from The University of Iowa.

Students absent 12 months or more, in good standing: These students must apply to the University’s Office of Admissions for reentry and must contact the Tippie College of Business Undergraduate Program Office for advising before they register. Good standing is defined as not on probation or dismissed for any reason.

Students absent 12 months or more, not in good standing: These students must file a petition for reinstatement with the Tippie College of Business Undergraduate Program Office. If the petition is approved, the student must file an application with the University’s Office of Admissions (the Undergraduate Program Office notifies the Office of Admissions about the approval). The student must schedule an appointment with an advisor in the Undergraduate Program Office for advising before he or she may register. Not in good standing is defined as being on probation or being dismissed from the Tippie College of Business due to unsatisfactory scholarship, academic misconduct at The University of Iowa or at another institution, or a violation of the Tippie College of Business Honor Code. Students who have been dismissed officially follow the procedures for reinstatement.

Students absent less than 12 months, in good standing: These students are not required to file an application for reentry; they should contact the Tippie College of Business Undergraduate Program Office for advising before they register. Their reentry is approved regardless of any changes in admission requirements during their absence.

Students absent less than 12 months, not in good standing: These students must consult an advisor in the Tippie College of Business Undergraduate Program Office; they may be readmitted on probation. They are not required to file an application for probation; they must contact the Undergraduate Program Office for advising before they register. Their reentry is approved regardless of any changes in admission requirements during their absence. Not in good standing is defined as being on probation or being dismissed from the Tippie College of Business due to unsatisfactory scholarship, academic misconduct at The University of Iowa or at another institution, or a violation of the Tippie College of Business Honor Code. Students who have been dismissed officially follow the procedures for reinstatement.

All returning students: Students who have been enrolled in another college or university since leaving The University of Iowa are required to submit official transcripts along with their application for reentry. Completed application materials must be received at least two weeks before the opening of classes. Students may be approved to reenter with direct or accelerated admission status. Students are held to the General Catalog requirements that were in effect at the time of their reentry.

Academic Rules and Procedures

Academic Recognition

DEAN’S LIST

Undergraduate students in the Colleges of Liberal Arts and Sciences and Engineering and the Tippie College of Business who achieve a g.p.a. of 3.50 or higher on 12 s.h. or more of University of Iowa graded course work during a given semester or summer session and who have no semester hours of I (incomplete) or O (no grade reported) during the same semester are recognized by inclusion on the Dean’s List for that semester. Undergraduate students in the Carver College of Medicine may qualify for the Dean’s List with fewer than 12 s.h. of graded credit if deemed appropriate by the college. Beginning fall 2011, College of Nursing students participating in clinical courses must have a total of 12 s.h. of earned credit, with 8 s.h. of graded credit with a g.p.a. of 3.50 or higher.

PRESIDENT’S LIST

University of Iowa undergraduate students who achieve a g.p.a. of 4.00 on 12 s.h. or more of University of Iowa graded course work and who have no semester hours of I (incomplete) or O (no grade reported) for two consecutive semesters (excluding summer sessions) are recognized by inclusion on the President’s List. Beginning fall 2011, College of Nursing students participating in clinical courses...
must have a total of 12 s.h. of earned credit, with 8 s.h. of graded credit, to qualify for the President’s List.

**GRADUATION WITH HONORS**

Graduation with honors recognizes high scholastic achievement based on grades and on completion of academic work beyond the requirements of the student’s major. To graduate with honors, students must maintain a cumulative, University of Iowa, business, and UI business g.p.a. of at least 3.50 and must successfully complete an honors project under the supervision of a faculty member. See “Honors” earlier in this Catalog section.

**GRADUATION WITH DISTINCTION**

Graduation with distinction recognizes high scholastic achievement based on grades. The Office of the Registrar certifies to the Tippie College of Business associate dean the names of students eligible to graduate with distinction. The college awards degrees "with highest distinction" to students in the highest five percent of the graduating class, "with high distinction" to students in the next highest three percent, and "with distinction" to the next highest five percent. Ranking is based on students’ grade-point averages for all college-level study undertaken before their final registration.

To be eligible to be considered for graduation with distinction, a student must complete 60 s.h. in residence as an undergraduate at The University of Iowa; 45 s.h. of that must be completed before the final registration.

**Credit and Grading**

**CREDIT BY EXAMINATION**

Students may earn up to 30 s.h. of credit by examination by taking selected tests from the College-Level Examination Program (CLEP) and the Advanced Placement (AP) program of the College Board or the International Baccalaureate Program (IB). For information about when and how to take the CLEP and AP examinations, contact the University’s Evaluation and Examination Service. The Tippie College of Business Undergraduate Program Office has information on scores, credit, and course duplicates for all CLEP, Advanced Placement, and IB tests accepted by the college.

**MAXIMUM SCHEDULE**

During early registration, students admitted to the Tippie College of Business may register for a maximum of 16 s.h. Course schedules that exceed 16 s.h. require approval from the Undergraduate Program Office. After early registration, students may register for a maximum of 18 s.h. Course schedules of more than 18 s.h. for a fall or spring semester, 9 s.h. for the two six- or eight-week summer session, or 3 s.h. for the three-week session require approval from the Undergraduate Program Office.

**ADDING AND DROPPING COURSES**

Students may drop courses, except College of Law courses, any time before the deadline published in the University’s academic deadline calendar. Deadlines are different for regular and off-cycle courses. See Academic Deadlines for The University of Iowa on the Office of the Registrar web site (http://www.registrar.uiowa.edu).

Students must obtain approval from the college that offers the course in order to request permission to add or drop a course after these deadlines.

**ADMINISTRATIVE DROPS FOR NONATTENDANCE**

Instructors have the option to drop a student who has missed the first two class periods of a course, unless the student has offered an acceptable reason for beginning the course late. Administrative drops must be processed by the first eight calendar days of the semester; the first two calendar days of the winter session, the three-week summer session, or the start of an off-cycle course; or the first four days of the six- or eight-week summer session. Administrative drops are made without assignment of a W (withdrawn). Students who are dropped from courses are notified. Students should not assume that they have been dropped from a course because they do not have the prerequisites.

**ADMINISTRATIVE DROPS FOR LACK OF PREREQUISITES**

Students are responsible for making sure that they have satisfied all prerequisites for any course for which they register. Instructors and departments have the option to drop a student from a course if the student has not satisfied the required prerequisites. Administrative drops must be processed by the first eight calendar days of the semester; the first two calendar days of the winter session, the three-week summer session, or the start of an off-cycle course; or the first four days of the six- or eight-week summer session. Administrative drops are made without assignment of a W (withdrawn). Students who are dropped from courses are notified. Students should not assume that they have been dropped from a course because they do not have the prerequisites.

**PASS/NONPASS**

Up to 15 s.h. of course work required for the B.B.A. may be taken pass/nonpass with the consent of an advisor and the instructor. Students must be in good academic standing to be eligible for the pass/nonpass option. A maximum of two pass/nonpass courses may be taken in one semester. Courses taken pass/nonpass may not be used to satisfy general education, core, or major business requirements; major business requirements include any course that fulfills a major course requirement or is offered by the major department. Pass/nonpass registration must be completed during the first 10 days of a fall or spring semester or the first one-and-one-half weeks of a summer session, and it requires the approval of the advisor and the instructor. For courses taken pass/nonpass, an earned grade of C-minus or higher is recorded as a P; an earned grade of D-plus or lower is recorded as an N. Pass/nonpass credit is not included in grade-point-average calculations.

**SATISFACTORY/FAIL, SATISFACTORY/UNSATISFACTORY**

Certain courses are offered satisfactory/fail (S/F) or satisfactory/unsatisfactory (S/U). All students registered for these courses receive one of these marks.

Special forms are not necessary to register for S/F or S/U courses, since all students enrolled in such courses automatically receive an S, an F, or a U.

Semester hours of S or U graded course work are not used in computing grade-point averages, but hours of F graded course work are used.

Semester hours of S graded course work are counted as semester hours earned toward graduation; semester hours of F or U graded course work do not count as semester hours earned toward graduation.
A maximum of 15 s.h. of S credit from The University of Iowa is accepted toward a bachelor’s degree.

SECOND-GRADE-ONLY OPTION

Pre-business majors admitted to the College of Liberal Arts and Sciences must follow the second-grade rules established by that college; contact the Academic Programs & Student Development office or see the CLAS Academic Policies Handbook.

Business majors (students admitted to the Tippie College of Business) may use the second-grade-only option for any course except Tippie College of Business courses numbered 101 or above; business courses include those with prefix 06A (ACCT), 06B (BUS), 06E (ECON), 06F (FIN), 06J (MGMT), 06K (MSCI), 06M (MKTG), or 06T (ENTR). This policy was effective as of summer 2010 and is retroactive, so students who repeated a course before then may be eligible to file for a second-grade-only option. Contact the Undergraduate Program Office for more information.

Business students may apply the option to a maximum of three different courses while they are enrolled at The University of Iowa; any second-grade-only option used before the student entered the Tippie College of Business counts as one of the three second-grade-only options allowed. The option may be used only once per course; once the option is placed on the record, it may not be retracted.

Courses taken at other colleges or universities may not be repeated at The University of Iowa under the second-grade-only option. University of Iowa courses may not be repeated at other institutions under the second-grade-only option.

If the course was taken for a grade the first time, it must be taken for a grade the second time. If the course was taken pass/nonpass the first time, the student may take it either pass/nonpass or for a grade the second time.

Any University of Iowa course taken in any mode of delivery (e.g., during a regular semester, summer session, or intensive session, or through distance learning and the Division of Continuing Education) may be repeated in the same delivery mode or in any other delivery mode.

The second-grade-only option may not be used by a student who has been awarded a degree from The University of Iowa for a course the student took before the degree was awarded.

Graduate or professional colleges may recalculate grade-point averages using all grades visible on the permanent record.

Business students must register as usual for the course that is to be repeated. After the beginning of the session in which the course is being repeated, students must request the second-grade-only option by contacting their assigned Undergraduate Program Office advisor.

The Office of the Registrar marks the permanent record with a pound symbol (#) to show that the first grade has been replaced by the second grade in the grade-point-average calculations and to show that only the hours from the second registration have been counted as hours earned.

INCOMPLETE GRADES

Instructors may report a mark of I (incomplete) only if the unfinished part of the student’s work in a course other than research, thesis, or independent study is small; if the work is unfinished for reasons acceptable to the instructor; and if the student’s standing in the course is satisfactory.

Students should not re-enroll in a course for which they have an incomplete. Incomplete grades must be removed by completing the unfinished part of the work. Faculty and students are encouraged to state clearly in a written agreement how the incomplete is to be completed. Both the faculty member and the student should keep a record of the written agreement.

Failure to remove the incomplete before the end of the next full semester, excluding summer and winter sessions, results in replacement of the I with a grade of F, regardless of whether the student is enrolled during that semester. A grade change may be submitted to convert a grade of F to another letter grade, with the instructor’s approval.

GUIDED INDEPENDENT STUDY

University of Iowa Guided Independent Study is counted as resident credit and may be applied to all requirements for graduation, subject to approval by the student’s major department. Guided Independent Study courses can be taken any semester, up to four courses at a time.

Students eligible for the second-grade-only option may retake the course through Guided Independent Study for the second-grade-only option. Likewise, students eligible for the second-grade-only option in a Guided Independent Study course may retake the course on campus for the second-grade-only option.

PROBATION AND DISMISSAL

Students are placed on academic probation when their grade-point average in any of the following categories falls below 2.00: all course work taken, all course work taken at The University of Iowa, all business course work taken, all business course work taken at The University of Iowa, all course work taken to satisfy requirements for the major(s), and all course work taken at The University of Iowa to satisfy requirements for the major(s). In probation decisions, a 3 s.h. minimum is used to calculate the grade-point average for all course work taken to satisfy requirements for the major(s), and all course work taken at The University of Iowa to satisfy requirements for the major(s).

When all of the above grade-point averages equal or surpass 2.00, students are removed from probation. Students usually are allowed only one session to return to good academic standing. They are required to meet with an academic advisor. Students on academic probation who withdraw registration after the deadline for dropping courses may be dismissed.

Students may be dismissed from the college at any time for unsatisfactory scholarship. While some probationary period usually precedes a dismissal, students in good academic standing who complete a term with extremely unsatisfactory grades may be placed on academic probation or dismissed immediately. Students dropped from the college for poor scholarship may petition for permission to reregister, but usually only after one year following the end of the term in which they were dismissed.

REINSTATEMENT

Students dismissed for unsatisfactory scholarship for the first time ordinarily are not permitted to register again
for one year. Students dismissed for the second time may or may not be granted a second reinstatement. Requests for reinstatement must be made in writing and should be addressed to the associate dean in the Undergraduate Program Office. Students seeking reinstatement must make an appointment with an advisor in the Undergraduate Program Office. Reinstatements are limited to one major and may include a limit on the number of semester hours the student may take upon reinstatement. Late requests are deferred to the following semester.

Students who are permitted to register following dismissal are registered on academic probation and ordinarily are allowed two semesters to achieve good standing. Very poor academic work in the first semester of a reinstatement may result in dismissal at the close of that semester.

Returning for Baccalaureate Degrees

RETURNING FOR A SECOND BUSINESS MAJOR

Graduates who have a B.B.A. from The University of Iowa and have not been enrolled in a graduate or professional program may complete the requirements for another business major except accounting (see "Reentry" earlier in this section). Those interested in pursuing a degree in accounting must be admitted to the Graduate College to earn the Master of Accountancy degree; see Accounting (p. 626).

Students who return to The University of Iowa to complete another business major must meet the current requirements for that major. It is their responsibility to notify the Office of the Registrar upon completion of the requirements for the second major so that a notation can be placed on their permanent record.

Students who hold a degree from another college or university may not complete a second business major at The University of Iowa (see "Returning for an Additional Bachelor’s Degree").

RETURNING FOR AN ADDITIONAL BACHELOR’S DEGREE

Students who hold a bachelor’s degree from another college at The University of Iowa and who have not been enrolled in a graduate or professional program may return for an additional bachelor’s degree from the Tippie College of Business. They must satisfy all current requirements for undergraduate admission to the business college. Once admitted, they must satisfy all current requirements for the B.B.A. in their chosen major.

For information about pursuing an additional bachelor’s degree in accounting, see "Accounting as a Second Degree" below.

STUDENTS WITH BACCALAUREATES FROM OTHER INSTITUTIONS

Students with a bachelor’s degree from another college or university may apply for admission to The University of Iowa to earn an additional undergraduate degree from the Tippie College of Business. The requirements are the same as those listed under "Returning for an Additional Bachelor’s Degree" above.

For information about pursuing an additional bachelor’s degree in accounting, see "Accounting as a Second Degree" below.

ACCOUNTING AS A SECOND DEGREE

Graduates who have a non-business bachelor’s degree, either from The University of Iowa or from another college or university, may in some cases be considered for admission to the Tippie College of Business to pursue a second undergraduate major in accounting. Individuals interested in earning a second degree with a major in accounting should contact the Department of Accounting to discuss the B.B.A. or Master of Accountancy (M.Ac.); see Accounting (p. 626) in the Catalog.

Students may not earn a second major in accounting if they already have a B.B.A. from The University of Iowa or any undergraduate business degree from another college or university.
Doctor of Philosophy

Graduate degree: Ph.D. in business administration
Web site: http://tippie.uiowa.edu/phd/

Graduate Program of Study

• Doctor of Philosophy in business administration
The Doctor of Philosophy in business administration is an interdepartmental degree open to students in several Tippie College of Business departments. Basic requirements for the degree are detailed below. For additional information, see "Graduate Programs" in the Accounting (p. 626), Finance (p. 654), Management and Organizations (p. 664), Management Sciences (p. 669), and Marketing (p. 673) sections of the Catalog.

The Tippie College of Business also offers a Doctor of Philosophy in economics; see Economics (p. 641) in the Catalog.

Doctor of Philosophy

The Doctor of Philosophy in business administration requires a minimum of 72 s.h., including approved transfer credit. The program prepares students for research positions in business and government or for research and teaching positions at academic institutions. It is flexible, permitting students to choose a specialization area according to their interests. Course work and related experience enable students to achieve competence in economic theory, statistical methods, and behavioral science as well as expertise in a major and minor study area. Students also have opportunities to develop research and teaching skills.

Ph.D. course work consists of prerequisites (as necessary), the Ph.D. core, major and minor study areas, and dissertation research, described in brief below. For more detailed information about Ph.D. requirements, contact the individual Tippie College of Business departments or visit their web sites.

CORE COURSES
Core courses develop research competence and provide background for specialized study. Doctoral students consult with their advisors to develop a study plan that reflects the individual student’s background and interests and satisfies core requirements.

MAJOR STUDY AREA
At least 12 s.h. of approved doctoral-level courses must be completed in one of the following areas: accounting, finance, human resource management, management information systems, marketing, operations management, organizational behavior, or quantitative methods.

MINOR STUDY AREA
Students must complete a minimum of 9 s.h. of doctoral-level courses beyond the Ph.D. core course requirements in one of the major study areas listed above or in a concentration outside the Tippie College of Business.

COMPREHENSIVE EXAMINATIONS
Students must satisfactorily complete a comprehensive examination, consisting of written or oral parts or both, at the discretion of their major department.

DISSERTATION
Students must present a dissertation proposal at a forum attended by dissertation committee members and open to interested faculty members and graduate students, as established by the student’s major department. Researching and writing the dissertation typically require two years of full-time effort.

FINAL EXAMINATION
Ph.D. candidates defend the dissertation in an oral examination attended by dissertation committee members and open to interested faculty members and graduate students.

Admission

Applicants to the Ph.D. program in business administration must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Applicants must take the Graduate Record Examination (GRE) General Test or the Graduate Management Admission Test (GMAT) and have their scores sent to the University in order to be considered for admission. The Departments of Finance, Management and Organizations, Management Sciences, and Marketing accept test scores for either the GRE or GMAT. The Department of Accounting accepts only GMAT scores. Required scores on these tests and their weight in admission decisions vary by department.

International applicants who do not hold a baccalaureate or a more advanced degree from an accredited university in the United States, the United Kingdom, Canada (except French language institutions in Quebec), English-speaking Africa, Australia, or New Zealand must take the Internet-based Test of English as a Foreign Language (TOEFL) or the International English Testing System (IELTS) test and have their scores sent to The University of Iowa. An IELTS total score of at least 7.0 with no subscore below 6.0 satisfies the English language requirement. Applicants who use the IELTS test are required to take the on-campus English Proficiency Evaluation.

Admission is for fall entry. Completed applications should be submitted as early as possible and no later than the following deadlines.

Accounting: January 15
Finance: January 15
Management and Organizations: January 15
Management Sciences: February 1
Marketing: January 15

Visit Ph.D. Programs on the Tippie College of Business web site to learn more.
Economics

Chair
• John L. Solow

Professors
• Rabah Amir (J. Edward Lundy Professor), John W. Fuller, Marlynne Beth Ingram (Henry B. Tippie Professor of Economics), Forrest D. Nelson (Henry B. Tippie Research Fellow), George R. Neumann (George Daly Professor of Economics), Raymond G. Riezman (C. Woody Thompson Professor), John L. Solow (Justice International Business Research Fellow), Anne Villamil (Henry B. Tippie Research Professor of Economics)

Associate professors
• Antonio Galvao Jr. (Henry B. Tippie Research Fellow), Martin Gervais (Leonard A. Hadley Research Fellow)

Assistant professors
• Michael Yu-Fai Choi, David E. Frisvold, Ayca Kaya, Kyungmin "Teddy" Kim, Alexandre Poirier, Alice Schoonbroodt, Nicolas Ziebarth

Lecturers
• Stacey L. Brook, Jennifer L. Fuhrman, Blake Whitten

Professors emeriti
• William P. Albrecht, Carol C. Fethke, Gary C. Fethke, John F. Geweke, Hyman Joseph, Gerald L. Nordquist, Thomas F. Pogue, N.E. Savin, Calvin D. Siebert,

Undergraduate major: economics (B.A., B.S., B.B.A.)
Undergraduate minor: economics
Graduate degrees: M.A. in economics; Ph.D. in economics
Web site: http://tippie.uiowa.edu/economics/

Economics is the study of how societies allocate limited resources to achieve competing ends. Using both empirical and deductive methods, economics analyzes incentives, constraints, organizational forms, and market forces to understand patterns of production, exchange, and consumption of goods and services. It treats diverse issues such as wealth and poverty, government expenditures and taxation, prosperity and depression, inflation and unemployment, relations between management and labor, economic growth, environmental protection, health care delivery, the war on drug abuse, free trade versus protectionism, U.S. competitiveness in international markets, and the quality of American education.

The Department of Economics offers degree programs for undergraduates and for graduate students. It also partners with the Departments of Philosophy and Sociology to offer the undergraduate major in economics and public policy, an interdisciplinary program administered by the Department of Philosophy (College of Liberal Arts and Sciences); see Ethics and Public Policy (p. 282) in the Catalog.

Undergraduate Programs of Study

• Major in economics (Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration)
• Minor in economics

The Tippie College of Business and the College of Liberal Arts and Sciences offer the major in economics. Students may complete the major with their choice of three degrees. The Bachelor of Arts and Bachelor of Science are awarded by the College of Liberal Arts and Sciences; the Bachelor of Business Administration is awarded by the Tippie College of Business.

The B.A. in economics is designed to achieve a balance of economic theory, mathematical tools, and field applications. The B.S. maintains a similar balance but emphasizes development of analytical tools; it prepares students for graduate work in economics or related business and technical fields. The B.B.A. emphasizes economic foundations of business fields: accounting, finance, marketing, business law, and management.

Each program provides an excellent educational background for a variety of positions in business and government. Graduates find employment in banking, financial institutions, industrial firms, and trade organizations and in federal, state, and local government agencies dealing with economic policy, regulation, and analysis. Economics also provides excellent preparation for the study of law and for graduate study in fields such as business management, public administration, hospital and health administration, urban and regional planning, transportation, journalism, political science, and statistics.

All students majoring in economics choose one of three tracks: business economics, policy economics, or analytical economics. They complete three sets of requirements for the major: mathematics and statistics courses that provide the skills needed for understanding economic theory and data; economic theory courses that provide the tools needed for analyzing economic issues; and field courses that apply economic tools to business, social, or specialized analytical issues. The applied field course requirement varies, depending on the student’s choice of track.

Bachelor of Arts, Bachelor of Science

The Bachelor of Arts with a major in economics requires a minimum of 120 s.h., including 32 s.h. of work for the major. The Bachelor of Science with a major in economics requires a minimum of 120 s.h., including 33-35 s.h. of work for the major.

The B.A. and B.S. programs focus on economic theory, mathematical tools, and field applications; the B.S. program also includes an emphasis on developing skill using analytic tools. Both programs offer good educational background for a variety of positions in business and government as well as for the study of law and for graduate study.

The economics major for the B.A. and B.S. requires a set of courses in mathematics and statistics (11 s.h. for B.A. students, 17-19 s.h. for B.S. students) and a set of courses in economic theory (6 s.h. for B.A. and B.S. students).
It also requires a set of applied field courses (15 s.h. for B.A. students, 12 s.h. for B.S. students) in one of three tracks: business economics, policy economics, or analytical economics.

The analytical economics track is for students planning to earn a graduate degree in a discipline that is highly quantitative or who plan to pursue technical and/or analytical work in the public or private sector. The business economics track is designed for students who intend to work in the private sector. The policy economics track is for students interested in earning a degree in law or a graduate degree in a discipline that is not highly quantitative, or in seeking a decision-making position in the public or private sector.

All B.A. and B.S. students majoring in economics must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students must complete the economic theory courses

06E:104 (ECON:3100) Microeconomic Theory or
06E:106 (ECON:3140) Advanced Microeconomics, and
06E:105 (ECON:3120) Macroeconomics at The University of Iowa. They also must complete three of the applied field courses required for their track at Iowa.

Students should pay close attention to the order in which they take courses, since some courses are prerequisites for others; see "Prerequisites" below. For help in developing a study plan, visit the Department of Economics web site.

The economics major (B.A. or B.S.) requires the following course work.

MATHEMATICS AND STATISTICS COURSES (B.A.)

Students earning a B.A. complete the following mathematics and statistics course work.

Both of these:
06E:071 (ECON:2800) Statistics for Strategy Problems 3 s.h.
22M:017 (MATH:1380) Calculus and Matrix Algebra for Business 4 s.h.

One of these:
22S:008 (STAT:1030) Statistics for Business 4 s.h.
22S:025 (STAT:1020) Elementary Statistics and Inference 3 s.h.

MATHEMATICS AND STATISTICS COURSES (B.S.)

Students earning a B.S. complete the following mathematics and statistics course work.

All of these:
06E:184 (ECON:4800) Introduction to Econometrics 3 s.h.

One of these:
225:120 (STAT:3120) Probability and Statistics 4 s.h.

The department recommends that students planning to pursue a graduate degree in economics take 22S:120 (STAT:3100)-22S:131 (STAT:3101) rather than 225:120 (STAT:3120). It also recommends that they take additional courses in mathematics, including 22M:027 (MATH:2700) Introduction to Linear Algebra, 22M:028 (MATH:2850) Calculus III, and 22M:100 (MATH:3600) Introduction to Ordinary Differential Equations.

ECONOMIC THEORY COURSES (B.A. AND B.S.)

B.A. and B.S. students complete the following economic theory course work.

One of these:
06E:104 (ECON:3100) Microeconomic Theory 3 s.h.
06E:106 (ECON:3140) Advanced Microeconomics 3 s.h.

And:
06E:105 (ECON:3120) Macroeconomics 3 s.h.

APPLIED FIELD COURSES (B.A. AND B.S.)

B.A. students complete a total of five applied field courses (15 s.h.) in their track; B.S. students complete a total of four applied field courses (12 s.h.) in their track.

Analytical Economics Track

Four (B.A. students) or three (B.S. students) of these:
06E:106 (ECON:3140) Monetary Economics 3 s.h.
06E:111 (ECON:3160) - 06E:117 (ECON:3400) Money, Banking, and Financial Markets 3 s.h.
06E:125 (ECON:3240) Global Economics and Business Markets 3 s.h.
06E:141 (ECON:3350) Industry Analysis 3 s.h.
06E:143 (ECON:3355) Economic and Business Forecasting 3 s.h.
06E:160 (ECON:3370) Household Finance 3 s.h.
06E:048 (MGMT:2100) Introduction to Management 3 s.h.

And (B.A. and B.S. students):
One additional economics course numbered 06E:105 (ECON:3100) 3 s.h.

Business Economics Track

Five (B.A. students) or four (B.S. students) of these:
06A:002 (ACCT:2200) Managerial Accounting 3 s.h.
06E:111 (ECON:3160) Personnel Economics 3 s.h.
06E:117 (ECON:3200) Money, Banking, and Financial Markets 3 s.h.
06E:125 (ECON:3240) Global Economics and Business Markets 3 s.h.
06E:141 (ECON:3350) Industry Analysis 3 s.h.
06E:143 (ECON:3355) Economic and Business Forecasting 3 s.h.
06E:160 (ECON:3370) Household Finance 3 s.h.
06E:048 (MGMT:2100) Introduction to Management 3 s.h.

Policy Economics Track

Four (B.A. students) or three (B.S. students) of these:
06E:113 (ECON:3180) Health Economics 3 s.h.
06E:119 (ECON:3220) Policy Analysis 3 s.h.
06E:125 (ECON:3240) Global Economics and Business Markets 3 s.h.
06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
06E:133 (ECON:3330) Environmental and Natural Resource Economics 3 s.h.
06E:135 (ECON:3340) Regional and Urban Economics 3 s.h.
06E:145 (ECON:3750) Transportation Economics 3 s.h.
06E:165 (ECON:3390) Sports Economics 3 s.h.
06E:169 (ECON:3410) Topics in Policy Economics 3 s.h.
06E:171 (ECON:4100) Antitrust Economics 3 s.h.
06E:172 (ECON:3440) Law and Economics 3 s.h.

And (B.A. and B.S. students):
The economics major for the B.B.A. requires a set of applied field courses (12 s.h.) in one of three tracks: business economics, policy economics, or analytical economics.

The analytical economics track is for students planning to earn a graduate degree in a discipline that is highly quantitative or who plan to pursue technical and/or analytical work in the public or private sector. The business economics track is designed for students who intend to work in the private sector. The policy economics track is for students interested in earning a degree in law or a graduate degree in a discipline that is not highly quantitative, or in seeking a decision-making position in the public or private sector.

Students may request permission to apply a limited amount of transfer credit or correspondence credit toward requirements for the major, but they should take the economic theory courses 06E:104 (ECON:3100) Microeconomic Theory or 06E:106 (ECON:3140) Advanced Microeconomics, and 06E:105 (ECON:3120) Macroeconomics at The University of Iowa.

Students should pay close attention to the order in which they take courses, since some courses are prerequisites for others; see "Prerequisites" below. For help in developing a study plan, visit the Department of Economics web site.

The economics major for the B.B.A. requires the following course work.

**MATHEMATICS AND STATISTICS COURSES (B.B.A.)**

Students take these courses as part of the B.B.A. common requirements.

- 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business
- 22S:008 (STAT:1030) Statistics for Strategy Problems

**ECONOMIC THEORY COURSES (B.B.A.)**

One of these:

- 06E:104 (ECON:3100) Microeconomic Theory
- 06E:106 (ECON:3140) Advanced Microeconomics

And:

- 06E:105 (ECON:3120) Macroeconomics

**APPLIED FIELD COURSES (B.B.A.)**

Students earning a B.B.A. complete a total of four applied field courses (12 s.h.) in their track.

### Analytical Economics Track

Three of these:

- 06E:173 (ECON:3500) International Economics
- 06E:174 (ECON:3400) Monetary Economics
- 06E:175 (ECON:3300) Labor Economics
- 06E:176 (ECON:3420) Public Sector Economics
- 06E:177 (ECON:3310) Industrial Organization
- 06E:183 (ECON:3320) Natural Resource Economics
- 06E:187 (ECON:3850) Mathematical Economics
- 06E:188 (ECON:4200) Game Theory
- 06E:189 (ECON:3900) Topics in Analytical Economics

And:

One additional economics course numbered

- 06E:111 (ECON:3160) - 06E:189 (ECON:3900)
Business Economics Track
Four of these:
06E:111 (ECON:3160) Personnel Economics 3 s.h.
06E:117 (ECON:3200) Money, Banking, and Financial Markets 3 s.h.
06E:125 (ECON:3240) Global Economics and Business 3 s.h.
06E:141 (ECON:3350) Industry Analysis 3 s.h.
06E:143 (ECON:3355) Economic and Business Forecasting 3 s.h.
06E:160 (ECON:3370) Household Finance 3 s.h.

Policy Economics Track
Three of these:
06E:113 (ECON:3180) Health Economics 3 s.h.
06E:119 (ECON:3220) Policy Analysis 3 s.h.
06E:125 (ECON:3240) Global Economics and Business 3 s.h.
06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
06E:133 (ECON:3330) Environmental and Natural Resource Economics 3 s.h.
06E:135 (ECON:3340) Regional and Urban Economics 3 s.h.
06E:145 (ECON:3750) Transportation Economics 3 s.h.
06E:165 (ECON:3390) Sports Economics 3 s.h.
06E:169 (ECON:3410) Topics in Policy Economics arr.
06E:171 (ECON:4100) Antitrust Economics 3 s.h.
06E:172 (ECON:3440) Law and Economics 3 s.h.
And:
One additional economics course numbered 06E:111 (ECON:3160) - 06E:189 (ECON:3900) 3 s.h.

Prerequisites
Students must complete all of a course’s prerequisites before they may register for the course.

Prerequisites for most 100-level courses in economics:
06E:001 (ECON:1100) Principles of Microeconomics and 06E:002 (ECON:1200) Principles of Macroeconomics

Prerequisites for 06E:104 (ECON:3100) Microeconomic Theory: 06E:001 (ECON:1100) Principles of Microeconomics and 22M:017 (MATH:1380) Calculus and Matrix Algebra for Business


Prerequisites for courses numbered 06E:171 (ECON:4100) and above: 06E:104 (ECON:3100) Microeconomic Theory or 06E:105 (ECON:3120) Macroeconomics, or both, depending on the course

B.A. or B.S. with Teacher Licensure
Economics majors in the College of Liberal Arts and Sciences (B.A. and B.S. students) who are interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Bachelor of Arts, Bachelor of Science
Before the fifth semester begins:
06E:001 (ECON:1100) Principles of Microeconomics and 06E:002 (ECON:1200) Principles of Macroeconomics, and the math component of quantitative courses required for major

Before the seventh semester begins:
Before the fifth semester begins: 06E:104 (ECON:3100) Microeconomic Theory and 06E:105 (ECON:3120) Macroeconomics; one 100-level economics course; and at least 90 s.h. earned toward the degree

Before the eighth semester begins: three 100-level economics courses and the statistics component of the quantitative course requirement

During the eighth semester: enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

Bachelor of Business Administration
The following checkpoints are designed for students who enter the University as first-year pre-business students. In order to stay on the plan, students must maintain the grade-point average required for guaranteed admission to the Tippie College of Business and must apply for admission to the college by the established deadline.

Students must take 06B:100 (BUS:3000) Business Communication and Protocol during their first year after admission to the Tippie College of Business.

Before the third semester begins:

Before the fifth semester begins:
06A:001 (ACCT:2100) Introduction to Financial Accounting, 06A:002 (ACCT:2200) Managerial Accounting, and 06E:001 (ECON:1100) Principles of Microeconomics or 06E:002 (ECON:1200) Principles of Macroeconomics (whichever has not already been taken), or equivalents; all General Education requirements

Before the seventh semester begins: business core requirements, approximately half of the course work in the major (varies by major); and at least 90 s.h. earned toward the degree
During the eighth semester: all remaining course work in the major, and a sufficient number of semester hours to graduate.

Honors in the Major (B.A., B.S.)

The department offers College of Liberal Arts and Sciences students the opportunity to graduate with honors in the economics major. Departmental honors students must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program. They also must complete 06E:104 (ECON:3100) Microeconomic Theory and 06E:105 (ECON:3120) Macroeconomics before the senior year. Interested students should consult the department’s honors advisor by the second semester of their junior year.

Honors students typically register for 06E:194 (ECON:3999) Honors Seminar in the fall of the senior year. To graduate with honors in the major, they define and complete a research project under the guidance of a supervising faculty member, earning up to 6 s.h. in 06E:195 (ECON:4999) Honors Thesis in Economics. They present the thesis orally to a committee of three faculty members, typically the undergraduate honors advisor, the student’s research supervisor, and a third faculty member agreed upon by the student and the honors advisor.

Honors in Business (B.B.A.)

The Tippie College of Business offers qualified B.B.A. students the opportunity to pursue honors study. For more information, see “Honors in Business” in the Bachelor of Business Administration (p. 632) section of the Catalog and visit the Tippie College of Business Honors Program web site.

Minor

The minor in economics requires a minimum of 15 s.h. in economics courses, including 12 s.h. taken at The University of Iowa in Department of Economics courses numbered 100 (3000) or above. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

Courses for Nonmajors

Students in the College of Liberal Arts and Sciences may wish to use economics courses as part of other majors or the General Education Program (p. 306). The introductory courses 06E:001 (ECON:1100) Principles of Microeconomics and 06E:002 (ECON:1200) Principles of Macroeconomics are approved for the Social Sciences area of General Education; they introduce the field of economics and the specialized topics of upper-division courses. The intermediate theory courses 06E:104 (ECON:3100) Microeconomic Theory and 06E:105 (ECON:3120) Macroeconomics provide a deeper foundation in the core theories and methods of the discipline. They serve as preparation for upper-division field courses or as terminal courses in an economics study plan.


Undergraduate Economics Forum

Students are invited to join the undergraduate Economics Forum. The group sponsors programs to help students plan for careers or graduate study and holds social events, special lectures, and round-table discussions. It provides opportunities for students to meet other economics majors and department faculty members.

Graduate Programs of Study

- Master of Arts in economics
- Doctor of Philosophy in economics

The department partners with the College of Law to offer a joint degree program; see “Joint Ph.D./J.D.” later in this section. It also participates in the M.B.A. program, which is offered by the Tippie School of Management; see Master of Business Administration Program (p. 677) in the Catalog.

Master of Arts

The Master of Arts is offered only to students working toward a Ph.D. in economics.

Doctor of Philosophy

The Doctor of Philosophy program in economics requires a minimum of 72 s.h. of graduate credit. The program provides rigorous training in economic theory, econometrics, and applied economics. It has six components: a coordinated sequence of core courses, a qualifying examination, a research paper, a set of major field courses, a dissertation proposal and comprehensive examination, and a dissertation. Requirements are as follows.

CORE SEQUENCE

First semester:

06E:200 (ECON:5000) Economic Analysis I 3 s.h.
06E:203 (ECON:5100) Microeconomics I 3 s.h.
06E:204 (ECON:5200) Macroeconomics I 3 s.h.

Second semester:

06E:201 (ECON:5010) Economic Analysis II 3 s.h.
06E:205 (ECON:5110) Microeconomics II 3 s.h.
06E:206 (ECON:5210) Macroeconomics II 3 s.h.

Third semester:

06E:221 (ECON:5800) Econometrics 3 s.h.

Fourth semester:

06E:222 (ECON:5810) Applied Econometrics 3 s.h.

QUALIFYING EXAMINATION

The qualifying examination is normally taken the summer after the first year.
RESEARCH PAPER
The research paper is normally completed the summer after the second year.

MAJOR FIELD COURSES
Each student chooses a major study area in addition to the core courses. The requirement for the major area is a minimum of 24 s.h. of intensive study in a field and in courses that enable students to understand the relationship between their specialty and related fields.

DISSERTATION PROPOSAL AND COMPREHENSIVE EXAMINATION
Students must defend a dissertation proposal in a comprehensive examination within one year of completing the research paper requirement.

DISSERTATION
Submission of the completed dissertation and an oral defense of the dissertation research completes the Ph.D. program.

Admission
Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. Application deadline for admission and financial support is January 15 for fall semester entry. Applicants must take the Graduate Record Examination (GRE) General Test and have their scores sent to the University. Those whose first language is not English and who do not hold a baccalaureate or advanced degree from an accredited college or university in the United States must take the Test of English as a Foreign Language (TOEFL) and have their scores sent to the University. Applicants must submit a completed Application for Graduate Admission, official transcripts from all institutions they have attended, and all official test scores to the University of Iowa Office of Admissions. They must upload unofficial transcripts, statements of purpose, a résumé, and reference information to the Tippie College of Business Ph.D. applicant portal.

Joint Ph.D./J.D.
The Department of Economics and the College of Law offer a joint Doctor of Philosophy/Juris Doctor program; for information about the J.D. degree, see “Juris Doctor” in the College of Law (p. 962) section of the Catalog. Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the joint degree program.

Special Seminar
Each year the department offers a seminar program that brings eminent economists from other universities and from government agencies to The University of Iowa campus. Presentations by Department of Economics faculty members and students also are featured.

Courses

Primarily for Undergraduates
Students may take 06E:001 (ECON:1100) Principles of Microeconomics and 06E:002 (ECON:1200) Principles of Macroeconomics in either order or simultaneously. They are approved for the Social Sciences area of the College of Liberal Arts and Sciences General Education Program.

06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
Organization, workings of modern economic systems; role of markets, prices, competition in efficient allocation of resources and promotion of economic welfare; alternative systems; international trade. Requirements: B.B.A. students cannot use this course for General Education social sciences. GE: Social Sciences.

06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.
National income and output, employment and inflation; money, credit; government finance; monetary, fiscal policy; economic growth, development; international finance. Requirements: B.B.A. students cannot use this course for General Education social sciences. GE: Social Sciences.

06E:029 (ECON:1300) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

06E:071 (ECON:2800) Statistics for Strategy Problems 3 s.h.
Continuation of 22S:008 (STAT:1030); working knowledge of statistical techniques, scientific data-based approach to problem formulation and solution, statistical techniques in the context of real data analysis, assessment of defects in statistical analyses, using data for making business decisions, choosing appropriate statistical procedures, developing skill in communicating statistical results to audiences without knowledge of statistics. Prerequisites: 22M:017 (MATH:1380) and 22S:008 (STAT:1030).

06E:104 (ECON:3100) Microeconomic Theory 3 s.h.
Economic theory of the behavior of consumers, producers, and other economic agents; role of markets in coordinating economic activity, conditions that markets require for efficient allocation of resources; market imperfections; strategic behavior of economic actors. Prerequisites: 06E:001 (ECON:1100) and 22M:017 (MATH:1380).

06E:105 (ECON:3120) Macroeconomics 3 s.h.
Measurement of macroeconomic indicators; economic growth and business cycles; use of macroeconomic models to study the role of government fiscal and monetary policies. Prerequisites: 06E:002 (ECON:1200) and 22M:017 (MATH:1380).

06E:106 (ECON:3140) Advanced Microeconomics 3 s.h.
Mathematical treatment of the economic theory of the behavior of consumers, producers, and other economic agents; the role of markets in coordinating economic activity and the conditions required by those markets for an efficient allocation of resources; market imperfections; and the strategic behavior of economic actors. Prerequisites: 06E:001 (ECON:1100), and 22M:017 (MATH:1380) or 22M:025 (MATH:1850). Recommendations: 22M:025 (MATH:1850).
06E:111 (ECON:3160) Personnel Economics 3 s.h.
Microeconomic analysis of labor markets, related institutions; labor supply decisions made by workers, labor demand decisions made by firms, market equilibrium; economic analysis of unions; returns to education; family decisions. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:113 (ECON:3180) Health Economics 3 s.h.
Structure of America’s health care industry, economic analysis applied to its problems of production, pricing, distribution; cost-effectiveness, financing of medical costs, role of government. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:117 (ECON:3200) Money, Banking, and Financial Markets 3 s.h.
Role of money, institutions in determination of income, employment, prices in domestic and world economy. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:119 (ECON:3220) Policy Analysis 3 s.h.
Economic functions of government in modern economies; economic decision making; budgetary processes; effects of government expenditures; taxation on allocation of resources, distribution of income, economic growth, stability. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:125 (ECON:3240) Global Economics and Business 3 s.h.
Modern theories of international trade and investment; role of tariffs and other restrictions of international trade; foreign exchange markets, international monetary arrangements, international economic policy. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
Determinants of rising living standards; accumulation of physical and human capital; predictions of economic growth models compared to observed changes in living standards. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:133 (ECON:3330) Environmental and Natural Resource Economics 3 s.h.
Environmental and resource use problems; efficient mechanisms and other policies for environmental protection, management of common property resources. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200). Same as 102:135 (URP:3135).

06E:135 (ECON:3340) Regional and Urban Economics 3 s.h.
Theory of location and regional development; central place theory; why cities exist and trade with one another; models of land use patterns, rents; empirical tests of models; policy applications. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200). Same as 102:134 (URP:3134).

06E:141 (ECON:3350) Industry Analysis 3 s.h.
Structural evolution; imperfect competition, resource allocation; development of public policy on monopoly; selected industries. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:143 (ECON:3355) Economic and Business Forecasting 3 s.h.
How to develop and utilize forecasts; emphasis on modern statistical methods and software applied to quantitative forecasting problems; specific applications to business and economics include forecasting sales, market prices, inventory, macroeconomic factors (interest rates, exchange rates, levels of employment). Prerequisites: 06E:001 (ECON:1100), 06E:002 (ECON:1200), and 06E:071 (ECON:2800).

06E:145 (ECON:3750) Transportation Economics 3 s.h.
Overview of transportation markets—intercity, rural, urban; transportation modes—rail, highway, air, water, pipeline, transit; issues in finance, policy, planning, management, physical distribution, and environmental, economic, and safety regulation. Recommendations: 06E:001 (ECON:1100) and 06E:002 (ECON:1200). Same as 044:133 (GEOG:3940), 102:133 (URP:3950).

06E:158 (ECON:3360) American Economic History 3 s.h.
Requirements: 06E:001 (ECON:1100) and 06E:002 (ECON:1200) for economics majors; 06E:001 (ECON:1100) and 16A:061 (HIST:2261) for nonmajors. Same as 16A:144 (HIST:3360).

06E:160 (ECON:3370) Household Finance 3 s.h.
Micro- and macroeconomic theory applied to economic decisions of families, households; practical and theoretical issues in income generation, spending and saving decisions, risk management and asset allocation, investments, and intergenerational wealth transfers. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:165 (ECON:3390) Sports Economics 3 s.h.
Theory and literature of economic issues in professional sports; issues such as relative advantages of large-and small-market teams, city subsidies for baseball and football stadiums, star players’ true value to their teams; ideas from introductory economics (such as demand and cost curves) combined with additional economic theory, statistical evidence, and information about particular sports. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:169 (ECON:3410) Topics in Policy Economics arr.
Topics vary. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200).

06E:171 (ECON:4100) Antitrust Economics 3 s.h.
Topics in federal antitrust policy; merger policy, monopolization, predatory pricing, collusion, vertical restrictions, resale price maintenance, enforcement; case law, economics literature. Prerequisites: 06E:104 (ECON:3100) or 091:208 (LAW:8146).

06E:172 (ECON:3440) Law and Economics 3 s.h.
Law examined through analytic tools of microeconomics; impact of legal rules on resource allocation, risk bearing, distribution of economic well-being. Prerequisites: 06E:001 (ECON:1100).

06E:173 (ECON:3500) International Economics 3 s.h.
Neoclassical model of international trade, imperfect competition and international trade and investment, role of trade barriers; regional trade agreements and the World Trade Organization. Requirements: 06E:104 (ECON:3100) and 06E:105 (ECON:3120), or graduate standing.
06E:174 (ECON:3400) Monetary Economics 3 s.h.
Demand for and supply of money; money’s role in economy; empirical studies of money’s impact; problems with monetary control. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:175 (ECON:3300) Labor Economics 3 s.h.
Labor supply and demand; investments in human capital, compensating wage differentials, discrimination, long-term contracts, occupational choice, family decisions, unions, immigration. Prerequisites: 06E:104 (ECON:3100).

06E:176 (ECON:3420) Public Sector Economics 3 s.h.
Economic functions of government; budgetary processes; effects of government expenditures, taxation on resource allocation, income distribution, economic growth and stability. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:177 (ECON:3310) Industrial Organization 3 s.h.
Market structure; effects of business practices, informational problems on market structure; appraisal of antitrust policies, government regulation of business. Prerequisites: 06E:104 (ECON:3100).

06E:183 (ECON:3320) Natural Resource Economics 3 s.h.
Economics of natural resources; interaction between economic theory, empirical evidence, and public policy; land, water, fish, trees, minerals; externalities. Prerequisites: 06E:104 (ECON:3100).

06E:184 (ECON:4800) Introduction to Econometrics 3 s.h.
Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity, generalized least squares estimation; specification analysis; errors in variables; emphasis on interpretation, application of econometric models, methods, use of computers. Prerequisites: 225:120 (STAT:3120).

06E:187 (ECON:3850) Mathematical Economics 3 s.h.
Mathematical structure of economic principles, problems, systems; may include constrained optimization, choice under uncertainty, general equilibrium and welfare economics, dynamical systems and control theory, game theory. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:188 (ECON:4200) Game Theory 3 s.h.
Basic concepts of game theory including dominance, backward induction, Nash equilibrium, evolutionary stability, commitment, credibility, asymmetric information, adverse selection, signaling; provides students with a working understanding of game theory; examples drawn from economics and politics. Prerequisites: 06E:104 (ECON:3100), 06E:105 (ECON:3120), and 22M:017 (MATH:1380).

06E:189 (ECON:3900) Topics in Analytical Economics 3 s.h.
Topics vary. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:190 (ECON:3870) Federal Reserve Challenge 3 s.h.
Experience doing what Federal Reserve economists do every day: study the real U.S. economy, make forecasts and policy recommendations, defend their views to academic and professional economists; development of analytical skills, teamwork, how to build presentations. Prerequisites: 06E:104 (ECON:3100) and 06E:105 (ECON:3120).

06E:191 (ECON:3871) Federal Reserve Challenge II 0 s.h.
Participation in Federal Reserve Challenge after completion of 06E:190 (ECON:3870). Prerequisites: 06E:190 (ECON:3870).

For Advanced Undergraduates

06E:192 (ECON:3872) Individual Study in International Economics 1-3 s.h.
Basic economic theory used as foundation to examine international trade, macroeconomic policy, and financial market issues; focus on multinational firms that trade and/or produce across national borders and viewed within context of recent events.

06E:194 (ECON:3999) Honors Seminar 1-3 s.h.

06E:195 (ECON:4999) Honors Thesis in Economics 3 s.h.
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University Honors Program guidelines; may include empirical research, library research, applied projects. Prerequisites: 06B:194 (BUS:3999) or 06E:194 (ECON:3999). Requirements: admission to the Tippie College of Business honors program.

06E:196 (ECON:4050) Readings and Independent Study in Economics arr.

06E:199 (ECON:4900) Academic Internship arr.
Participation in approved internship program (e.g., Washington Center Internships).

Primarily for Graduate Students

Qualified undergraduates may enroll in graduate-level courses with consent of the department chair.

06E:200 (ECON:5000) Economic Analysis I 3 s.h.
Basic metric topology, convex analysis, function spaces, measure theory and integration.

06E:201 (ECON:5010) Economic Analysis II 3 s.h.
Behavior under uncertainty, macroeconomic models; dynamic programming, asset pricing, saving, consumption.

06E:203 (ECON:5100) Microeconomics I 3 s.h.
Consumer choice theory, producer theory, choice under uncertainty, basic game theory. Offered fall semesters.

06E:204 (ECON:5200) Macroeconomics I 3 s.h.
Economic growth, business cycles, money and inflation. Offered fall semesters.
06E:205 (ECON:5110) Microeconomics II 3 s.h.
General equilibrium and welfare analysis, adverse selection, the principal-agent problem, social choice, mechanism design. Offered spring semesters. Prerequisites: 06E:203 (ECON:5100).

06E:206 (ECON:5210) Macroeconomics II 3 s.h.
Dynamic macroeconomic models; stochastic macroeconomics; time consistency equilibrium business cycle theory. Offered spring semesters. Prerequisites: 06E:204 (ECON:5200).

06E:211 (ECON:6850) Mathematical Economics I 3 s.h.
Convex analysis in economic theory; ordinal and cardinal preference relations; quasiconcave, concave numerical representations; separation principle for convex sets—linear programming, concave programming; Brouwer fixed point theorem; existence of competitive equilibrium. Prerequisites: 06E:205 (ECON:5110).

06E:221 (ECON:5800) Econometrics 3 s.h.
Statistical inference in single and multiple equation stochastic models, models with nonindependent or nonidentically distributed error structure, dynamic models; OLS, GLS, IV, ML estimation; asymptotic distribution theory: exact, asymptotic hypothesis tests. Prerequisites: 22S:154 (STAT:4101).

06E:222 (ECON:5810) Applied Econometrics 3 s.h.
Empirical problems; multiple linear regression, nonlinear regression, maximum likelihood, hazard functions, univariate and multivariate time series, flexible functional forms. Prerequisites: 06E:221 (ECON:5800).

06E:223 (ECON:6800) Econometric Theory I 3 s.h.
Inference from data and theory in economic models; emphasis on decision making and simulation methods. Prerequisites: 06E:222 (ECON:5800).

06E:235 (ECON:6500) International Trade Theory 3 s.h.
The theory of international trade, including basic models of international trade; capital and labor mobility and trade; protection of international trade; the political economy of international trade; empirical applications of international trade.

06E:241 (ECON:6420) Macroeconomics III 3 s.h.
Current research in macroeconomics; development of research topics with emphasis on theoretical and empirical analysis. Prerequisites: 06E:205 (ECON:5110) and 06E:221 (ECON:5800).

06E:245 (ECON:6400) Monetary Theory 3 s.h.
Research at the frontier of monetary theory and policy; overlapping generations models, search models of money, representative agent monetary models, intermediation and banking theory, and financial contracts.

06E:250 (ECON:6300) Labor Economics 3 s.h.
Problems and models, including intertemporal models of labor markets; uncertainty and labor market activity; retirement decisions, economic theories of fertility; economics of discrimination; job search models; economic models of unions; bargaining and strikes, public sector labor markets; determinants of income distribution; emphasis on empirical verification of theory. Prerequisites: 06E:205 (ECON:5110), and 06E:184 (ECON:4800) or 06E:221 (ECON:5800).

06E:271 (ECON:6310) Industrial Organization 3 s.h.
The firm, monopolistic competition, oligopoly and workable competition; industrial organization, nature of equilibrium under uncertainty. Prerequisites: 06E:205 (ECON:5110) and 06E:211 (ECON:6850).

06E:299 (ECON:6900) Contemporary Topics in Economics 3 s.h.
Topics not offered in other courses.

06E:300 (ECON:7950) Readings in Economics arr.

06E:301 (ECON:7975) Thesis in Economics arr.

Advanced Graduate Seminars

06E:310 (ECON:7000) Seminar in Economic Theory arr.

06E:311 (ECON:7010) Seminar in Economic Theory II arr.

06E:321 (ECON:7870) Workshop in Microeconomics 1 s.h.

06E:322 (ECON:7880) Workshop in Macro and Monetary Economics 1 s.h.
Entrepreneurial Management

Director
• David K. Hensley

Managing director
• Lynn Allendorf

Affiliated faculty
• Matthew J. Adam (Management and Organizations), Keith M. Chiavetta (Management and Organizations), Joseph P. George (Management and Organizations), Robert E. Getteny (Management and Organizations), Kimm M. Harris (Management and Organizations), Scott R. Hauser (Management and Organizations), Kirk S. Hiland (Management and Organizations), Robert N. Holland (Management and Organizations), Dennis E. Jordan (Management and Organizations), Kevin W. Krause (Management and Organizations), Richard C. McCarty (Management and Organizations), Jeffrey B. Nock (Management and Organizations), Brian E. Rolland (Management and Organizations), Dennis M. Schrag (Management and Organizations), Joseph N. Sulentic (Management and Organizations), Alexander Taylor (Management and Organizations), Julie A. Zielinski (Management and Organizations)

Undergraduate certificate: entrepreneurial management
Web site: http://www.iowajpec.org/

The Tippie College of Business and the John Pappajohn Entrepreneurial Center offer the Certificate in Entrepreneurial Management. They also work with other units on campus to offer entrepreneurship programs. The college collaborates with the College of Engineering to offer the Certificate in Technological Entrepreneurship (p. 886). The center partners with the Department of Management and Organizations (p. 664) to offer the entrepreneurial management track for Bachelor of Business Administration students majoring in management, and it works with the College of Liberal Arts and Sciences to offer the Certificate in Performing Arts Entrepreneurship (p. 483).

The Pappajohn Entrepreneurial Center also offers a wide variety of professional experiences designed to foster the development of entrepreneurs and future organizational leaders.

Undergraduate entrepreneurship programs at The University of Iowa combine academic course work and experiential learning with a focus on teaching entrepreneurial leadership, innovation and creativity, opportunity recognition and assessment, and strategic business planning. Several of the programs are open to all University of Iowa undergraduates. To learn more, visit the John Pappajohn Entrepreneurial Center web site.

Undergraduate Program of Study

• Certificate in Entrepreneurial Management

Certificate

The Certificate in Entrepreneurial Management requires a minimum of 18 s.h. of credit. The certificate program is open to all current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

The certificate program is designed to help students acquire the entrepreneurial mindset that will enable them to launch new ventures or manage growing companies. It focuses on qualities and skills essential for entrepreneurs and successful business leaders.

Entrepreneurial management students learn from a select team of faculty members and business executives distinguished by their ability to teach, model, and inspire the entrepreneurial process. They learn skills for:
• recognizing and evaluating business opportunities;
• preparing strategic business and operating plans;
• preparing financial forecasts and budgets and evaluating financial performance;
• leading, motivating, and managing teams and individuals;
• communicating and negotiating in business situations; and
• enhancing professional and interpersonal skills.

Undergraduate students must declare their intention to pursue the certificate. Business students should contact the Tippie College of Business Undergraduate Program Office. Liberal arts and sciences students should contact the Academic Programs & Student Development office.

Students earning the certificate in conjunction with the Bachelor of Applied Studies (p. 1188) (University College) or the Bachelor of Liberal Studies (College of Liberal Arts and Sciences) may complete the certificate’s course work by distance education.

Students may begin working toward the Certificate in Entrepreneurial Management during their sophomore year. They may count a maximum of 6 s.h. of transfer credit toward the certificate, with approval from the entrepreneurship program director. Credit earned in entrepreneurship courses [prefix 06T (ENTR)] is counted as semester hours earned in business on the degree audit.

The Certificate in Entrepreneurial Management requires the following course work. Many certificate courses have prerequisites and other requirements for registration; students must complete a course’s prerequisites and must meet its registration requirements before they may register for the course.

**ENTREPRENEURSHIP CORE**

One of these:

- 06T:120 (ENTR:2000) Entrepreneurship and Innovation 3 s.h.
- 06T:125 (ENTR:3520) New Ventures in the Arts 3 s.h.

Course 06T:120 (ENTR:2000) requires concurrent registration in 06T:050 (ENTR:1000); course 06T:125 (ENTR:3520) requires concurrent registration in 06T:050 (ENTR:1000), or in 06A:001 (ACCT:2100) Introduction to Financial Accounting and 06M:100 (MKTG:3000) Introduction to Marketing Strategy. Certificate students must complete the required concurrent courses.

All of these:
ELECTIVES
Students earn an additional 6 s.h. in elective courses chosen from the following list. Students who wish to use a course not on the list must consult with the Pappajohn Entrepreneurial Center director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06T:101</td>
<td>Directed Readings in Entrepreneurship</td>
<td>arr.</td>
</tr>
<tr>
<td>06T:144</td>
<td>Nonprofit Organizational Effectiveness I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:145</td>
<td>Legal Aspects of Entrepreneurship</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:146</td>
<td>Strategic Management of Technology and Innovation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:147</td>
<td>Social Entrepreneurship</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:148</td>
<td>E-Commerce Strategies for Entrepreneurs</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:151</td>
<td>Professional Sports Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:152</td>
<td>Entrepreneurship and Global Trade</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:155</td>
<td>Arts Leadership Seminar</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:190</td>
<td>Seminar in Entrepreneurship</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:191</td>
<td>Practicum in Entrepreneurship</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:192</td>
<td>Entrepreneurship: Business Consulting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:193</td>
<td>Advanced Venture Finance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:194</td>
<td>Entrepreneurship: Advanced Business Planning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06T:199</td>
<td>Academic Internship</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Courses

**06T:029 (ENTR:1300) First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

**06T:050 (ENTR:1000) Foundations in Entrepreneurship** 2 s.h.
Basic core business concepts faced by entrepreneurial managers in small business accounting, marketing, and business planning. Recommendations: non-business major interested in studying entrepreneurship.

Independent study; topics and assignments approved by instructor.

**06T:120 (ENTR:2000) Entrepreneurship and Innovation** 3 s.h.
Integrated, cross-functional perspective on how organizations identify and evaluate opportunities and develop strategies to compete in a global marketplace; innovation and creativity, opportunity recognition, venture screening, characteristics of successful entrepreneurial leaders, feasibility analysis, strategic business planning; application of entrepreneurship practices for new business creation, corporate venturing, nonprofits. Duplicates 06T:125 (ENTR:3520) and 06J:125 (MGMT:3100). Corequisites: 06T:050 (ENTR:1000).

**06T:125 (ENTR:3520) New Ventures in the Arts** 3 s.h.
Arts administration principles and trends as applied to creation of an arts-related enterprise; case studies; students create business plan for a new arts organization. Duplicates 06J:125 (MGMT:3100) and 06T:120 (ENTR:2000). Corequisites: 06T:050 (ENTR:1000), or 06A:001 (ACCT:2100) and 06M:100 (MKTG:3000). Same as 049:111 (THTR:3520), 145:111 (INTD:3520), 188:111 (DPA:3520).

**06T:133 (ENTR:3100) Entrepreneurial Finance** 3 s.h.
Understanding financial aspects of new and growing ventures; focus on preparing financial projections, analyzing financial performance, managing cash flow, and determining financial feasibility; detailed overview of various sources of capital available for start-up and growing ventures. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100).

**06T:134 (ENTR:3200) Entrepreneurial Marketing** 3 s.h.
Practical marketing concepts for evaluating the market potential for new products, services, or business opportunities; how to obtain and evaluate market data, determine customer demand, analyze the competition, design effective promotions, develop and implement effective sales strategies, and write a successful marketing plan. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100).

**06T:144 (ENTR:3595) Nonprofit Organizational Effectiveness I** 3 s.h.

Facilities and Resources

**Entrepreneurial Management Institute**
The Entrepreneurial Management Institute works with top entrepreneurial management track students in the B.B.A. management major and with Certificate in Entrepreneurial Management students to help them develop career advancement skills. Experienced business professionals and entrepreneurial leaders provide strategic career development training. Activities include seminars on developing professional résumés, creating extensive personal networks, networking with successful Iowa CEOs and business leaders, and making connections for internships and job placement.

**Bedell Entrepreneurship Learning Laboratory**
The Bedell Entrepreneurship Learning Laboratory is an applied learning environment for advanced entrepreneurship students creating a new business. The laboratory provides dedicated office space for individual students and teams, enabling them to concentrate on developing their business concepts. Students at the laboratory receive intensive mentoring and other assistance from faculty and staff associated with the John Pappajohn Entrepreneurial Center (JPEC) and the Small Business Development Center. Contact JPEC for information about applying to the laboratory.

06T:145 (ENTR:3300) Legal Aspects of Entrepreneurship 3 s.h.
Areas of law significant to new and emerging businesses; business formation and structure, intellectual property, business agreements, legal processes. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100).

06T:146 (ENTR:3400) Strategic Management of Technology and Innovation 3 s.h.
New technology innovation and commercialization; technology innovation process, identification of commercialization strategies, feasibility analysis, intellectual property issues. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100).

06T:147 (ENTR:3500) Social Entrepreneurship 3 s.h.
Introduction to the growing field of social entrepreneurship; creation of ventures with dual missions of social benefit and return on investment; issues related to evaluating market opportunities; acquiring and managing scarce resources; sustainability; maximizing social and economic value. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100).

06T:148 (ENTR:3600) E-Commerce Strategies for Entrepreneurs 3 s.h.
E-commerce opportunities and Internet business strategies for entrepreneurial ventures; how to develop effective web business strategies, latest technologies and trends in E-commerce, methods for maximizing traffic, impact of a company's web site. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100).

06T:150 (ENTR:4400) Managing the Growth Business 3 s.h.
Preparation to effectively manage employees, customers, and suppliers; leadership for a growing entrepreneurial venture; opportunities to evaluate, practice, and refine critical professional management skills. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100). Requirements: 75 s.h. earned.

06T:151 (ENTR:4450) Professional Sports Management 3 s.h.
Detailed study of professional sports management and marketing; building and managing a front office, marketing sports properties, revenue generation models, developing media relationships, and capitalizing on new opportunities in the sports industry. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100).

06T:152 (ENTR:4460) Entrepreneurship and Global Trade 3 s.h.
Complex issues of business operations in a global economy; trade transactions related to importing and exporting, logistics, and ethical issues in international trade; global business management, global marketing, global supply chain management, and trade finance; preparation for work in global marketplace and for the Certified Global Business Professional certification exam offered by the North American Small Business International Trade Educators. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100).

06T:155 (ENTR:4510) Arts Leadership Seminar 3 s.h.

06T:190 (ENTR:4000) Seminar in Entrepreneurship 2-3 s.h.
Real estate and property issues facing the entrepreneurial venture; real estate development, legal and contractual issues, purchasing versus leasing, and basics of real estate financing and investing. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100).

06T:191 (ENTR:4100) Practicum in Entrepreneurship 3 s.h.
One-week summer immersion experience for students participating in a multi-university program with the Okoboji Entrepreneurial Institute; computer-based entrepreneurial simulation; seminars with successful entrepreneurs, business, and community leaders; opportunities for networking and mentoring to foster development of entrepreneurial management skills. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100) or 06F:100 (FIN:3000), and 06T:134 (ENTR:3200) or 06M:100 (MKTG:3000).

06T:192 (ENTR:4200) Entrepreneurship: Business Consulting 3 s.h.
Students provide strategic business consulting services to start-up and early-stage companies; exploration of consulting process (proposal development, data collection and analysis, team dynamics, communications with clients, developing recommendations, final report preparation and presentation); projects involving market research and analysis, financial analysis and projections, and strategic business and operations planning. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100), 06T:133 (ENTR:3100) or 06F:100 (FIN:3000), and 06T:134 (ENTR:3200) or 06M:100 (MKTG:3000).

06T:193 (ENTR:4600) Advanced Venture Finance 3 s.h.
Examination of financing sources available to emerging and high potential ventures; special emphasis on angel investing and venture capital; preparation of pro forma financial statements, financial analysis, and determining valuations; how market, technology, and financial considerations impact capital formation; evaluation of real venture deals through experiential learning projects. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100), 06T:133 (ENTR:3100) or 06F:100 (FIN:3000), and 06T:134 (ENTR:3200) or 06M:100 (MKTG:3000).

Creation and launch of a new venture; completion of a detailed business plan, creating an elevator pitch, and formal presentation of plan. Prerequisites: 06T:120 (ENTR:2000) or 06T:125 (ENTR:3520) or 06J:125 (MGMT:3100), 06T:133 (ENTR:3100) or 06F:100 (FIN:3000), and 06T:134 (ENTR:3200) or 06M:100 (MKTG:3000).

06T:199 (ENTR:4900) Academic Internship  arr.
Professional internship experience with academic credit (e.g., paper, course work).

06T:201 (ENTR:6001) Introduction to Entrepreneurial Management 1 s.h.
The entrepreneurial process as it applies to new ventures and existing organizations; entrepreneurship and corporate entrepreneurship, attributes of successful entrepreneurial leaders, innovation and creativity, feasibility analysis.

06T:202 (ENTR:6002) Evaluating Entrepreneurial Opportunities 1 s.h.
Strategies to identify, assess, and capitalize on sustainable commercial opportunities; opportunity recognition, environmental analysis, intellectual property, strategic business planning.

06T:203 (ENTR:6003) Basics of Entrepreneurial Marketing 1 s.h.
Core marketing concepts facing entrepreneurial organizations; types of markets, product management, distribution, pricing, market research and analysis, market planning.

06T:204 (ENTR:6004) Basics of Entrepreneurial Finance 1 s.h.
Core financial concepts facing entrepreneurial organizations; accounting systems, financial statements, financial statement analysis, financial projections, sources of financing.

06T:210 (ENTR:9000) Developing Professional Service Business 2-3 s.h.
Use of professional skills and functional knowledge in creating a specialized service business. Same as 053:210 (CEE:5210).

06T:220 (ENTR:9100) Entrepreneurship and Innovation 3 s.h.
The entrepreneurial process from conception to birth of a new venture; attributes of successful entrepreneurs, innovation and creativity, opportunity recognition, venture screening, identification of resources, feasibility analysis.

06T:246 (ENTR:9400) Evaluating Innovation Opportunities 3 s.h.
Integrated, cross-functional perspective of how organizations identify and evaluate opportunities and develop strategies to compete in a global marketplace; innovation and creativity, opportunity recognition, venture screening, identification of resources, and strategic business planning.

06T:250 (ENTR:9500) Managing the Growth Business 3 s.h.
Issues faced by new, rapidly growing businesses; adapting organizational structure as business expands, building a management team, hiring new employees, managing strategic growth of a business; case studies, particularly in technology sector.

06T:256 (ENTR:9550) Commercializing New Technology 3 s.h.
Hands-on experience with the process of technology commercialization; real-world opportunity in the form of a technology developed in an academic environment or in the private sector and creation of a plan to transfer that technology to the marketplace; identifying a specific application of that technology (the product); identifying and sizing relevant market segments; determining the appropriate business and financial model; designing a business plan; presentation of business plans/opportunities to simulated venture capitalists.

06T:290 (ENTR:9600) Seminar in Entrepreneurship 1-3 s.h.
Topics vary; franchising, business acquisition, real estate development, e-commerce, technology transfer.

06T:292 (ENTR:9700) Entrepreneurship: Business Consulting 3 s.h.
Experience on teams providing consulting services to start-up and early-stage companies; the consulting process—proposal development, data collection and analysis, final report preparation and presentation; projects—marketing studies, financial projections, strategic planning.

06T:294 (ENTR:9800) Entrepreneurship: Advanced Business Planning 3 s.h.
Mentoring for individuals in final stages of preparing to launch their own business.
Finance

Chair
• Erik Lie

Professors
• David S. Bates (W. A. Krause Research Fellow), Jon A. Garfinkel (Henry B. Tippie Research Fellow), Erik Lie (Henry B. Tippie Research Professor of Finance), David C. Mauer (Henry B. Tippie Research Fellow), Thomas A. Rietz (Leonard A. Hadley Research Fellow), Jarjis Sa-Aadu (Chester A. Phillips Professor of Business Finance and Real Estate), John H. Spitzer, Anand M. Vijh (Marvin and Rose Lee Pomerantz Chair in Finance)

Associate professors
• Artem A. Durnev (Henry B. Tippie Research Fellow), James T. Leverty (TRISTAR Risk Management Research Fellow), Yiming Qian (Henry B. Tippie Research Fellow), Gerry L. Suchanek, Ashish Tiwari (Henry B. Tippie Research Fellow), Tong Yao (Henry B. Tippie Research Fellow)

Assistant professors
• Wei Li, Amrita Nain, Shagun Pant

Lecturers
• Heidi J. Dybevik, John G. Gallo, Jeffrey R. Hart, Larry D. Hershberger, Todd I. Houge (Curt and Carol Lane Research Fellow), Brian D. Richman

Professors emeriti
• William C. “Curt” Hunter, Charles E. Marberry, Richard A. Stevenson, Paul A. Weller

Associate professor emeritus
• G. Carl Schweser

Undergraduate major: finance (B.B.A.)
Graduate degree: finance program for the Ph.D. in business administration
Web site: http://tippie.uiowa.edu/finance/

The Department of Finance is committed to delivering undergraduate and graduate programs of study that integrate the technology and analytics of today’s global financial community. The department’s goal is to provide students with the technical skills they will need to enhance their managerial effectiveness, whether they work in large corporations, small organizations, or private consulting.

The department also partners with the Emmett J. Vaughan Institute of Risk Management and Insurance to offer the undergraduate Certificate in Risk Management and Insurance (p. 682).

Undergraduate Program of Study
• Major in finance (Bachelor of Business Administration)

Bachelor of Business Administration

The Bachelor of Business Administration with a major in finance requires a minimum of 120 s.h., including 20 s.h. of work for the major. The program provides a balance of theory, applications, and financial information technology that facilitates students’ transition from classroom to workplace. Through fundamental finance principles and state-of-the-art financial market information technologies, students develop analytical abilities to interpret financial market data, implement the latest trading and investment strategies, and make effective managerial decisions in national as well as international settings.

The program stresses learning by doing, partnership with industry, and internships, with the goal of enhancing students’ career development. Students receive a balanced education consistent with the globalization of business and the explosion in financial markets and information technology.

Careers for students majoring in finance include corporate treasury operations, cash management, mergers and acquisitions, investment banking, sales and security trading, security analysis, commercial banking and financial services, credit analysis, mortgage lending, financial planning, consulting, public administration, and venture capital.

The major in finance requires the following course work. For B.B.A. common requirements, see Bachelor of Business Administration (p. 632) in the Catalog.

Required courses—all of these:
- 06A:120 (ACCT:3020) Financial Accounting and Reporting 3 s.h.
- 06F:110 (FIN:3100) Financial Information Technology 2 s.h.
- 06F:111 (FIN:3200) Investment Management 3 s.h.
- 06F:117 (FIN:3300) Corporate Finance 3 s.h.

Electives—a total of three courses chosen from the following two lists:
- 06F:110 (FIN:3100) Financial Information Technology 3 s.h.
- 06F:111 (FIN:3200) Investment Management 3 s.h.
- 06F:117 (FIN:3300) Corporate Finance 3 s.h.

Students may include a maximum of one of these in their three electives:
- 06F:109 (FIN:4020) Topics in Finance 3 s.h.
- 06F:112 (FIN:4250) Applied Equity Valuation 3 s.h.
- 06F:113 (FIN:4220) Fixed Income Securities 3 s.h.
- 06F:114 (FIN:4250) Applied Equity Valuation 3 s.h.
- 06F:115 (FIN:4330) Investment Banking 3 s.h.
- 06F:116 (FIN:4210) Futures and Options 3 s.h.
- 06F:118 (FIN:4310) Advanced Corporate Finance 3 s.h.
- 06F:119 (FIN:4340) Wealth Management 3 s.h.
- 06F:126 (FIN:4230) Real Estate Process 3 s.h.
- 06F:130 (FIN:4240) International Finance 3 s.h.

Certificate in Risk Management and Insurance

The Department of Finance and the Emmett J. Vaughan Institute of Risk Management and Insurance offer the undergraduate certificate program in risk management and insurance; see Risk Management and Insurance (p. 682) in the Catalog.

Graduate Program of Study
• Finance program for the Doctor of Philosophy in business administration
In addition to offering a finance program for the Ph.D. in business administration, the department participates in the M.B.A. program, which is offered by the Tippie School of Management; see Master of Business Administration Program (p. 677) in the Catalog.

**Doctor of Philosophy**

Graduate students in finance may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see Doctor of Philosophy (p. 640) in the Catalog and visit the Department of Finance web site.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Courses**

**Primarily for Upper-Division Undergraduates**

06F:029 (FIN:1300) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

06F:100 (FIN:3000) Introductory Financial Management 3 s.h.
Financial management goals and decision making; valuation of bonds and stocks, risk and return analysis, portfolio diversification, market efficiency, asset pricing, cost of capital, agency theory, capital budgeting, financial planning. Prerequisites: 06A:002 (ACCT:2200), 06E:001 (ECON:1100), and 06E:002 (ECON:1200). Requirements: junior standing.

Individually guided readings in selected topics.

06F:102 (FIN:3400) Principles of Risk Management and Insurance 3 s.h.
Introduction to risk and insurance; risk identification and evaluation, demand for insurance, effects of limited liability, theory of moral hazard and adverse selection; business and personal risk; insurance as a risk management tool. Corequisites: 06F:100 (FIN:3000).

06F:103 (FIN:4420) Property and Liability Insurance 3 s.h.
Fundamentals of commercial property and liability insurance; commercial property and liability contracts; functions of property and liability insurers; regulation and financial analysis of property and liability insurers; marketing, underwriting, rate making, claim settlements. Prerequisites: 06F:102 (FIN:3400).

06F:104 (FIN:4410) Corporate and Financial Risk Management 3 s.h.
Analysis and treatment of pure and financial risks faced by business organizations; development and implementation of the risk management process; application of varied risk management techniques to identified exposures; how businesses manage risk and how insurance is used to manage the cost of risk; case studies. Prerequisites: 06F:102 (FIN:3400). Corequisites: 06F:110 (FIN:3100).

06F:105 (FIN:4430) Life and Health Insurance 3 s.h.
Types of life insurance and annuity contracts and their uses; regulation of life and health insurers; development of financial plans using life insurance products; Social Security, group, and individual health insurance products, including major medical, disability income, long-term care policies; marketplace analysis; contractual provisions, determination of human life values, mathematics of life contingencies and pricing. Prerequisites: 06F:102 (FIN:3400).

06F:106 (FIN:4440) Employee Benefit Plans 3 s.h.
Management of employee benefit plans (e.g., group life and health insurance, retirement programs); design, administration, and financing of employee benefits; federal administration of employee benefit plans; funding requirements, financial alternatives; funding and vesting of retirement annuities; design and management of health care plans, including "cafeteria" approach and nonqualified deferred compensation arrangements; economic effects and financing employee benefits and retirement plans in private and public sectors. Prerequisites: 06F:102 (FIN:3400).

06F:107 (FIN:4450) Risk Modeling 3 s.h.
Theory used to solve real-life problems taken from a diverse set of risk management applications; varied areas where risk analysis has become important (i.e., finance, insurance, corporate risk management, personal financial planning); principles of probability theory, mathematical finance, and actuarial science developed for use in quantitative analysis of important risk management problems; spreadsheet-based course. Prerequisites: 06F:100 (FIN:3000).

06F:109 (FIN:4020) Topics in Finance 3 s.h.
Contemporary issues in finance. Prerequisites: 06F:100 (FIN:3000).

06F:110 (FIN:3100) Financial Information Technology 2 s.h.
Applications of commonly used financial software and data systems reviewed by student teams. Corequisites: 06F:100 (FIN:3000).

06F:111 (FIN:3200) Investment Management 3 s.h.
Investment in marketable securities in domestic and international markets; financial markets, securities trading, evaluation of risk/return trade-off, formulation and implementation of investment strategies, efficient portfolio formation. Prerequisites: 06F:100 (FIN:3000). Corequisites: 06F:110 (FIN:3100).
06F:112 (FIN:4250) Applied Equity Valuation 3 s.h.
Equity valuation and portfolio management techniques by investment professionals; economic forecasting, industry analysis, financial statement analysis, spreadsheet modeling, cost of capital estimation, equity valuation and portfolio construction; students manage The University of Iowa’s Krause Fund (an endowed equity portfolio that blends academic rigor with real-world portfolio management experience). Prerequisites: 06F:100 (FIN:3000). Requirements: UI cumulative g.p.a. of at least 2.80.

06F:113 (FIN:4220) Fixed Income Securities 3 s.h.
Theories of fixed income securities, term structure of interest rates; asset pricing models, valuation of fixed income securities and contingent claims, fixed income portfolio management, immunization strategies, yield curve analysis. Prerequisites: 06F:100 (FIN:3000). Corequisites: 06F:110 (FIN:3100).

06F:114 (FIN:4320) Commercial Banking 3 s.h.
Management of commercial banks and financial service firms; asset and liability management, credit policy, capital risk, liquidity planning, use of swaps and derivatives to hedge interest rate risk, global banking, investment strategies. Prerequisites: 06F:100 (FIN:3000). Corequisites: 06F:110 (FIN:3100).

06F:115 (FIN:4330) Investment Banking 3 s.h.
How investment banks fill critical roles in maintaining well-functioning financial markets and provide access to capital and strategic advice to companies and governments; recent global financial crisis; how banker’s role as intermediary between companies and markets adds value and creates conflicts and risk. Prerequisites: 06F:100 (FIN:3000) and 06F:117 (FIN:3300).

06F:116 (FIN:4210) Futures and Options 3 s.h.
Use of options, futures, and other derivative securities in financial management; understanding types of derivative securities, markets, trading technology; applications of risk management and speculation; pricing relations with underlying securities. Prerequisites: 06F:111 (FIN:3200).

06F:117 (FIN:3300) Corporate Finance 3 s.h.
Advanced managerial decision making; corporate financial policy, dividend policy, agency theory, corporate restructuring, capital structure strategies, mergers and acquisitions, option pricing fundamentals, convertible debt, callable debt, warrants. Prerequisites: 06F:100 (FIN:3000). Corequisites: 06F:110 (FIN:3100).

06F:118 (FIN:4310) Advanced Corporate Finance 3 s.h.
Issues relevant to financial management, payout policy, financial distress and bankruptcy, restructuring, market for corporate control; recent research and cases from the corporate arena; other topics (e.g., bankruptcy) to broaden application and understanding of finance theory. Prerequisites: 06F:117 (FIN:3300).

06F:119 (FIN:4340) Wealth Management 3 s.h.
Financial services for client wealth management; how to make personal investment decisions and build diversified, comprehensive investment portfolios; investment theory; common behavioral biases that lead to investment pitfalls, mistakes; wealth management objectives, portfolio risk and reward, asset allocation, portfolio diversification, tax shield structures, retirement plans, wealth protection, risk management, behavioral finance, psychology of investing. Prerequisites: 06F:100 (FIN:3000).

06F:126 (FIN:4230) Real Estate Process 3 s.h.

06F:130 (FIN:4240) International Finance 3 s.h.
International monetary systems, exchange rate determination, use of currency derivative in hedging and risk management, currency swaps, foreign direct investment, international corporate finance, international capital budgeting, international portfolio investment, Third World debt, privatization, joint ventures. Prerequisites: 06F:100 (FIN:3000). Corequisites: 06F:110 (FIN:3100).

06F:190 (FIN:3150) Hawkinson Scholar Seminar 1 s.h.
Advanced skill and understanding required for pursuit of investment banking, management consulting careers; specialized résumé and interview training, industry presentations, relevant case assignments.

06F:191 (FIN:3360) Hawkinson Scholar Seminar: Topics in Finance 0 s.h.
Subsectors in the financial services industry, including hedge funds, investment banking, commercial banking; valuation techniques used in real-world mergers, acquisitions, equity offerings, debt financing, and so forth.

06F:195 (FIN:4999) Honors Thesis in Finance 3 s.h.
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University Honors Program guidelines; may include empirical research, library research, applied projects. Prerequisites: 06B:194 (BUS:3999) or 06E:194 (ECON:3999). Requirements: admission to the Tippie College of Business honors program.

06F:199 (FIN:4900) Academic Internship 1-3 s.h.
Professional internship experience with associated academic content.

Primarily for Graduate Students


06F:205 (FIN:9010) Contemporary Topics in Finance arr.

How to model firm value from a discounted cash flow perspective; identify a company’s key value drivers, create spreadsheet valuation models; projected financial valuation integrates projected pro forma accounting statements; forecasting, free cash flow estimation, industry competitive analysis. Prerequisites: 06N:225 (MBA:8180).

06F:207 (FIN:9350) Wealth Management 3 s.h.
Rapid growth of the field of wealth management over several decades, driven by general increase in personal wealth and increased responsibility for individuals to manage their own wealth; knowledge and tools to enter the financial services industry; financial planning industry, client characteristics, tax shield structures, insurance, asset allocation plans, estate planning, behavioral finance. Prerequisites: 06N:225 (MBA:8180).

06F:208 (FIN:9280) Structured Finance-Securitization 3 s.h.
Design of debt, equity, and hybrid financing techniques to resolve issuer and investor problems that conventional methods cannot address; why and when corporations and financial institutions issue structured securities: how securities are designed and priced; how securities meet investors’ needs; securitized assets, mortgages, asset-backed securities, collateralized debt obligations, credit risk, valuation, cost of capital; legal, tax, and regulatory issues; design and implementation of structured-financed products. Prerequisites: 06N:225 (MBA:8180).

06F:212 (FIN:9200) Portfolio Management 3 s.h.
Introduction to fundamental elements of modern portfolio theory, application to investment analysis; investment environment, instruments, types of investors; concepts of risk and return, broad perspective on historical risk and return of various asset classes; asset allocation decision, risk and return dynamics of a multiple securities portfolio; varied asset pricing models, how capital markets work for investors and users of capital. Prerequisites: 06N:225 (MBA:8180).

06F:213 (FIN:9210) Derivatives 3 s.h.
Examination of the wide range of derivative securities that cover the financial landscape: the market place, trading, and investors; different derivative securities in existence, their relationship with the underlying securities, and pricing; applications of derivative securities to risk management and speculation; application of principles to fixed income, international finance, real estate, and securitization. Prerequisites: 06N:225 (MBA:8180).

06F:214 (FIN:9230) Real Estate Finance and Investments 3 s.h.
In-depth understanding of concepts and techniques of real estate financial analysis, equity investment decision making; real estate investing from analysis of developments through the securitization of mortgages; mortgage markets and pricing, real estate finance and investments, mortgage-backed securities, development process, real estate valuation, tax effects, securitized real estate, real estate cycles, application of derivative instruments, strategic asset allocation. Prerequisites: 06N:225 (MBA:8180).

06F:215 (FIN:9300) Corporate Investment and Financing Decisions 3 s.h.
Underpinnings and optimization of corporations' investment and financing decisions; firm-wide and project-specific cost of capital, optimal capital structure decisions; in-depth capital budgeting methods, including real options techniques; corporate investment module of the class includes simulation analysis using Crystal Ball; cost of capital, valuation techniques, advanced capital budgeting, capital structure and dividend policy, option pricing models applied to corporate finance. Prerequisites: 06N:225 (MBA:8180).

06F:216 (FIN:9220) Fixed Income Securities 3 s.h.
Conceptual framework and tools to undertake the valuation of fixed income securities and the management of fixed income portfolios; varied fixed income instruments and the markets in which they trade; introduction to basic building blocks of fixed income analysis, including concepts of duration, convexity, and term structure of interest rates; application of concepts in bond portfolio immunization strategies; use of interest rate derivatives in portfolio hedging applications. Prerequisites: 06N:225 (MBA:8180).

06F:217 (FIN:9290) Alternative Investments and Portfolio Strategies 3 s.h.
Continuation of 06F:212 (FIN:9200); alternative investments, including hedge funds, private equity funds, and venture capital vehicles; purpose of alternative investments, including the risk/return profile of alternatives and correlations with traditional asset classes; specific hedge fund styles, strategies, risk profiles; portfolio strategy topics, including diversification benefits; management of downside risk, international diversification, behavioral finance, performance measures, and performance attribution analysis. Prerequisites: 06F:212 (FIN:9200) and 06N:225 (MBA:8180).

06F:218 (FIN:9310) Corporate Financial Strategy 3 s.h.
Major strategic decisions within the corporate form; risk management, including why firms engage in it, their methods for doing so, and exercises in the simulation of uncertainty; dividends and repurchases under the payout policy decision; corporate governance topics, including executive compensation, board structure, and institutional monitoring; merger and acquisitions analysis, including regulation, valuation, anti-takeover devices, payment method, and LBOs; divestitures and other restructuring topics, including corporate diversification, spin-offs, carve-outs, private workouts, and Chapter 11. Prerequisites: 06N:225 (MBA:8180).

06F:220 (FIN:9320) Commercial and Investment Banking 3 s.h.
Overview of commercial and investment bankers; principles of underwriting securities, IPOs, mergers and acquisitions, commercial lending, funding sources, asset liability management, capital management. Prerequisites: 06N:225 (MBA:8180).

Manage Henry Fund portfolio, learn legal environment in which the fund operates, analyze potential investments, implement controls to monitor the fund’s performance; decisions and investment recommendations made by students; each student analyzes an economic sector and geographic region (i.e., utilities analyst and specialist in South East Asia); while the fund cannot currently invest directly in foreign listed stocks, it holds U.S. listed stocks with significant overseas interests and students are able to invest in a number of ADRs. Prerequisites: 06N:225 (MBA:8180).

06F:222 (FIN:9260) Applied Securities Analysis - Henry Fund II 3 s.h.
Continuation of 06F:221 (FIN:9250). Prerequisites: 06F:221 (FIN:9250) and 06N:225 (MBA:8180).

06F:223 (FIN:9240) International Finance 3 s.h.
Introduction to structure and functioning of global financial markets; currency market, international equity markets; use of derivatives in currency risk management for corporate and investment needs; corporate investment decisions in an international context. Prerequisites: 06N:225 (MBA:8180).

06F:224 (FIN:9270) Security Analysis 3 s.h.
Valuation of financial securities (primarily equities) using discounted cash flow model; industry, regulatory analysis; financial statement analysis; active portfolio management; value-based management techniques; valuation of firms outside the United States. Prerequisites: 06N:225 (MBA:8180).

06F:225 (FIN:7110) Finance Theory I 3 s.h.
Consumption-based models of asset pricing; arbitrage, contingent claims; market efficiency and information economics, behavioral models; emphasis on theory. Requirements: Ph.D. enrollment.

06F:226 (FIN:7120) Seminar in Corporate Finance 3 s.h.
Valuation (DCF and CAPM); valuation under certainty, uncertainty; financial structure, cost of capital; dividend policy; firm investment in perfect, imperfect capital markets. Requirements: Ph.D. enrollment.

06F:227 (FIN:7130) Finance Theory II 3 s.h.
Continuous time theories of financial markets, including connection between an arbitrage-free pricing system and martingales; pricing of contingent claims, general equilibrium and term structure theory. Requirements: Ph.D. enrollment.

06F:228 (FIN:7140) Advanced Empirical Finance 3 s.h.
Market efficiency and term structure theory tests; tests of asset pricing models, dividend policy and financial structure issues. Requirements: Ph.D. enrollment.

06F:229 (FIN:7850) Seminar in Finance 1 s.h.
Requirements: Ph.D. enrollment.

06F:230 (FIN:9390) Putting Finance into Practice 3 s.h.
Hands-on practical experience in corporate finance or investments; work in teams on a corporate finance project or an investment project for a corporate or institutional client; partner companies identify financial issues, challenges, and opportunities for students to help solve; students work with the companies and a faculty member to provide an analysis of the situation and proposals of actions to be taken. Prerequisites: 06N:225 (MBA:8180).

06F:288 (FIN:7950) Directed Reading in Finance-Ph.D. arr.
Requirements: Ph.D. enrollment.

International Business

**Coordinators**
- Patricia Mason-Browne (Liberal Arts and Sciences),
- Matthew C. Edwards (Tippie College of Business)

**Undergraduate minor:** Certificate in International Business
**Web site:** http://tippie.uiowa.edu/undergraduate/programs/IBC.cfm

**Undergraduate Program**
- Certificate in International Business
  The Tippie College of Business and the College of Liberal Arts and Sciences offer the undergraduate Certificate in International Business. The program is designed for students who intend to pursue careers in international business as well as those interested in gaining a better understanding of the global economy and a broader awareness of the political, historical, and social environment in which international business operates.

**Certificate**

The Certificate in International Business requires 29 s.h. and satisfaction of the certificate’s language requirement (total credit depends on which the student decides to study). The program includes study of international business and economics, international relations and institutions, a language, and the contemporary art, literature, culture, and/or politics of the geographical region in which the language is spoken. The range of courses permits students to tailor areas of specialization suited to their individual interests and to complement majors in business and in liberal arts and sciences.

The certificate is open to current University of Iowa undergraduate students. It is also open to individuals who hold a bachelor’s degree from The University of Iowa or another institution and are not enrolled in a graduate or professional program; individuals with bachelor’s degrees from other institutions should contact the University’s Office of Admissions.

Completion of the certificate is noted on students’ transcripts.

Students should declare their intention to earn the certificate as early as possible and talk with an advisor about certificate requirements. They also must submit an individual plan of study. Tippie College of Business students should talk with the advising staff at the college’s Undergraduate Program Office; College of Liberal Arts and Sciences students should talk with a Certificate in International Business advisor at the Academic Advising Center.

Students must maintain a g.p.a. of at least 2.00 on all certificate course work. Certificate courses may not be taken pass/nonpass. A course may not be used to satisfy more than one certificate requirement.

A minimum of 20 s.h. of certificate course work (other than language courses) must be completed at The University of Iowa or in approved study abroad programs. Students who plan to count study abroad credit toward the certificate should consult a Certificate in International Business advisor before leaving campus. University of Iowa

Guided Independent Study (correspondence study) also is accepted toward the certificate.

The Certificate in International Business requires the following course work.

**INTERNATIONAL BUSINESS**

These courses provide students with an essential understanding of economics, which is central to all business operation. They also help students develop knowledge of the functional areas of international business.

Both of these:
- 06E:001 (ECON:1100) Principles of Microeconomics 4 s.h.
- 06E:002 (ECON:1200) Principles of Macroeconomics 4 s.h.

Three of these (total of 9 s.h.):
- 06E:125 (ECON:3240) Global Economics and Business 3 s.h.
- 06E:129 (ECON:3260) Economic Growth and Development 3 s.h.
- 06E:173 (ECON:3500) International Economics 3 s.h.
- 06F:130 (FIN:4240) International Finance 3 s.h.
- 06J:146 (MGMT:4500) International Business Environment 3 s.h.
- 06M:151 (MKTG:4300) International Marketing 3 s.h.
- 091:282 (LAW:8600) International Business Transactions 3 s.h.

**INTERNATIONAL RELATIONS AND INSTITUTIONS**

These courses familiarize students with comparative politics, social geography, foreign policy, and issues related to world population and the environment—topics relevant to decision making in the international business world.

Two of these (total of 6 s.h.):
- 06A:152 (HIST:4232) United States in World Affairs 3 s.h.
- 16W:138 (HIST:4162) History of Global Health 3 s.h.
- 16W:155 (HIST:3145) Europe and the U.S. in the Twentieth Century 3 s.h.
- 019:156 (JMC:3700) Comparative Communication Systems 3 s.h.
- 030:041 (POLI:1401) Introduction to the Politics of Russia and Eurasia 3 s.h.
- 030:043 (POLI:1403) Introduction to Politics in the Muslim World 3 s.h.
- 030:060 (POLI:1500) Introduction to International Relations 3 s.h.
- 030:061 (POLI:1501) Introduction to American Foreign Policy 3 s.h.
- 030:130 (POLI:3506) Consequences of War 3 s.h.
- 030:131 (POLI:3304) Global Justice 3 s.h.
- 030:137 (POLI:3400) Introduction to Political Economy 3 s.h.
- 030:142 (POLI:3401) European Union 3 s.h.
- 030:149 (POLI:3450) Problems in Comparative Politics 3 s.h.
- 030:150 (POLI:3404) Public Policy Around the World 3 s.h.
- 030:151 (POLI:3417) Political Leadership 3 s.h.
- 030:155 (POLI:3509) International Courts: The Intersection of Law and Politics 3 s.h.
- 030:156 (POLI:3406) Ethnic and Religious Conflict in the Muslim World 3 s.h.
- 030:160 (POLI:3507) Women and Politics in Global Perspective 3 s.h.
030:161 (POLI:3501) International Organization and World Order  3 s.h.
030:162 (POLI:3500) American Foreign Policies  3 s.h.
030:163 (POLI:3520) National Security Policy  3 s.h.
030:165 (POLI:3512) International Conflict  3 s.h.
030:166 (POLI:3515) Global Communication and Politics  3 s.h.
030:167 (POLI:3502) Politics and the Multinational Enterprise  3 s.h.
030:168 (POLI:3512) International Conflict  3 s.h.
030:169 (POLI:3500) American Foreign Policies  3 s.h.
030:173 (POLI:3510) State Failure in the Developing World  3 s.h.
030:177 (POLI:3504) Globalization  3 s.h.
030:178 (POLI:3505) Causes, Consequences, and Management of Civil War  3 s.h.
030:195 (POLI:3550) Problems of International Politics  3 s.h.
030:197 (POLI:3513) Politics of International Human Rights Law  3 s.h.
036:042 (COMM:2042)/042:042 (SSW:2042)/187:042 (IS:2042) Intercultural Communication  3 s.h.
044:010 (GEOG:1090) Globalization and Geographic Diversity  3 s.h.
044:011 (GEOG:2110) Population Geography  3 s.h.
044:030 (GEOG:2910) The Global Economy  3 s.h.
044:031 (GEOG:3910) Geographic Perspectives on Development  3 s.h.
091:193 (LAW:8570) Human Rights in the World Community  3 s.h.
091:195 (LAW:8649) Foundations of International Law  3 s.h.
113:010 (ANTH:2100) Anthropology and Contemporary World Problems  3 s.h.
113:104 (ANTH:3130) Cultural Politics  3 s.h.
113:114 (ANTH:3112) Environmentalisms  3 s.h.
113:116 (ANTH:2136) Urban Anthropology  3 s.h.
113:143 (ANTH:3103) Environment and Culture  3 s.h.

WORLD LANGUAGES
Certificate students develop intermediate-level competence in a language that is spoken in one of six geographic regions. Through world language study, they gain insight into the culture of another region of the world and develop a deeper understanding of their own language and culture.

Students must complete one of the approved language sequences below. For questions about languages not listed or about study abroad course work, see a Certificate in International Business advisor.

**Arabic**
All of these:
195:102 (ARAB:1002) Elementary Modern Standard Arabic II  5 s.h.

**Chinese**
All of these:

**French**
One of these sequences:
009:001 (FREN:1001)-009:002 (FREN:1002) Elementary French I-II  10 s.h.
009:010 (FREN:1010) First-Year French Review  5 s.h.

All of these:
One course for which 009:012 (FREN:2002) is prerequisite (may include Iowa Regents Program credit)

**German**
One of these:
013:011 (GRMN:1001)-013:012 (GRMN:1002) Elementary German I-II (both courses)  8 s.h.
013:014 (GRMN:1010) First-Year German Review  5 s.h.

All of these:
013:021 (GRMN:2001) Intermediate German I  4 s.h.
013:022 (GRMN:2002) Intermediate German II  4 s.h.
One course for which 013:022 (GRMN:2002) is prerequisite

**Hindi**
039:123 (SOAS:2101) First-Year Hindi-Urdu: First Semester  5 s.h.
039:124 (SOAS:2102) First-Year Hindi: Second Semester  5 s.h.
039:126 (SOAS:3101) Second-Year Hindi: First Semester  4 s.h.
039:127 (SOAS:3102) Second-Year Hindi: Second Semester  4 s.h.

**Italian**
One of these:
018:001 (ITAL:1101)-018:002 (ITAL:1102) Elementary Italian I-II (both courses)  10 s.h.
018:103 (ITAL:3002) Intensive Elementary Italian  6 s.h.

All of these:
One course for which 018:012 (ITAL:2204) is prerequisite

**Japanese**
One of these sequences:
Both of these:

**Portuguese**
One of these:
AREA STUDIES

These courses help students learn about the culture, contemporary history, art, literature, and politics of the geographic region in which their choice of world languages is spoken. Area studies topics are critical to students’ understanding of how society and culture influence the people with whom they share the world and may conduct business.

Students complete 6 s.h. from one geographic area. They should select an area that is appropriate for the world language they chose to satisfy the certificate’s language requirement.

Asia

Appropriate for these languages: Chinese, Hindi, or Japanese

**Arts & Culture**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01H:016</td>
<td>ARTH:1070/CHIN:1070 Asian Art and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:031</td>
<td>ARTH:2220/ASIA:2231 Introduction to the Art of China</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:033</td>
<td>ARTH:2250/JPNS:2250 Introduction to the Art of Japan</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:119</td>
<td>ARTH:3220/ASIA:3219 Chinese Art and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:120</td>
<td>ARTH:3230/ASIA:3220 Chinese Painting I: Pagodas and Palaces</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:123</td>
<td>ARTH:3260/JPNS:3260 Japanese Painting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:132</td>
<td>ENGL:3540 Literature of the Indian Subcontinent</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>016:005</td>
<td>HIST:2602/ASIA:2602 Civilizations of Asia: China</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>016:006</td>
<td>HIST:2604/ASIA:2604 Civilizations of Asia: Japan</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:140</td>
<td>HIST:4605 Disease, Politics, and Health in South Asia</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:153</td>
<td>HIST:4815 Topics in the Modern Middle East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:172</td>
<td>HIST:4610/JPNS:4610 Japan--Age of the Samurai</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:173</td>
<td>HIST:4615/JPNS:4615 Modern Japan</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:175</td>
<td>HIST:4620/JPNS:4620 Japan--U.S. Relations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:183</td>
<td>HIST:4176 Vietnam War on Film</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>16W:194</td>
<td>HIST:4640 Imperialism and Modern India</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:198</td>
<td>HIST:4655/ASIA:4655 China Since 1927</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>026:145</td>
<td>PHIL:3845/RELS:3645 Buddhist Philosophy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:143</td>
<td>POLI:3414/ASIA:3414 Government and Politics of the Far East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:148</td>
<td>POLI:3408 Government and Politics of China</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:004</td>
<td>RELS:1404/ASIA:1404 Living Religions of the East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:006</td>
<td>RELS:1506/ASIA:1506 Introduction to Buddhism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:014</td>
<td>RELS:1410 Introduction to Indian Religions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:017</td>
<td>RELS:1610/ASIA:1115 Japanese Religions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:081</td>
<td>RELS:2681 Hindu Religion and Art</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:116</td>
<td>RELS:3660/ASIA:3660 Japanese Religion and Thought</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:163</td>
<td>RELS:4620/ASIA:4620 Turning East</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>032:188</td>
<td>RELS:3655/ASIA:3655 Zen Buddhism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:018</td>
<td>SOAS:1502 Asian Humanities: India</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:019</td>
<td>CHIN:1504 Asian Humanities: China</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:020</td>
<td>JPNS:1506 Asian Humanities: Japan</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:032</td>
<td>CHIN:1702 Chinese Popular Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:034</td>
<td>ASIA:1704 The Languages of Asia in Cultural and Historical Perspective</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:036</td>
<td>ASIA:1706 Understanding Korean Culture Wave</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:057</td>
<td>ASIA:2606/ASIA:2606 Civilizations of Asia: South Asia</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:140</td>
<td>CHIN:4204/RELS:4404 The Literature of Daoism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:141</td>
<td>CHIN:3341 Chinese Literature: Poetry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:142</td>
<td>CHIN:3202 Chinese Literature: Prose</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>039:180</td>
<td>CHIN:4203 Modern Chinese Writers</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>39:103</td>
<td>JPNS:3401 Language in Japanese Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>39:144</td>
<td>JPNS:3205 Major Authors in Modern Japanese Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>39:155</td>
<td>JPNS:3601 Contemporary Japanese Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:106</td>
<td>CCL:4606/ASIA:4606 Topics in Asian Cinema</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
113:107 (ANTH:2108)/131:107 (GWSS:2108) Gendering India 4 s.h.

Europe
Appropriate for these languages: French, German, Italian, Portuguese, or Spanish
01H:157 (ARTH:3020)/009:130 (FREN:3030) Paris and the Art of Urban Life 3 s.h.
008:065 (ENGL:2360) Twentieth-Century British Literature 3 s.h.
008:066 (ENGL:2361) Twenty-first-Century British Literature 3 s.h.
008:110 (ENGL:3350) Literature and Culture of 20th- and 21st-Century Britain 3 s.h.
009:030 (FREN:1510) Cultural Misunderstandings: France and U.S.A. 3 s.h.
009:114 (FREN:3120) French Civilization 3 s.h.
009:120 (FREN:3130) French-Speaking Cultures 3 s.h.
009:147 (FREN:3510)/048:105 (CCL:3605) French Cinema 3 s.h.
009:148 (FREN:3540) Gender and Sexuality in French Cinema 3 s.h.
009:168 (FREN:4080)/048:168 (CCL:4368) Post-Colonial Literature in France 3 s.h.
013:101 (GRMN:3501) Introduction to German Literature 3 s.h.
013:105 (GRMN:3405) German Cultural History 3 s.h.
013:115 (GRMN:4315) Contemporary German Civilization 3 s.h.
13E:075 (GRMN:2775) Scandinavian Crime Fiction 3 s.h.
13E:118 (GRMN:2618) The Third Reich and Literature 3 s.h.
13E:119 (GRMN:2819) German Film 3 s.h.
13E:120 (GRMN:2720) Germany in the World 3 s.h.
013:140 (GRMN:4540) Literature in Film 3 s.h.
16E:130 (HIST:4438) Modern European Imperialism 3 s.h.
16E:135 (HIST:4460) Twentieth-Century Europe: The Nazi Era 3 s.h.
16E:136 (HIST:4461) Twentieth-Century Europe: The Cold War and After 3 s.h.
16E:144 (HIST:4465) Modern France 1870-Present 3 s.h.
16E:146 (HIST:4470) France from 1815-Present 3 s.h.
16E:152 (HIST:4486) Modern Britain: The Twentieth Century 3 s.h.
16E:156 (HIST:4475) Germany Since 1914: Weimar, Hitler, and After 3 s.h.
16E:158 (HIST:4978) Holocaust in History and Memory 3 s.h.
16W:155 (HIST:3145) Europe and the U.S. in the Twentieth Century 3 s.h.
018:105 (ITAL:4667) Modern Italian Fiction 3 s.h.
018:106 (ITAL:4668) Modern Italian Poetry and Drama 3 s.h.
018:132 (ITAL:3550) Images of Modern Italy 3 s.h.
030:140 (POLI:3412) Government and Politics of Europe 3 s.h.
030:142 (POLI:3401) European Union 3 s.h.
030:147 (POLI:3403) Parties and Elections Around the World 3 s.h.
030:172 (POLI:3416) France in the 21st Century 3 s.h.
035:110 (SPAN:2400) Readings in Spanish Literature 3 s.h.
035:150 (SPAN:3600) Cultures of Spain 3 s.h.
035:153 (SPAN:3620) Madrid 3 s.h.
035:157 (SPAN:3840) Contemporary Spanish Short Story 3 s.h.
035:161 (SPAN:3820) Modern and Contemporary Spanish Literature 3 s.h.
039:107 (PORT:3500) Introduction to Portuguese Literature 3 s.h.
048:021 (CCL:2621) Introduction to European Film 3 s.h.
048:104 (CCL:4604) Topics in European Film 3 s.h.
048:167 (CCL:3647) Gender and Sexuality in French Cinema 3 s.h.

Latin America
Appropriate for these languages: Portuguese or Spanish
008:114 (ENGL:3530) Caribbean Literature and Culture 3 s.h.
008:133 (ENGL:3535) Inter-American Studies 3 s.h.
16A:112 (HIST:4216) Mexican American History 3 s.h.
16A:113 (HIST:4217) Latina/o Immigration 3 s.h.
16W:106 (HIST:4501) Society and Revolution in Cuba 3 s.h.
16W:107 (HIST:4502) History of Mexico 3 s.h.
16W:110 (HIST:4505) Topics in Latin American History 3 s.h.
16W:112 (HIST:4515) Introduction to Latin Modern America 3 s.h.
16W:114 (HIST:4520) Latin America and the U.S.: The Historical Perspective 3 s.h.
16W:115 (HIST:4525) Latin American Revolution 3 s.h.
030:144 (POLI:3415) Latin American Politics 3 s.h.
035:020 (SPAN:1800) Contemporary Spanish American Narrative 3 s.h.
035:111 (SPAN:2500) Readings in Spanish American Literature 3 s.h.
035:113 (SPAN:2800) Screening Latin America 3 s.h.
035:130 (SPAN:3200) Cultures of Spanish America 3 s.h.
035:131 (SPAN:3300) Contemporary Spanish American Fiction 3 s.h.
035:132 (SPAN:3320) Spanish American Poetry 3 s.h.
035:134 (SPAN:3310) Spanish American Short Story 3 s.h.
035:135 (SPAN:3440) Latino Literature and Culture 3 s.h.
035:144 (SPAN:3360)/131:162 (GWSS:3360) Latin American Women Writers 3 s.h.
035:171 (SPAN:4350) Twentieth-Century Spanish American Theater and Performance 3 s.h.
035:175 (SPAN:4310) Cultural Identity in Caribbean Literature 3 s.h.
035:177 (SPAN:4370) Literature and Mass Culture in Latin America 3 s.h.
035:191 (SPAN:4810)/048:178 (CCL:4678) Topics in Latin American Cinema 3 s.h.
038:020 (PORT:1800) Contemporary Brazilian Narrative 3 s.h.
038:077 (PORT:1810) Brazil: The Erotic/Exotic Lure 3 s.h.
038:106 (PORT:3400) Brazilian Literature After 1900 3 s.h.
038:112 (PORT:4000) Topics in Luso-Brazilian Literature 3 s.h.
038:115 (PORT:2800) Writing Brazil in the U.S. 3 s.h.
113:119 (ANTH:3111) Health in Mexico 3 s.h.
113:131 (ANTH:3110) Latin American Economy and Society 3 s.h.
130:070 (LAS:2700) Introduction to Latin American Studies 3 s.h.
130:176 (LAS:4700)/038:176 (CCL:4678) Topics in Latin American Studies Seminar 3 s.h.

Middle East/Africa
Appropriate for these languages: Swahili, or proficiency in another contemporary Middle Eastern or African language
01H:002 (ARTH:1040) Arts of Africa 3 s.h.
01H:107 (ARTH:3150) Art of West Africa 3 s.h.
01H:116 (ARTH:3170) The Art of Central Africa 3 s.h.
008:157 (ENGL:3555) Topics in African Cinema 3 s.h.
08G:014 (ENGL:1365)/129:008 (AFAM:1365) Literatures of the African Peoples 3 s.h.
009:120 (FREN:3130) French-Speaking Cultures 3 s.h.
009:146 (FREN:3530) Francophone Cinema 3 s.h.
009:163 (FREN:4110) Francophone Literature of the African Diaspora 3 s.h.
016:008 (HIST:2608) Civilizations of Africa 3 s.h.
16W:121 (HIST:4715)/129:164 (AFAM:4715) African History Since 1880 3 s.h.
16W:125 (HIST:4725) Women and Gender in African History 3 s.h.
16W:126 (HIST:4730) Slavery, Jihads, and Saints in Islamic Africa 3 s.h.
16W:152 (HIST:4810) History of the Modern Middle East 3 s.h.
16W:153 (HIST:4815) Topics in the Modern Middle East 3 s.h.
030:043 (POLI:1403) Introduction to Politics in the Muslim World 3 s.h.
030:156 (POLI:3406) Ethnic and Religious Conflict in the Muslim World 3 s.h.
030:176 (POLI:3418) Governance in the Middle East 3 s.h.
032:030 (RELS:1130) Introduction to Islamic Civilization 3 s.h.
032:052 (RELS:2852) Women in Islam and the Middle East 3 s.h.
032:155 (RELS:3855) Human Rights and Islam 3 s.h.
032:157 (RELS:3020) Religion and Politics 3 s.h.
032:159 (RELS:4859) Comparative Islamic Law 3 s.h.
044:161 (GEOG:2404) African Development 3 s.h.
044:164 (GEOG:4960) The Middle East 3 s.h.

Russia/Eastern Europe

Appropriate for these languages: Russian, or proficiency in a modern Slavic language

16E:178 (HIST:4493) Soviet Union 1917-1945 3 s.h.
030:041 (POLI:1401) Introduction to the Politics of Russia and Eurasia 3 s.h.
030:141 (POLI:3413) Russian Politics 3 s.h.
030:142 (POLI:3401) European Union 3 s.h.
030:146 (POLI:3410) Russian Foreign Policy 3 s.h.
030:159 (POLI:3405) Authoritarian Politics 3 s.h.
041:058 (SLAV:1450) Diversities of Eastern Europe: Culture, Art, and Politics 3 s.h.
041:082 (SLAV:3082) Youth Subcultures After Socialism 3 s.h.
041:086 (SLAV:3086) Russian Media Today 3 s.h.
041:093 (SLAV:1531) Slavic Folklore 3 s.h.
041:094 (SLAV:1532) Religion and Culture of Slavs 3 s.h.
041:098 (SLAV:1131) Introduction to Russian Culture 3 s.h.
041:099 (SLAV:1132) Russia Today 3 s.h.
041:104 (SLAV:3131)/152:170 (GHS:3131) Health Care and Health Reforms in Russia 3 s.h.
041:134 (SLAV:3134) Forbidden Masterpieces: Russian and Czech Authors who Changed History 3 s.h.
041:155 (SLAV:3122)/008:155 Tolstoy and Dostoevsky 3-4 s.h.
041:160 (SLAV:2131) Women in Russian Society 3 s.h.
041:164 (SLAV:2531)/048:164 (CCL:2531) Topics in Russian, East European, and Eurasian Studies 3 s.h.
041:165 (SLAV:3100) West and East: Women in the Slavic World 3 s.h.
041:168 (SLAV:3221)/048:154 (CCL:3221) Twentieth-Century Czech Authors 3 s.h.
Management and Organizations

Chair
- Amy L. Kristof-Brown

Professors
- Kenneth G. Brown (Henry B. Tippie Research Fellow), Jay J. Christensen-Szalanski, Nancy R. Hauserman (Williams Teaching Professor), David K. Hensley, Maria L. Kraimer (Gary C. Fethke Research Fellow), Amy L. Kristof-Brown (Henry B. Tippie Research Professor of Management), Lon D. Moeller, Michael K. Mount (Henry B. Tippie Research Professor Management), Sara L. Rynes (John F. Murray Professor), Greg L. Stewart (Henry B. Tippie Research Professor of Management)

Associate professors
- Terry L. Boles (Henry B. Tippie Research Fellow), Amy E. Colbert (Leonard A. Hadley Research Fellow), Scott E. Seibert (Henry B. Tippie Research Fellow)

Assistant professors
- Eean R. Crawford, Ning Li, Qihang Lin, Ernest H. O’Boyle

Lecturers
- Lee D. Eilers, Joseph George, Robert E. Gettemy, Richard C. McCarty, Dennis M. Schrag, Joseph N. Sulentic

Professors emeriti

Undergraduate major: management (B.B.A.)
Graduate degree: management program for the Ph.D. in business administration
Web site: http://tippie.uiowa.edu/management-organizations/

The Department of Management and Organizations offers study of human resource management; individual, team, and organizational behavior; employment law and ethics; leadership and personal development; negotiations; training and development; and organizational design.

Undergraduate Program of Study

- Major in management (Bachelor of Business Administration)

Bachelor of Business Administration

The Bachelor of Business Administration with a major in management requires a minimum of 120 s.h., including 21 s.h. of work for the major. The program is designed to give students a thorough background in the department’s study areas as well as an understanding of their application to real-life situations. Specific courses, research projects, and other experiences, such as simulations, are blended to include both theoretical and pragmatic aspects of the field.

All B.B.A. students majoring in management choose one of three tracks: entrepreneurial management, human resource management, or leadership and management. The entrepreneurial management track is intended for students who plan to start their own business or work in a small business. The human resource management track covers business and employment law and prepares students to pursue careers in human resources or to earn a degree in law. The leadership and management track focuses on practical skills; it is best suited for students considering consulting or management careers. Each track provides a solid background in general management principles in addition to a specialized focus.

The major in management requires the following course work. For B.B.A. common requirements, see Bachelor of Business Administration (p. 632) in the Catalog.

COMMON REQUIRED COURSES
Students in all tracks must complete the following three courses.
- 60J:130 (MGMT:3200) Individuals, Teams, and Organizations 3 s.h.
- 60J:131 (MGMT:3300) Strategic Human Resource Management 3 s.h.
- 60J:156 (MGMT:4100) Dynamics of Negotiations 3 s.h.

ENTREPRENEURIAL MANAGEMENT TRACK
Students in the entrepreneurial management track complete all of these:
- 60J:125 (MGMT:3100) Entrepreneurial Strategy 3 s.h.
- 60T:134 (ENTR:3200) Entrepreneurial Marketing 3 s.h.
- 60T:150 (ENTR:4400) Managing the Growth Business 3 s.h.
And 3 s.h. from these:
- 60T:191 (ENTR:4100) Practicum in Entrepreneurship 3 s.h.
- 60T:192 (ENTR:4200) Entrepreneurship: Business Consulting 3 s.h.
- 60T:193 (ENTR:4600) Advanced Venture Finance 3 s.h.
- 60T:194 (ENTR:4300) Entrepreneurship: Advanced Business Planning 3 s.h.
- 60T:199 (ENTR:4900) Academic Internship arr.

HUMAN RESOURCE MANAGEMENT TRACK
Students in the human resource management track complete all of these:
- 60J:132 (MGMT:3400) Law and Ethics in Management 3 s.h.
- 60J:160 (MGMT:4200) Staffing and Talent Management 3 s.h.
- 60J:171 (MGMT:4350) Performance Management and Strategic Rewards 3 s.h.

And 3 s.h. from these:
- 60J:145 (MGMT:3900) Training and Developing Human Resources 3 s.h.
- 60J:146 (MGMT:4500) International Business Environment 3 s.h.
- 60J:162 (MGMT:4300) Leadership and Personal Development 3 s.h.
- 60T:150 (ENTR:4400) Managing the Growth Business 3 s.h.
- 60T:192 (ENTR:4200) Entrepreneurship: Business Consulting 3 s.h.

LEADERSHIP AND MANAGEMENT TRACK
Students in the leadership and management track complete all of these:
- 60J:132 (MGMT:3400) Law and Ethics in Management 3 s.h.
- 60J:162 (MGMT:4300) Leadership and Personal Development 3 s.h.
- 60J:167 (MGMT:4325) Team and Project Management 3 s.h.
And 3 s.h. from these:

- **06J:125 (MGMT:3100) Entrepreneurial Strategy** 3 s.h.
- **06J:145 (MGMT:3900) Training and Developing Human Resources** 3 s.h.
- **06J:146 (MGMT:4500) International Business Environment** 3 s.h.
- **06J:147 (MGMT:3500) Nonprofit Organizational Effectiveness I** 3 s.h.
- **06J:160 (MGMT:4200) Staffing and Talent Management** 3 s.h.
- **06T:192 (ENTR:4200) Entrepreneurship: Business Consulting** 3 s.h.

**Graduate Program of Study**

- Management program for the Doctor of Philosophy in business administration

In addition to offering a management and organizations program for the Ph.D. in business administration, the department participates in the M.B.A. program, which is offered by the Tippie School of Management; see Master of Business Administration Program (p. 677) in the Catalog.

**Doctor of Philosophy**

Graduate students in management and organizations may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see Doctor of Philosophy (p. 640) in the Catalog and visit the Department of Management and Organizations web site.

Applicants must meet the admission requirements of the Graduate college; see the Manual of Rules and Regulations section of the Catalog.

**Courses**

**Primarily for Upper-Division Undergraduates**

- **06J:029 (MGMT:1300) First-Year Seminar** 1 s.h.
  Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

- **06J:047 (MGMT:2000) Introduction to Law** 3 s.h.
  General history, structure of law; law's action in guiding changing economic, social patterns. Requirements: sophomore standing.

- **06J:048 (MGMT:2100) Introduction to Management** 3 s.h.
  Principles of management, organizational structure, decision making, leadership, line-staff relationships, administration of organizations. Requirements: sophomore standing.


- **06J:125 (MGMT:3100) Entrepreneurial Strategy** 3 s.h.
  The synergistic effect of entrepreneurial attributes (e.g., innovation, creativity, opportunity recognition) and managerial attributes (e.g., strategic management, planning, budgeting) on profit and nonprofit organizations.

- **06J:130 (MGMT:3200) Individuals, Teams, and Organizations** 3 s.h.
  Theories of organizational behavior applied to current business trends for individuals, teams, organizations; personality, managing diversity, work-family conflict, self-managed teams, charismatic leadership, work motivation, managing conflict, organizational culture. Prerequisites: 06J:047 (MGMT:2000) and 06J:048 (MGMT:2100).

- **06J:131 (MGMT:3300) Strategic Human Resource Management** 3 s.h.
  People management activities, policies, and practices that promote effective organizations; how changes in technology, business restructuring, legal and social concerns, other issues affect human resource management. Prerequisites: 06J:047 (MGMT:2000) and 06J:048 (MGMT:2100).

- **06J:132 (MGMT:3400) Law and Ethics in Management** 3 s.h.
  Laws affecting employers and employees, such as regulatory health and safety policies, unemployment and retirement benefits, and employment discrimination including hiring, termination, testing issues. Prerequisites: 06J:047 (MGMT:2000) and 06J:048 (MGMT:2100).

- **06J:145 (MGMT:3900) Training and Developing Human Resources** 3 s.h.
  Concepts, practices in training and development; strategic issues affecting the design, implementation, and evaluation of training programs and of career management and organizational development activities. Prerequisites: 06J:130 (MGMT:3200), 06J:131 (MGMT:3300), and 06J:132 (MGMT:3400).

- **06J:146 (MGMT:4500) International Business Environment** 3 s.h.
  Differences in international and domestic business; cultural, legal, political factors for managers. Requirements: junior or higher standing.

- **06J:147 (MGMT:3500) Nonprofit Organizational Effectiveness I** 3 s.h.

- **06J:148 (MGMT:3600) Nonprofit Organizational Effectiveness II** 3 s.h.
  Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Same as 024:148 (MUSM:3600), 096:169 (NURS:3600), 042:158 (SSW:3600), 032:128 (RELS:3701).

- **06J:156 (MGMT:4100) Dynamics of Negotiations** 3 s.h.
  Predictable aspects and dynamics of bargaining experiences; simulations, experiential exercises to foster skills needed for effective negotiation in almost any situation. Requirements: completion of 90 s.h.

- **06J:160 (MGMT:4200) Staffing and Talent Management** 3 s.h.
Staffing processes; external influences such as labor markets, the legal environment; support activities such as job analysis, employment planning; staffing activities such as internal and external recruiting, selection. Prerequisites: 06J:130 (MGMT:3200), 06J:131 (MGMT:3300), and 06J:132 (MGMT:3400).

06J:162 (MGMT:4300) Leadership and Personal Development
3 s.h.
Practical development and application of leadership and managerial skills to enhance individual and organizational effectiveness. Prerequisites: 06J:130 (MGMT:3200) and 06J:131 (MGMT:3300). Requirements: senior standing.

06J:167 (MGMT:4325) Team and Project Management
3 s.h.
Fundamentals of managing teams and group projects; emphasis on practical application, using case studies, and interactive and experiential exercises. Prerequisites: 06J:130 (MGMT:3200), 06J:131 (MGMT:3300), and 06J:132 (MGMT:3400).

06J:168 (MGMT:4000) Topics in Management
1.3 s.h.
Topics not regularly offered in other courses. Prerequisites: 06J:047 (MGMT:2000) and 06J:048 (MGMT:2100).

06J:171 (MGMT:4350) Performance Management and Strategic Rewards
3 s.h.
Role of pay and other rewards on organizational objectives; compensation’s impact on employee behavior and performance; mix of pay and benefits in compensation systems; legal environment regulating pay and benefits; nonmonetary forms of reward. Prerequisites: 06J:130 (MGMT:3200), 06J:131 (MGMT:3300), and 06J:132 (MGMT:3400).

06J:195 (MGMT:4999) Honors Thesis in Management and Organizations
3 s.h.
Independent student project directed by faculty or staff advisor; culminates in a thesis that conforms to University Honors Program guidelines; may include empirical research, library research, applied projects. Prerequisites: 06B:194 (BUS:3999) or 06E:194 (ECON:3999). Requirements: admission to the Tippie College of Business honors program.

06J:199 (MGMT:4900) Academic Internship
arr.
Professional internship experience with associated academic content.

Primarily for Graduate Students

06J:201 (MGMT:7950) Directed Readings in Management and Organizations
arr.

06J:202 (MGMT:6000) M.A. Research Report
1 s.h.
Requirements: nonthesis M.A. enrollment.

06J:205 (MGMT:7900) Contemporary Topics in Management and Organizations
arr.
Research topics in human resources and organizational behavior.

3 s.h.
Systematic approach to managing human resources through practices consistent with validated theories and empirical research; human resources practices and business strategies; human resources strategy, recruitment and selection, training and development, employment law, international human resources, career management, compensation.

06J:232 (MGMT:9210) Legal Environment of Business
3 s.h.
Legal issues surrounding start-up and day-to-day management of a business; contract law, standard business formations, tort law, employment law, business ethics, alternative dispute resolution. Prerequisites: 06N:212 (MBA:8120).

06J:235 (MGMT:9220) Maximizing Team Performance
3 s.h.
Current approaches to implementing effective teams within organizations; team selection and formation, group dynamics, facilitation skills, performance and obstacle management.

06J:242 (MGMT:9230) Managing and Preventing Conflict
3 s.h.
Skills for management of high-conflict situations in the workplace and for long-term business success and job satisfaction; experience developing mediation-based skills and communication techniques to prevent and resolve workplace conflicts.

06J:244 (MGMT:9250) Managing Organizational Performance
3 s.h.
Concepts and practices for effective management, measurement, and improvement of organizational performance; establishing and communicating organizational expectations, the manager as coach and motivator, measurement and methodologies, performance improvement methods. Requirements: 06N:212 (MBA:8120) or a management course.

06J:245 (MGMT:9260) Strategic Employee Development
3 s.h.
Concepts, practices in training and development; strategic issues affecting the design, implementation, and evaluation of training programs and of career management and organizational development activities.

06J:246 (MGMT:9140) International Management
3 s.h.
Management issues encountered in international business settings; assessing international politico-economic and sociocultural environments; managing a multicultural workforce; forming international structures and alliances; developing international business strategy.

06J:247 (MGMT:9150) Nonprofit Organizational Effectiveness I
3 s.h.

06J:248 (MGMT:9160) Nonprofit Organizational Effectiveness II
3 s.h.

06j:256 (MGMT:9110) Dynamics of Negotiations 3 s.h.
Predictable aspects and dynamics of bargaining experiences; simulations, experiential exercises to foster skills needed for effective negotiation in almost any situation. Requirements: M.B.A. enrollment.

06j:262 (MGMT:9120) Leadership and Personal Development 3 s.h.
Major theories; determinants of leader effectiveness, personal and career success; practical development of leadership, managerial skills to enhance individual, organizational effectiveness. Prerequisites: 06N:212 (MBA:8120).

06j:263 (MGMT:9130) Strategic Management of Change 3 s.h.
How congruence in organizational strategy, structure and culture, job design, and employee characteristics produces effective organizations; emphasis on managing organizational change, implementing and working in teams, project management. Prerequisites: 06N:212 (MBA:8120).

06j:265 (MGMT:7124) Methods for Qualitative Research 2 s.h.
Qualitative methods available to researchers; role and contributions of qualitative methods in research; reasons why qualitative research papers get rejected by journals and strategies to avoid them; work with qualitative data; philosophy of science, formulating research questions, sampling and gaining access, alternative qualitative data collection methods, ways of coding and analyzing qualitative data, building theory from qualitative data.

06j:266 (MGMT:7128) Methods for Experimental Research 2 s.h.
Nature of research and principles of experimental design, including laboratory and field experiments (quasi-experiments), event sampling, and methods of small-group research; analysis of variance (ANOVA), analysis of covariance (ANCOVA), multi-attribute analysis of variance (MANOVA); orthogonal, planned and unplanned comparisons, factorial experiments including repeated measures, nested-factors design, Latin square designs; analysis of data sets with SPSS.

06j:267 (MGMT:7320) Organizational Theory Ph.D. 2 s.h.
Organizational theory; effect of changing environment and technological factors on organizational structure and effectiveness; resource dependency and power, conflict, interorganizational network, population ecology, economic theories of organization, institutional theory.

06j:268 (MGMT:7850) Seminar in Management 2-3 s.h.
Topics vary.

06j:269 (MGMT:7140) Meta-Analysis in Behavioral Social Sciences (Ph.D.) 3 s.h.
Methods for quantitative integration of findings in behavioral and social sciences; overall effect size or correlation, whether conflicting findings documented in research literature are due to moderators (interactions) or statistical and measurement artifacts.

06j:270 (MGMT:7120) Methods for Field Research (Ph.D.) 2 s.h.
Field methods commonly used in behavioral research with emphasis on surveys; different types of field research designs; evaluation of advantages and disadvantages of different research approaches; practice generating research questions and hypotheses appropriate for field survey designs; issues related to levels of analysis; develop and administer surveys to maximize response rates; identify appropriate samples; brief introduction to statistical approaches for analyzing survey data.

06j:271 (MGMT:7375) Performance Management 2 s.h.
Theories and research pertaining to employee work performance and evaluation; conceptual definitions of economic performance; theories concerning the determinants of work performance; theory and research explaining the effectiveness and biases of performance evaluation systems; theories and empirical research on performance feedback; areas for future theoretical and empirical investigation in performance management.

06j:272 (MGMT:7380) Training and Development (Ph.D.) 2 s.h.
Research-based examination of training and development programs; emphasis on processes of needs assessment, instructional design, and evaluation; integration of training with other human resource management functions; design of management development initiatives.

06j:273 (MGMT:7160) Measurement Theory and Methods in the Behavioral and Social Sciences (Ph.D.) 3 s.h.
Measurement and statistical methods needed for conduct of methodologically sound, publishable research; kinds and levels of measurement; role of measurement in theory development and cumulative research knowledge; theory of measurement error; types of reliability and their estimation; corrections for bias in research results due to measurement error; basic scaling methods; criterion-related, content, and construct validity; cross-validation and shrinkage formulas; factor analysis; statistical power in research studies; introduction to meta-analysis; item analysis and scale construction; structural equation modeling. Requirements: basic statistical methods course.

06j:274 (MGMT:7330) Staffing Organizations (Ph.D.) 3 s.h.
Aspects of selection, including professional and legal standards; job analysis techniques, validation strategies, criterion development; selection methods (e.g., psychological tests, interviews, biographical data, assessment centers); ethical issues.

06j:275 (MGMT:7340) Group Processes (Ph.D.) 2 s.h.
In-depth understanding of how work groups and teams can be made more effective in organizations; team design issues (i.e., task type, interdependence, leadership, member composition); process issues including power, influence, communications, conflict, collective memory, and intergroup relations.
06J:276 (MGMT:7350) Leadership (Ph.D.)  3 s.h.
Understanding and preparation for implementing leadership in organizations; focus on reading and analysis of basic research-related leadership theories: contrast "great person" theories, traditional behavioral and situational theories, and transformational leadership theory.

06J:277 (MGMT:7360) Motivation and Attitudes (Ph.D.)  3 s.h.
Motivational processes, attitudes, communication and interorganizational networks; emphasis on motivational antecedents and consequences, theoretical implications for models of work performance.

06J:278 (MGMT:7370) Reward Systems (Ph.D.)  2 s.h.
Compensation systems, government influences, equity in compensation and individual wage determination; research-based examination of performance evaluation and appraisal, theories of work performance.

06J:279 (MGMT:7390) Individual Differences in Traits/Abilities (Ph.D.)  3 s.h.
Research on individual and group differences in intelligence, personality, interests, values, other traits; findings related to performance in work world.

Management research conducted by doctoral students under faculty supervision; culminates in dissertation.

Management research conducted by mentored doctoral students under faculty supervision; culminates in second-year research paper.
Management Sciences

Chair
• Nick Street

Professors
• Kurt M. Anstreicher (Leonard A. Hadley Chair in Leadership), Samuel Burer (Henry B. Tippie Research Fellow), Philip C. Jones (Clement T. and Sylvia H. Hanson Chair in Manufacturing Productivity), Johannes Ledolter (C. Maxwell Stanley Professor of International Operations Management), Timothy J. Lowe (Chester A. Phillips Professor of Operations Management), Padmini Srinivasan, Nick Street (Henry B. Tippie Research Fellow)

Associate professors
• Ann M. Campbell (Henry B. Tippie Research Fellow), Renato E. de Matta (Henry B. Tippie Research Fellow), Jeffrey W. Ohlmann (Huneke Research Fellow), Gautam Pant, Barrett W. Thomas (Leonard A. Hadley Research Fellow)

Assistant professors
• Qihang Lin, Kang Zhao

Lecturers
• Michael W. Colbert, Kevin Felker, Yvonne L. Galusha

Professors emeriti
• Colin E. Bell, Warren J. Boe, Gary C. Fethke, Raj Jagannathan, Kenneth Kortanek

Undergraduate major: business analytics and information systems (B.B.A.)
Graduate degree: management sciences program for the Ph.D. in business administration
Web site: http://tippie.uiowa.edu/management-sciences/

The Department of Management Sciences specializes in using advanced computation and mathematical techniques to solve critical business problems. Its strengths in research and instruction include operations management, business analytics, information systems, and quantitative methods.

Undergraduate Program of Study
• Major in business analytics and information systems (Bachelor of Business Administration)

Bachelor of Business Administration

The Bachelor of Business Administration with a major in business analytics and information systems requires a minimum of 120 s.h., including 21 s.h. of work for the major. The program provides a variety of educational experiences that develop students' knowledge of managerial decision-making systems. Students acquire skill in applying this knowledge by constructing quantitative models, using computer technology, and creating database systems.

The major prepares students for career opportunities in both manufacturing and service organizations. Graduates find entry-level work as computer programmers, systems analysts, sales representatives with computer companies, and management trainees. Entry-level work in operations management is found in materials management, line supervision, purchasing, and manufacturing systems.

All B.B.A. students majoring in business analytics and information systems choose one of two tracks: business analytics or information systems.

The major in business analytics and information systems requires the following course work. For B.B.A. common requirements, see Bachelor of Business Administration (p. 632) in the Catalog.

COMMON REQUIRED COURSES
Students in both tracks must complete these three courses.
06K:182 (MSCI:3200) Database Management 3 s.h.
06K:185 (MSCI:4250) BAIS Capstone Project 3 s.h.
06K:193 (MSCI:3030) Business Process Analysis 3 s.h.

BUSINESS ANALYTICS TRACK
Students in the business analytics track complete all of these:
06K:127 (MSCI:3025) Decision Support Systems 3 s.h.
06K:175 (MSCI:3500) Business Intelligence 3 s.h.
06K:192 (MSCI:3920) Supply Chain Management 3 s.h.

INFORMATION SYSTEMS TRACK
Students in the information systems track complete all of these:
06K:126 (MSCI:3020) Business Programming 3 s.h.
06K:183 (MSCI:3300) Software Design and Development 3 s.h.
06K:184 (MSCI:3400) Data Communications 3 s.h.

ELECTIVES (BOTH TRACKS)
All students complete at least 3 s.h. from these:
06K:178 (MSCI:3800) Optimization and Simulation Modeling 3 s.h.
06K:180 (MSCI:3100) Applied Information Systems 3 s.h.
06K:186 (MSCI:4220) Database Management II 3 s.h.
06K:188 (MSCI:4280) Computer Networks and Security 3 s.h.
22C:016 (CS:1210) Computer Science I: Fundamentals 4 s.h.
Any computer science course for which 22C:016 (CS:1210) is a prerequisite 3-4 s.h.

Graduate Program of Study
• Management sciences program for the Doctor of Philosophy in business administration

In addition to offering a management sciences program for the Ph.D. in business administration, the department participates in the M.B.A. program, which is offered by the Tippie School of Management; see Master of Business Administration Program (p. 677) in the Catalog.

Doctor of Philosophy
Graduate students in management sciences may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see Doctor of Philosophy (p. 640) in the Catalog and visit the Department of Management Sciences web site.

Applicants must meet the admission requirements of the Graduate College; see Manual of Rules and Regulations of
Courses

Primarily for Undergraduates

06K:029 (MSCI:1300) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

06K:050 (MSCI:1000) Business Computing Essentials 2 s.h.
Basic proficiency with common business application software (word processing, spreadsheet, presentation software, database); simulation training to achieve requisite skills; additional support available via optional textbook or ebook; online, modular, self-taught course.

The computer and its uses in organization operation, management; computer systems terminology, programming, management information systems, use of applications software.

For Undergraduate and Graduate Students

06K:100 (MSCI:3000) Operations Management 3 s.h.
Strategic, tactical, operational issues that arise in management of production and service operations; product and process design, facilities planning, quality management, materials management, operations planning and scheduling, emerging technologies in production and service management. Prerequisites: 22S:008 (STAT:1030). Corequisites: 06K:070 (MSCI:2000), if not taken as a prerequisite. Requirements: junior standing.


06K:105 (MSCI:3005) Information Systems 3 s.h.
Application of computing principles to solving business problems; information technology in modern organizations; focus on sound data analysis to support decision making; tools used for problem solving (spreadsheets, databases, web applications); role of information systems in organizations; components of information technology; Internet and network economy; basic data analysis and visualization; decision-making logic represented as algorithms; perform what-if analysis with data; emerging technologies. Prerequisites: 06K:050 (MSCI:1000).

06K:126 (MSCI:3020) Business Programming 3 s.h.
Introduction to algorithms, data structures, and object-oriented programming constructs to solve business problems. Prerequisites: 06K:105 (MSCI:3005).

06K:127 (MSCI:3025) Decision Support Systems 3 s.h.
Introduction to programming Visual Basic for Applications in Excel to develop spreadsheet-based decision-support systems. Prerequisites: 06K:105 (MSCI:3005).

06K:128 (MSCI:4260) Web and Multimedia 3 s.h.
How multimedia tech is accomplished; tools used with each tech and modifications needed to function efficiently on the web; projects culminating in a web site.

06K:175 (MSCI:3500) Business Intelligence 3 s.h.
Introduction to predictive analytics methods motivated by problems in operations, marketing, finance and accounting; data and text mining techniques, including classification, clustering, and association analysis. Prerequisites: 06E:071 (ECON:2800).

06K:177 (MSCI:3070) Management Sciences Topics arr.
Special topics in management sciences and information systems.

06K:178 (MSCI:3800) Optimization and Simulation Modeling 3 s.h.
How to leverage data and apply spreadsheet optimization software and Monte Carlo simulation to form optimal decision policies. Prerequisites: 06E:071 (ECON:2800).

06K:180 (MSCI:3100) Applied Information Systems 3 s.h.
Application of computer technology to accounting and transaction processing systems; information systems infrastructure and trends; problem solving with microcomputer spreadsheets, databases; accounting cycle operations. Prerequisites: 06A:001 (ACCT:2100), 06A:002 (ACCT:2200), and 06K:070 (MSCI:2000) or 06K:170. Same as 06A:134 (ACCT:3600).

06K:182 (MSCI:3200) Database Management 3 s.h.
Design and implementation of a database using relational DBMS; emphasis on issues of logical and physical design, database administration, concurrency control, maintenance. Prerequisites: 06K:105 (MSCI:3005).

06K:183 (MSCI:3300) Software Design and Development 3 s.h.
Design and implementation of an information system; emphasis on programming and stages of software design life cycle, implemented using UML. Corequisites: 06K:126 (MSCI:3020), 06K:182 (MSCI:3200), and 06K:193 (MSCI:3030); if not taken as prerequisites.

06K:184 (MSCI:3400) Data Communications 3 s.h.
Computer communications: computer-communication system, hardware, data transmission principles; examples of existing communication networks; related managerial issues. Prerequisites: 06K:105 (MSCI:3005).

06K:185 (MSCI:4250) BAIS Capstone Project 3 s.h.
Individual or team senior project incorporating track-specific knowledge and skills from BAIS curriculum; projects from real-world customer, (e.g., software system, network design/implementation or data/process analysis); outcomes include written documentation, presentation, project report. Prerequisites: 06K:183 (MSCI:3300). Requirements: 90 s.h. earned.

06K:186 (MSCI:4220) Database Management II 3 s.h.
Advanced conceptual and logical design, in-depth SQL, DB administration, concurrency control, web database access; theory and practice. Prerequisites: 06K:182 (MSCI:3200).
Primary for Graduate Students

06K:188 (MSCI:4280) Computer Networks and Security
Introduction to network management; emphasis on cost effective, reliable, and secure configuration and management of network switches, routers, clients, servers, and users in local and wide area network architectures; basic router and switch configuration options, routing protocols, VLANs, switch loop avoidance, access control lists, network access control mechanisms, encryption; Public Key Infrastructure and network user security; hands-on activities with routers and switches, Cisco networking simulators, and virtual machines using IPv4 and IPv6 protocols. Prerequisites: 06K:184 (MSCI:3400).

3 s.h.

06K:192 (MSCI:3920) Supply Chain Management
Key issues in design and management of global supply chains; issues in integration of business processes across organizations that are concerned with movement of goods, delivery of services, and information flow along the supply chain in order to create value for the customer; issues in coordinating production and logistics within a firm and with outside suppliers and customers in the supply chain. Prerequisites: 06K:100 (MSCI:3000).

3 s.h.

06K:193 (MSCI:3030) Business Process Analysis
Design, management, and improvement of business processes; data-driven approach to map a value stream and analyze industrial and service-oriented business processes to identify improvement opportunities; spreadsheet-based simulation tools utilized to model business processes and demonstrate effect of variability on process performance metrics; role of information systems to increase an organization’s efficiency; project management skills with particular emphasis on understanding issues involved in designing an information system to successfully support a business operation. Prerequisites: 06K:100 (MSCI:3000).

3 s.h.

06K:195 (MSCI:4999) Honors Thesis in Management Sciences
Independent student project directed by faculty or staff advisor; culminates in thesis that conforms to University Honors Program guidelines; may include empirical research, library research, applied projects. Prerequisites: 068:194 (BUS:3999) or 06E:194 (ECON:3999). Requirements: admission to the Tippie College of Business honors program.

3 s.h.

06K:199 (MSCI:4900) Academic Internship
Professional internship experience with associated academic content.

arr.

06K:220 (MSCI:9220) Introduction to Information Systems
Effective ways for business firms to harness the power of information technology for strategic purposes; conventional and emerging architectures of information systems; integrated perspective on structural relationships among IT components; emphasis on case studies.

3 s.h.

06K:223 (MSCI:9225) Management of E-Commerce Systems
Benefits, capabilities, and related information technologies that compose the current state of electronic commerce; how to design, develop, and operate electronic commerce transaction processing-based applications; focus on web-based e-commerce systems and associated business models.

3 s.h.

06K:226 (MSCI:9200) Business Programming
Introduction to algorithms, data structures, and object-oriented programming constructs to solve business problems. Corequisites: 06K:105 (MSCI:3005).

3 s.h.

06K:227 (MSCI:9210) Introduction to Modeling with VBA
Introduction to programming Visual Basic for Applications in Excel; case studies in finance, marketing, operations, accounting. Prerequisites: 06N:216 (MBA:8150).

3 s.h.

06K:228 (MSCI:9260) Web and Multimedia
How multimedia tech is accomplished; tools used with each tech and modifications for efficient function on the web; projects culminating in a web site. Prerequisites: 06K:070 (MSCI:2000).

3 s.h.

06K:230 (MSCI:9230) Database Systems
Theories and methodologies for semantic, logical, and physical database design; entity/relationship diagrams and their mapping to database schemas; normalization; languages for relational database systems, including relational algebra, Structured Query Language, query by example; query optimization and index selection; database and view creation, query and update processing; form and report design; practice with commercial DBMS products; integrity, security, concurrency control, transaction recovery.

3 s.h.

06K:234 (MSCI:6190) Knowledge Management
How organizations acquire, manage, and use information; knowledge management and competitive intelligence, information from inside and outside the organization; organization types, including library, corporate, and nonprofit. Same as 021:234 (SLIS:6190).

3 s.h.

06K:235 (MSCI:9250) Strategic Information Technology

arr.
Impact of emerging technology, especially information technology, on a modern business; solving business problems using the intersection of innovation and emerging technology; impact of near-term technology advances (such as e-commerce tools, personal digital devices and integrated business systems); potential impact of emerging technologies which will significantly impact the business world in the near future; highly interactive course includes lecture, readings, case studies, and guest speakers.

06K:270 (MSCI:6300) Dynamic Programming 3 s.h.
Fundamentals of discrete sequential dynamic programming with special focus on situations in which outcomes are uncertain; formulation and analysis of deterministic and stochastic dynamic programs under several objective criteria; emphasis on rapidly expanding field of approximate dynamic programming; applications including inventory control, vehicle routing, and resource allocation.

06K:272 (MSCI:6200) Database Analysis and Design 3 s.h.
Advanced topics in database management systems.

06K:275 (MSCI:6421) Knowledge Discovery 3 s.h.
Knowledge discovery process, including data reduction, cleansing, transformation; advanced modeling techniques from classification, prediction, clustering, association; evaluation and integration. Same as 22C:141 (CS:6421).

06K:277 (MSCI:7000) Management Sciences Topics 3 s.h.

06K:278 (MSCI:6800) Web Mining 3 s.h.
Techniques for mining the web and other unstructured or semistructured, hypertextual, distributed information repositories; crawling, indexing, ranking, filtering algorithms.

06K:285 (MSCI:9185) Project Management 3 s.h.
Preparation for managing projects and project portfolios; project selection, project planning and budgeting, scheduling, resource allocation, project control; integration of project planning tools, including project management software.

06K:286 (MSCI:6600) Linear Programming 3 s.h.
Mathematical programming models; linear and integer programming, transportation models, large-scale linear programming, network flow models, convex separable programming. Requirements: calculus and linear algebra. Same as 056:270 (IE:6600).

06K:287 (MSCI:6700) Discrete Optimization 3 s.h.
Introduction to modeling and solving discrete optimization problems; integer programming, network flows, dynamic programming. Prerequisites: 06K:286 (MSCI:6600).

06K:290 (MSCI:7975) Thesis in Management Sciences
Requirements: Ph.D. enrollment.

06K:291 (MSCI:9135) Strategy Deployment and Lean Enterprise 3 s.h.

How organizations transform themselves into Lean enterprises that maximize customer value through the elimination of waste; focus on how manufacturing and service organizations successfully align their process improvement efforts to strategic goals of the organization (policy deployment); A3 thinking, strategic planning, balanced scorecard, Lean supply chain, employee engagement, and cultural transformation. Prerequisites: 06N:229 (MBA:8190).

06K:292 (MSCI:9120) Supply Chain Management 3 s.h.
Design, operation, and management of a supply chain; supplier and customer contracting and partnering, inventory, transportation and logistics. Prerequisites: 06N:229 (MBA:8190).

06K:293 (MSCI:9130) Seminar in Lean Practices 3 s.h.
Lean principles across the enterprise; real-world applications in manufacturing and service sectors; taught in conjunction with LAI Lean Academy. Prerequisites: 06N:229 (MBA:8190).

06K:294 (MSCI:9140) Rapid Continuous Improvement 3 s.h.
Hands-on experience working on rapid continuous improvement (RCI) teams sponsored by industrial affiliates of the business college involved in using RCI. Offered spring break.

06K:295 (MSCI:9150) Field Studies in Operations Management 3 s.h.
Supervised study of operations systems in field settings; problem formulation, identification of process improvements, communication of results to client organizations. Prerequisites: 06N:229 (MBA:8190).

06K:296 (MSCI:9160) Six Sigma Project 3 s.h.
Apply theory from the classroom to the real world; use classroom learning from 06K:218 (MSCI:9180) to work on a company-sponsored Six Sigma style project, which helps complete the requirements for Six Sigma Green Belt certification. Prerequisites: 06K:218 (MSCI:9180).

06K:297 (MSCI:7850) Research Seminar in Management Sciences 1 s.h.
Current research topics. Requirements: Ph.D. enrollment.

06K:299 (MSCI:7900) Special Topics in Management Sciences arr.
Marketing

Chair
• Gary J. Russell

Professors
• Catherine A. Cole (Henry B. Tippie Research Fellow), Gary J. Gaeth (Cedar Rapids Area Business Chair), Sarah Fisher Gardial (Henry B. Tippie Dean), Thomas S. Gruca (Henry B. Tippie Research Professor of Marketing), Gary J. Russell (Henry B. Tippie Research Professor of Marketing)

Associate professors
• John P. Murry, Dhananjay Nayakankuppam (Henry B. Tippie Research Fellow), Jing "Alice" Wang (Henry B. Tippie Research Fellow)

Assistant professors
• William M. Hedgcock (Daniel E. McLean Faculty Research Fellow), Sang Hak Lee, Qin Zhang

Lecturers
• Nancy Abram, Robert N. Cline, David E. Collins, Peggy Rodriguez-Stover

Professors emeriti
• Carol C. Fethke, Irwin P. Levin, Peter C. Riesz, Randall L. Schultz, Doyle L. Weiss

Associate professor emeritus
• E. John Kottman

Undergraduate major: marketing (B.B.A.)
Graduate degree: marketing program for the Ph.D. in business administration
Web site: http://tippie.uiowa.edu/marketing/

The Department of Marketing offers programs that follow business trends and lead business practice.

Undergraduate Program of Study
• Major in marketing (Bachelor of Business Administration)

Bachelor of Business Administration

The Bachelor of Business Administration with a major in marketing requires a minimum of 120 s.h., including 20 s.h. of work for the major. The program is designed to provide undergraduate students with an understanding of the business, social, and economic roles of marketing and to prepare them for marketing careers.

Several decades ago, the study of marketing dealt almost exclusively with business activities involved in the flow of goods from production to consumption. Today it includes principles that are more widely applicable; they are more relevant to the success of arts, sports, and social programs as they are to firms selling goods and services. A major in marketing includes study in the behavioral sciences, communications, statistical analysis, and computer methods as well as marketing decision making.

Graduates find employment opportunities as market analysts, merchandise managers, buyers, purchasing agents, advertising managers, brand managers, and sales representatives in a variety of for-profit and nonprofit organizations.

The major in marketing requires the following course work. For B.B.A. common requirements, see Bachelor of Business Administration (p. 632) in the Catalog.

All of these:
06M:102 (MKTG:3600) Professional Preparation in Marketing 2 s.h.
06M:134 (MKTG:3100) Marketing Research 3 s.h.
06M:135 (MKTG:3200) Consumer Behavior 3 s.h.
06M:147 (MKTG:4500) Marketing Management (must be taken in senior year) 3 s.h.

Three of these:
06M:105 (MKTG:3300) Web Business Strategy 3 s.h.
06M:107 (MKTG:3400) Retail Strategies 3 s.h.
06M:125 (MKTG:3500) Direct Marketing Strategies 3 s.h.
06M:137 (MKTG:4100) Advertising Theory 3 s.h.
06M:139 (MKTG:4200) Sales Management 3 s.h.
06M:140 (MKTG:4250) Marketing and Sustainability 3 s.h.
06M:151 (MKTG:4300) International Marketing 3 s.h.
06M:190 (MKTG:4000) Contemporary Topics in Marketing (counts once toward the major) 3 s.h.
06M:192 (MKTG:3701) Marketing Institute Field Studies 3 s.h.
06M:197 (MKTG:4600) Field Studies in Marketing 3 s.h.

Graduate Program of Study
• Marketing program for the Doctor of Philosophy in business administration

In addition to offering a marketing program for the Ph.D. in business administration, the department participates in the M.B.A. program, which is offered by the Tippie School of Management; see Master of Business Administration Program (p. 677) in the Catalog.

Doctor of Philosophy
Graduate students in marketing may earn a Doctor of Philosophy in business administration. For a description of the Ph.D. program and requirements, see Doctor of Philosophy (p. 640) in the Catalog and visit the Department of Marketing web site.

Applicants must meet the admission requirements of the Graduate College; see Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Courses

Primarily for Upper-Division Undergraduates

06M:029 (MKTG:1300) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

06M:100 (MKTG:3000) Introduction to Marketing Strategy 3 s.h.
Philosophy and activities of marketing; marketing environment of an organization; strategies with respect to marketing decisions, buyer behavior; spreadsheet analysis of marketing problems. Prerequisites: 06E:001 (ECON:1100). Requirements: junior standing.

For Undergraduate and Graduate Students

06M:101 (MKTG:4050) Directed Readings in Marketing

Overview of marketing careers; how marketing strategies are developed, evaluated, and implemented; how research on buyer behavior is used in marketing decisions; identification of research methodologies, analytical tools, and technologies for addressing marketing problems; marketing’s relationship to other business and organizational functions and to the external environment. Prerequisites: 06M:100 (MKTG:3000).

06M:102 (MKTG:3600) Professional Preparation in Marketing

Introduction to World Wide Web business and marketing; concepts, methods, and applications associated with doing business on the web; web page construction and design; case studies and/or entrepreneurial projects. Prerequisites: 06M:100 (MKTG:3000).

06M:105 (MKTG:3300) Web Business Strategy

Strategies for retail site selection, store design, supply chain management, customer relationship management/customer service; merchandising management strategies for planning merchandise assortments, buying systems, buying merchandise, pricing, promotion. Prerequisites: 06M:100 (MKTG:3000).

06M:107 (MKTG:3400) Retail Strategies

Principles and processes of direct and database marketing; insight into the requirements for building a customer-based marketing strategy. Prerequisites: 06M:100 (MKTG:3000).

06M:125 (MKTG:3500) Direct Marketing Strategies

Marketing, research methods; role of marketing research information as a tool in management decision making. Prerequisites: 06E:071 (ECON:2800) and 06M:100 (MKTG:3000).

06M:134 (MKTG:3100) Marketing Research

Behavioral and social aspects of marketing; research methods and findings from behavioral sciences, their relation to production, consumption, and marketing of products, services. Prerequisites: 06M:100 (MKTG:3000).

06M:135 (MKTG:3200) Consumer Behavior

Advertising as a promotional force; emphasis on theory, planning, resulting strategic and tactical decisions made by advertising executives. Prerequisites: 06M:100 (MKTG:3000).

06M:137 (MKTG:4100) Advertising Theory

Personal selling, management of sales force; emphasis on recruitment, selection, training of sales representatives; problems in allocation of sales effort, supervision, control. Prerequisites: 06M:100 (MKTG:3000).

06M:140 (MKTG:4250) Marketing and Sustainability

Concepts for developing and implementing sustainable marketing strategies; developing more environmentally friendly products, more sustainable logistical systems, socially responsible pricing, and promoting sustainable products in a socially responsible way. Prerequisites: 06M:100 (MKTG:3000).

06M:147 (MKTG:4500) Marketing Management

Marketing problems of organizations; emphasis on marketing manager’s role in developing, presenting goal-oriented marketing strategies; application of marketing concepts to real business situations. Prerequisites: 06M:100 (MKTG:3000), 06M:134 (MKTG:3100), and 06M:135 (MKTG:3200). Requirements: marketing elective numbered above 100 and senior standing.

06M:151 (MKTG:4300) International Marketing

Differences in global environment; how cultural considerations, political, legal, and economic conditions affect market entry strategies and marketing mix decisions; development of marketing plan for non-U.S. environments. Prerequisites: 06M:100 (MKTG:3000).

06M:190 (MKTG:4000) Contemporary Topics in Marketing

Topics not regularly offered in other courses. Prerequisites: 06M:100 (MKTG:3000).

06M:191 (MKTG:3700) Marketing Institute Seminar I

Soft skills and professional expertise to succeed in marketing and consulting careers; resume and interview training, industry presentations, business case assignments, lectures. Prerequisites: 06M:100 (MKTG:3000). Requirements: admission to the Marketing Institute.

06M:192 (MKTG:3701) Marketing Institute Field Studies

Plan, design, carry out, and report on a marketing research project for a profit or nonprofit client organization; communicate with managers, apply knowledge of marketing research, meet deadlines, and convert research findings into actionable recommendations for management. Prerequisites: 06M:100 (MKTG:3000) and 06M:191 (MKTG:3700). Requirements: admission to the Marketing Institute.

06M:193 (MKTG:4701) Marketing Institute Seminar II

Develop soft skills and professional expertise to succeed in marketing and consulting careers; resume and interview training, industry presentations, business case assignments, lectures; mentor students scheduled for 06M:191 (MKTG:3700). Prerequisites: 06M:100 (MKTG:3000), 06M:191 (MKTG:3700), and 06M:192 (MKTG:3701). Requirements: admission to the Marketing Institute.

06M:195 (MKTG:4999) Honors Thesis in Marketing

Independent student project directed by faculty or staff advisor; culminates in a thesis that conforms to University Honors Program guidelines; may include empirical research, library research, applied projects. Prerequisites: 06B:194 (BUS:3999) or 06E:194 (ECON:3999). Requirements: admission to the Tippie College of Business honors program.
Primarily for Graduate Students

06M:197 (MKTG:4800) Field Studies in Marketing 3 s.h.
Experience in planning, designing, carrying out, reporting on a marketing research project for a profit or nonprofit client organization; communication with managers, application of marketing research, meeting deadlines, converting research findings into action recommendations for management. Prerequisites: 06M:100 (MKTG:3000) and 06M:134 (MKTG:3100).

Professional internship experience with associated academic content.

06M:201 (MKTG:9000) Directed Readings in Marketing arr.

06M:205 (MKTG:9210) Web Business Strategy 3 s.h.
Introduction to World Wide Web business and marketing; concepts, methods, and applications associated with doing business on the web; web page construction and design; case studies and/or entrepreneurial projects. Prerequisites: 06N:211 (MBA:8110).

06M:223 (MKTG:9150) Brand Management 3 s.h.
Strategies for building, leveraging, and defending brands; principles of consumer behavior, how they relate to building brand identity and equity; branding of consumer goods and services. Prerequisites: 06N:211 (MBA:8110).

06M:225 (MKTG:9180) Direct Marketing Strategies 3 s.h.
Principles and processes of direct and database marketing; insight into requirements for building a customer-based marketing strategy. Prerequisites: 06N:211 (MBA:8110).

06M:227 (MKTG:9110) Category Management 3 s.h.
Marketing strategy related to manufacturing product line interactions, retailer product assortment, consumer response; category definition, product line pricing and branding, cross-category promotions, channel coordination, efficient consumer response, loyalty programs, database marketing. Prerequisites: 06N:211 (MBA:8110).

06M:228 (MKTG:9115) Cases in Marketing Strategy 3 s.h.
Topics from marketing cases not covered in other marketing electives. Prerequisites: 06N:211 (MBA:8110).

06M:229 (MKTG:9120) Customer Relationship Management 3 s.h.
Analytical approaches to customer relationship management; issues, techniques and terminology associated with database marketing and data mining; analysis of customer databases; assessing lifetime valuation (LTV) of customers, identifying “high potential” customers, estimating return on marketing investment, building predictive models to estimate the probability of response to a marketing campaign. Prerequisites: 06N:211 (MBA:8110).

06M:230 (MKTG:9020) Marketing Research Methods 3 s.h.
Managerial applications of marketing research techniques, including methods of design, analysis, interpretation of marketing research studies; assessing value of information, sampling, sources of bias, instrument construction, interpretation of scanner data, geodemographic data, applications of integrated research systems. Prerequisites: 06N:211 (MBA:8110) and 06N:216 (MBA:8150).

06M:231 (MKTG:9170) Business to Business Marketing 3 s.h.
Industrial buyer behavior, buyer-seller relationships, interactive product policy and market segmentation, distribution and selling systems; skill development in market strategy formulation for industrial products and services, and in solving problems and making decisions about industrial marketing. Prerequisites: 06N:211 (MBA:8110).

06M:232 (MKTG:9030) Buyer Behavior 3 s.h.
Behavior of consumers and industrial buyers; research methods and findings from behavioral sciences applied to production, consumption, and marketing of products and services; application of consumer behavior concepts to managerial decision making. Prerequisites: 06N:211 (MBA:8110).

06M:233 (MKTG:9160) Service Marketing 3 s.h.
Production, consumption, and marketing of services; solutions to problems faced by service managers; development of an organizational marketing system for delivery of quality service. Prerequisites: 06N:211 (MBA:8110).

06M:234 (MKTG:9130) Product Management 3 s.h.
Techniques of new product development; idea generation, concept screening, product design, market testing, forecasting, brand management strategies within the firm. Prerequisites: 06N:211 (MBA:8110) and 06N:216 (MBA:8150).

06M:235 (MKTG:9190) International Marketing 3 s.h.
Domestic versus international perspective; identification and evaluation of opportunities and risks in non-U.S. markets; research problems in global markets; effects of international organizations, foreign exchange, macroeconomic policies, local law, and cultural differences on consumer behavior and marketing decisions; multinational versus global marketing strategies (entry, product adaptation, channel logistics, pricing, promotion); emphasis on practical applications. Prerequisites: 06N:211 (MBA:8110).

06M:236 (MKTG:9140) Advertising and Promotion Strategy 3 s.h.
Marketing communications as dialogue between producers and consumers, how promotional mix evolves; emphasis on advertising, sales promotion, branding. Prerequisites: 06N:211 (MBA:8110).

06M:237 (MKTG:9200) Field Studies in Marketing 3 s.h.
Experience in planning, designing, carrying out, reporting on a marketing research project for a profit or nonprofit client organization; communication with managers, application of marketing research, meeting deadlines, converting research findings into action recommendations for management. Prerequisites: 06N:211 (MBA:8110) and 06N:216 (MBA:8150). Recommendations: 06M:230 (MKTG:9020).

06M:238 (MKTG:9010) Contemporary Topics in Marketing 1-3 s.h.
06M:242 (MKTG:7850) Seminar in Marketing Models-Ph.D.  3 s.h.
Theoretical, operational models in marketing, with emphasis on recent advances; in-depth criticism of models, participation in model development project.

06M:243 (MKTG:7800) Seminar in Consumer Behavior-Ph.D.  3 s.h.
Key facets of consumer behavior—information processing, perception, memory, learning, attitude formation, attitude change, decision making, emotion; behavioral research methods.

06M:245 (MKTG:7900) Seminar in Research Topics-Ph.D.  arr.
Individual research topics.


06M:250 (MKTG:9300) Applied Marketing Research  3 s.h.
Research design, survey design, sampling, data analysis, qualitative research methods, research project management. Prerequisites: 06N:211 (MBA:8110) and 06N:216 (MBA:8150).

06M:251 (MKTG:9310) Marketing Analytics  3 s.h.
Quantitative tools to support marketing planning decisions, including forecasting, elasticity analysis, conjoint analysis, and customer LTV; analysis of syndicated data.

06M:252 (MKTG:9320) Strategic Brand Positioning  3 s.h.
Define market boundaries; use customer and competitor analyses to create sustainable market positions; create and manage brand identities; brand architecture, brand equity measurement. Prerequisites: 06N:211 (MBA:8110).

06M:253 (MKTG:9330) Product and Pricing Decisions  3 s.h.
Create and capture value through product and service design, including stage-gate evaluation models; implement pricing strategy for new products and existing product lines. Prerequisites: 06N:211 (MBA:8110).

06M:254 (MKTG:9340) Customer Analysis  3 s.h.
Use customer insights to support successful marketing programs; organizational, individual, and joint decision making; post sale satisfaction behaviors.

06M:255 (MKTG:9350) Marketing Communication and Promotions  3 s.h.
Develop effective communication programs for business and consumer markets; manage agency relationships; integrate media/vehicle platforms; track and evaluate investments in communications and promotions. Prerequisites: 06N:211 (MBA:8110).

06M:256 (MKTG:9360) Category Management  3 s.h.
Manufacturer-retailer relationships, product line planning, efficient consumer response, cross-category marketing strategies, competition between national brands and store labels, retailer positioning, customer loyalty.

Master of Business Administration Program

**Associate dean**  
- David W. Frasier

**Senior assistant dean**  
- Colleen Downie

**Professional degree:** M.B.A.  
**Web site:** [http://tippie.uiowa.edu/mba/](http://tippie.uiowa.edu/mba/)

The Henry B. Tippie School of Management offers a Master of Business Administration (M.B.A.) program that provides students with a foundation for future growth and flexibility in professional management. The program, which is fully accredited by AACSB International—the Association to Advance Collegiate Schools of Business, enables students to build broad-based professional portfolios of analytical skills, knowledge, leadership, and applied experiences. The curriculum is rigorous, yet learning takes place in a collaborative environment that builds teamwork skills and encourages independent problem solving.

Students in Tippie M.B.A. programs come from every region of the United States and from countries worldwide. They represent a variety of backgrounds, undergraduate majors, and professional experience. The curriculum is designed for college graduates in any field; previous business course work is not required. However, full-time work experience is typically required for admission. Contact the Tippie School of Management for a brochure listing complete program requirements.

The Departments of Accounting, Economics, Finance, Management and Organizations, Management Sciences, and Marketing all contribute to the Master of Business Administration program through faculty participation and course work.

### Professional Program of Study

**Master of Business Administration**

The Tippie School of Management offers several M.B.A. programs: full-time M.B.A., M.B.A. for professionals and managers, executive M.B.A., and international M.B.A. (Hong Kong or Italy). Students in the full-time M.B.A. program have the opportunity to enroll in one of several joint degree programs, simultaneously earning an M.B.A. and a graduate or professional degree in law, medicine, or public health; see "Joint M.B.A./Graduate and Professional Degrees" below.

### Full-time M.B.A.

The full-time M.B.A. program requires 68 s.h. of graduate credit, including 34 s.h. of required courses and 34 s.h. of career academy and elective course work. Students complete business foundation (core) courses during their first semester in the program (fall) and advanced core courses, career academy courses, and electives in the remaining three semesters. M.B.A. students must complete 06N:201 (MBA:8100) Leadership, Ethics, and Professionalism each semester; the course provides training and experience, both in and outside the classroom, in career advancement, business ethics, and leadership assessment and development. It also offers skill-building activities for the individual career academies. Students may take part in several Global Learning Opportunities in international locations in order to increase their understanding of the global business environment and its implications for business conduct.

The program’s career academies are the framework through which students become experts in a specific business field. Each career academy provides a unique set of curricular offerings as well as academic and professional experiences that include industry projects, interactions with the business community and with alumni, and skill-building activities designed to increase each student’s marketability. Before the second semester (spring), students choose one of the following career academies and concentration tracks based on their career goals.

- Finance Career Academy (concentration tracks: corporate finance and investment management)
- Marketing Career Academy (concentration track: managing customers, products, and brands)
- Strategic Innovation Career Academy (concentration tracks: process excellence and strategic management and innovation)

The full-time M.B.A. program’s study plan is as follows.

#### First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:201</td>
<td>Leadership, Ethics, and Professionalism</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>06N:204</td>
<td>Corporate Communications</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>06N:211</td>
<td>Marketing Management</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>06N:212</td>
<td>Management in Organizations</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>06N:215</td>
<td>Corporate Financial Reporting</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>06N:216</td>
<td>Business Analytics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>06N:225</td>
<td>Managerial Finance</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:201</td>
<td>Leadership, Ethics, and Professionalism</td>
<td>1-2 s.h.</td>
</tr>
<tr>
<td>06N:240</td>
<td>Strategic Management and Policy</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>06N:245</td>
<td>Strategic Business Consulting</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Academy courses/electives 9 s.h.

#### Third Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:201</td>
<td>Leadership, Ethics, and Professionalism</td>
<td>1-2 s.h.</td>
</tr>
<tr>
<td>06N:228</td>
<td>International Economic Environment of the Firm</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>06N:235</td>
<td>Seminar in International Business</td>
<td>0-3 s.h.</td>
</tr>
</tbody>
</table>

Academy courses/elective 12 s.h.

#### Fourth Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:201</td>
<td>Leadership, Ethics, and Professionalism</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>06N:241</td>
<td>Business Integration</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

Academy course/elective 15 s.h.

### Admission

Applicants to the M.B.A. program must submit a complete application file, including the following:

- a completed Tippie School of Management application form and fee;
M.B.A. for Professionals and Managers

The M.B.A. for Professionals and Managers (M.B.A.-PM) program requires 45 s.h. of graduate credit. The program is tailored for working professionals building on the synergies of concurrent work and learning. It prepares graduates to be effective leaders in the global marketplace. The curriculum is designed for students with varied backgrounds, undergraduate majors, and professional experience. Previous course work in business is not required.

Courses are offered each semester during evening hours or weekends at three locations in Iowa: in Cedar Rapids at the college’s Cedar Rapids Center, in Des Moines at the John and Mary Pappajohn Education Center (JMPEC), and in the Quad Cities at the Palmer College of Chiropractic; see Program Locations on the school’s web site. M.B.A.-PM students also may enroll in full-time M.B.A. courses in Iowa City when space is available.

The M.B.A.-PM program requirements include a business core of nine courses, which develops competency in general management skills and key functional business areas, and six business electives. The elective courses contribute to the development of an area of expertise and foster a deeper understanding of management and business practices; they are offered in marketing, finance, and management, with a smaller number offered in management information systems/operations management, accounting, and entrepreneurship. Students may take part in several Global Learning Opportunities in international locations in order to increase their understanding of the global business environment and its implications for business conduct.

Some students earn the degree in as few as two years, but they may have up to 10 years to complete it. Most earn the M.B.A. in three years, taking two courses each fall and each spring semester and one course during the summer. Course sequencing is flexible. A sample study plan follows.

FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:211 (MBA:8110) Marketing Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:212 (MBA:8120) Management in Organizations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:215 (MBA:8140) Corporate Financial Reporting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:216 (MBA:8150) Business Analytics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Business elective</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:213 (MBA:8160) Managerial Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:225 (MBA:8180) Managerial Finance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:229 (MBA:8190) Operations Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Two business electives</td>
<td>6 s.h.</td>
</tr>
</tbody>
</table>

THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:223 (MBA:8210) Global Business Strategy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:240 (MBA:8300) Strategic Management and Policy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Three business electives</td>
<td>12 s.h.</td>
</tr>
</tbody>
</table>

Admission

The M.B.A.-PM program admits students for summer, fall, or spring entry: applications are accepted throughout the year. Admission decisions are based on completed application materials, including quality of work experience, undergraduate grade-point average, GMAT score, and
letters of reference. Applicants should have at least one and one-half years of postbaccalaureate professional work experience before admission.

Admission decisions are made before registration begins for completed applications received by the priority application deadline. Admitted applicants who have met the priority application deadline may request registration for classes on the first registration date. The University must receive completed application materials by the following application deadlines.

- Priority deadline for summer session (May): March 1
- General deadline for summer session (May): April 15
- Priority deadline for fall semester (August): May 1
- General deadline for fall semester (August): July 15
- Priority deadline for spring semester (January): October 1
- General deadline for spring semester (January): December 15

Enrollment in Courses Before Formal Admission

Individuals who have not yet been admitted to the program may request pre-M.B.A. status by submitting their résumé and transcript to the Tippie School of Management for approval; they should have at least one and one-half years of postbaccalaureate professional work experience. Those granted special pre-M.B.A. status may enroll in a maximum of three M.B.A.-PM courses over 12 months, with a maximum of two courses per semester, including the winter session.

Students must take at least one of the following courses during each semester of pre-M.B.A. status.

- 06N:213 (MBA:8160) Managerial Economics 1-3 s.h.
- 06N:216 (MBA:8150) Business Analytics 2-3 s.h.
- 06N:225 (MBA:8180) Managerial Finance 2-3 s.h.

Pre-M.B.A. students who begin with one course in their first semester must select that course from the list above. Those who take two courses their first semester must include one from the list above; for the second course, the program recommends a qualitative course such as 06N:211 (MBA:8110) Marketing Management or 06N:212 (MBA:8120) Management in Organizations.

Credit earned during pre-M.B.A. status is applied to the degree once the applicant is admitted to the program.

Executive M.B.A.

The Executive M.B.A. requires 51 s.h. of graduate credit. The Executive M.B.A. program is conducted at the Pomerantz Center on the University’s Iowa City campus and at the Pappajohn Education Center in Des Moines, Iowa. The Executive Engineer Dual Master’s Degree program is conducted at the Tippie College of Business Cedar Rapids Center. See Program Locations on the school’s web site.

Course work for the Executive M.B.A. is presented over 21-24 months. The program begins in mid-August (Iowa City) or in mid-January (Des Moines) with a five-day residency. It continues with classes one day each week on alternating Fridays and Saturdays (Iowa City) or on Friday and Saturday every other week (Des Moines). A second five-day residency is held at the beginning of the second year. Students have a four-week winter break and summers off.

Each entering class progresses through the program as a group. The curriculum includes 16 core courses, an international business seminar (10-11 days during spring of the second year), and work in small study groups throughout the program.

Admission is limited to experienced managers and executives who want to broaden their management skills without interrupting their professional careers. Applicants typically have at least 10 years of postgraduate managerial experience. Previous academic work in business is not required.

The Executive M.B.A. program requires the following course work.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06J:227</td>
<td>(MGMT:9270) Human Resource Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:211</td>
<td>(MBA:8110) Marketing Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:212</td>
<td>(MBA:8120) Management in Organizations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:213</td>
<td>(MBA:8160) Managerial Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:215</td>
<td>(MBA:8140) Corporate Financial Reporting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:216</td>
<td>(MBA:8150) Business Analytics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:225</td>
<td>(MBA:8180) Managerial Finance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:228</td>
<td>(MBA:8170) International Economic Environment of the Firm</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:230</td>
<td>(MBA:8330) Seminar in Strategic Management I</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06A:235</td>
<td>(ACCT:9020) Strategic Cost Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06A:245</td>
<td>(ACCT:9040) Financial Information and Capital Markets</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06F:215</td>
<td>(FIN:9300) Corporate Investment and Financing Decisions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06J:232</td>
<td>(MGMT:9210) Legal Environment of Business</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06J:256</td>
<td>(MGMT:9110) Dynamics of Negotiations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:229</td>
<td>(MBA:8190) Operations Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Business Management Course</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:231</td>
<td>(MBA:8340) Seminar in Strategic Management II</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>06N:235</td>
<td>(MBA:8500) Seminar in International Business</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>06N:240</td>
<td>(MBA:8300) Strategic Management and Policy</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**International M.B.A. (Hong Kong)**

The International M.B.A. program in Hong Kong requires 45 s.h. of graduate credit. The program is designed for working professionals with at least three years of full-time work experience; most complete the program in 18-21 months. Students complete the required courses in sequence. Each course begins with two weeks of online course work followed by two consecutive weekends of classes in Hong Kong and an additional two weeks of online course work. Faculty from Iowa travel to Hong Kong to teach the weekend classes. Students are admitted to the program year-round.

The International M.B.A. (Hong Kong) program requires the following course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:211</td>
<td>(MBA:8110) Marketing Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:212</td>
<td>(MBA:8120) Management in Organizations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:213</td>
<td>(MBA:8160) Managerial Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:215</td>
<td>(MBA:8140) Corporate Financial Reporting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:216</td>
<td>(MBA:8150) Business Analytics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:213</td>
<td>(MBA:8160) Managerial Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:215</td>
<td>(MBA:8140) Corporate Financial Reporting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:216</td>
<td>(MBA:8150) Business Analytics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
06N:225 (MBA:8180) Managerial Finance  
3 s.h.
06N:228 (MBA:8170) International Economic Environment of the Firm  
3 s.h.
06N:229 (MBA:8190) Operations Management  
3 s.h.
06N:240 (MBA:8300) Strategic Management and Policy  
3 s.h.
Business electives  
18 s.h.

International M.B.A. (Italy)
The International M.B.A. program in Italy requires 47-53 s.h. of graduate credit. The 11-month program is held primarily at the Consortium Institute of Management and Business Analysis (CIMBA) campus in Asolo, Italy, but the final course is completed on the University of Iowa campus in Iowa City. The program focuses on personal leadership development and emphasizes strategic management, consulting, and international business. Students apply what they learn through consulting projects with local and international companies. In addition to the M.B.A. degree, students earn certificates in Kepner-Tregoe problem solving and project management and a Six-Sigma Green Belt certificate. The program’s faculty is drawn from The University of Iowa and from institutions across the United States and Europe.

The program admits students only for fall semester entry. Applicants must have at least two years of full-time work experience.

The International M.B.A. (Italy) program requires the following course work.

06N:211 (MBA:8110) Marketing Management  
3 s.h.
06N:212 (MBA:8120) Management in Organizations  
3 s.h.
06J:262 (MGMT:9120) Leadership and Personal Development  
3 s.h.
06N:213 (MBA:8160) Managerial Economics  
3 s.h.
06N:215 (MBA:8140) Corporate Financial Reporting  
3 s.h.
06A:235 (ACCT:9020) Strategic Cost Analysis  
3 s.h.
06N:216 (MBA:8150) Business Analytics  
3 s.h.
06K:217 (MSCI:9110) Advanced Analytics  
3 s.h.
06T:220 (ENTR:9100) Entrepreneurship and Innovation  
3 s.h.
06N:225 (MBA:8180) Managerial Finance  
3 s.h.
06N:228 (MBA:8170) International Economic Environment of the Firm  
2 s.h.
06N:229 (MBA:8190) Operations Management  
3 s.h.
06K:292 (MSCI:9120) Supply Chain Management  
3 s.h.
06N:240 (MBA:8300) Strategic Management and Policy  
3 s.h.
Electives  
6 - 12 s.h.

Courses
See course lists in the individual Tippie College of Business departmental sections of the Catalog for descriptions of M.B.A. electives.

06N:000 (MBA:8400) M.B.A. Internship  
0 s.h.
06N:200 (MBA:8000) Directed Readings-M.B.A.  
1-3 s.h.
06N:201 (MBA:8100) Leadership, Ethics, and Professionalism  
1-2 s.h.

Optimize to thrive in a competitive business landscape as an ethical business leader; LEAP identifies opportunities and obstacles relevant to career goals and designs a detailed action plan to achieve it; rigorous academy-specific activities provide context necessary to transition into higher levels of business; corporate speakers, round table discussions, group projects, individualized development; leverage experience and effectively market to employers, enhance leadership skills, and broaden business knowledge.

06N:202 (MBA:8420) M.B.A. Case Competition  
1-3 s.h.
Students represent Tippie School of Management in a case competition; internal case work, presentation and case analysis training. Requirements: M.B.A. student standing.

06N:203 (MBA:8410) Application in Organizational Leadership  
0-1 s.h.
Opportunity to develop leadership skills necessary for managing student organizations; class discussion, workshops, guest speakers; for M.B.A. organization treasurers and presidents.

06N:204 (MBA:8130) Corporate Communications  
2 s.h.
Effective communication to become a successful business professional and leader; strengthen ability to speak and write confidently, competently, and effectively, regardless of venue; varied team and individual presentation coaching, applied exercises.

06N:205 (MBA:8010) M.B.A. IMPACT  
0 s.h.
Introduction to the Tippie M.B.A. program and its culture; activities accentuate themes of involvement, motivation, professionalism, achievement, and challenge; week-long immersion in collaborative team-building experiences.

06N:211 (MBA:8110) Marketing Management  
2-3 s.h.
Concepts, principles, models of marketing management; focus on strategic planning, management decision making, and implementation of marketing programs.

06N:212 (MBA:8120) Management in Organizations  
2-3 s.h.
How to explain, predict, and influence behavior in organizations; decision making, leadership, communication, group skills in management positions; motivation, leadership, teams, organizational culture, organizational design, individual differences, organizational change.

06N:213 (MBA:8160) Managerial Economics  
1-3 s.h.
Models of consumer and firm behavior with applications; market equilibrium and structure; pricing decisions.

06N:215 (MBA:8140) Corporate Financial Reporting  
2-3 s.h.
Contemporary financial reporting practices in the United States; how alternative accounting treatments affect the usefulness of financial information in applied decision settings.
06N:216 (MBA:8150) Business Analytics 2-3 s.h.
Introduction to analytical techniques for making business decisions; utilizing Excel to apply descriptive and predictive analytical tools to solve practical business problems using real world data; dealing with uncertainty in decision making; formal probability concepts and statistical methods for describing variability (decision trees, random variables, hypothesis testing); application of techniques (linear regression, Monte Carlo simulation, linear optimization) to model, explain, and predict for operational, tactical, and strategic decisions.

06N:223 (MBA:8210) Global Business Strategy 3 s.h.
Strategic frameworks and skills critical for success in the global marketplace; content of an economic environment; cultural, ethical, and legal issues in the conduct of international business; how companies enter foreign markets and grow international subsidiaries, succeed in mergers and acquisitions, cooperate in joint ventures and strategic alliances. Prerequisites: 06N:212 (MBA:8120).

06N:225 (MBA:8180) Managerial Finance 2-3 s.h.
Time value of money, applications of present value techniques; stock and bond valuation, capital budgeting, cost of capital calculation, portfolio formation and efficient market analysis, financial statement analysis, pro forma analysis, hedging financial risks. Corequisites: 06N:215 (MBA:8140), if not taken as a prerequisite.

06N:228 (MBA:8170) International Economic Environment of the Firm 2-3 s.h.
Basic determinants of aggregate output, employment, wages, unemployment, consumption, investment, international trade flows, interest rates, exchange rates, prices and inflation in open economies; sources and nature of economic growth; effects of domestic and foreign monetary, fiscal policies; effects of trade, exchange rate policies. Prerequisites: 06N:213 (MBA:8160).

06N:229 (MBA:8190) Operations Management 2-3 s.h.
Planning and decision-making activities for managing an organization’s operations; trade-off associated with operations management decisions, tools and techniques for helping operations managers implement decisions and reach goals; production and service delivery strategy, capacity planning, product and process design, total quality management, demand management, production and service planning, scheduling, materials control, emerging production and service technologies. Prerequisites: 06N:216 (MBA:8150).

06N:230 (MBA:8330) Seminar in Strategic Management I 1-3 s.h.
Introduction to strategic management; the role of marketing, operations, and finance in strategic planning; case studies.

06N:231 (MBA:8340) Seminar in Strategic Management II 1-3 s.h.
Strategic management integrating all aspects of business; computer simulation, lectures, case studies, readings.

06N:235 (MBA:8500) Seminar in International Business 0-6 s.h.
Issues and challenges facing organizations doing business in international markets; social, economic, political factors, business policies and customs in the global environment; may include travel, study abroad. Requirements: M.B.A. enrollment.

06N:240 (MBA:8300) Strategic Management and Policy 2-3 s.h.
Firm’s competitive strategy from a manager’s perspective; key strategic frameworks; integration of concepts learned throughout M.B.A. program, previous work experience. Prerequisites: 06N:211 (MBA:8110), 06N:215 (MBA:8140), 06N:225 (MBA:8180), and 06N:229 (MBA:8190).

06N:241 (MBA:8310) Business Integration 1-3 s.h.
Student teams run an operational business simulation, conduct organizational/industry analysis, assess market opportunities, define strategic direction, compete for company profitability and market share. Prerequisites: 06N:211 (MBA:8110), 06N:215 (MBA:8140), 06N:225 (MBA:8180), 06N:229 (MBA:8190), and 06N:240 (MBA:8300).

06N:244 (MBA:8309) Consulting Project Leadership 1-2 s.h.
Student Team Leads for the Business Solution Center engage in activities to support the launch of spring consulting projects; initial client interactions, project scope, project planning documents, project arrangement letters, and detailed work plans in consultation with their client and Business Solutions Center leadership; basics of leading a team of student consultants. Prerequisites: 06N:211 (MBA:8110), 06N:212 (MBA:8120), 06N:215 (MBA:8140), 06N:216 (MBA:8150), 06N:225 (MBA:8180), 06N:229 (MBA:8190), and 06N:240 (MBA:8300). Requirements: full-time M.B.A. student.

06N:245 (MBA:8200) Strategic Business Consulting 1-6 s.h.
Plan, schedule, and deliver strategic consulting services to commercial enterprises; project definition, preparation and presentation of deliverables, client relationship management.

06N:251 (MBA:8501) M.B.A. Coaches Program 1 s.h.
Development of coaching skills while leading a rigorous peer-to-peer mentoring program with first-year M.B.A. students; improve ability to communicate, motivate, influence, train, and develop others as well as develop high level competency in coaching in critical career development skills, such as business communications, crafting a personal brand pitch, interviewing preparation, and creating and leveraging a network; successful leaders are skilled coaches, so the benefits of this course to both coach and mentee, extend far beyond the classroom experience and time as a Tippie student.
Risk Management and Insurance

Director
• Larry Hershberger

Associate director
• Viana Rockel

Affiliated faculty
• Philip D. Brooks (Finance), Scott R. Fisher (Finance), J. Tyler Leverty (TRISTAR Risk Management Fellow, Finance), Donna L. Pearcy (Finance)

Undergraduate certificate: risk management and insurance
Web site: http://tippie.uiowa.edu/vaughan/

The Department of Finance and the Emmett J. Vaughan Institute of Risk Management and Insurance offer the Certificate in Risk Management and Insurance.

Undergraduate Program of Study

• Certificate in Risk Management and Insurance

Certificate

The Certificate in Risk Management and Insurance requires 18 s.h. for B.B.A. students majoring in business analytics and information systems and 24 s.h. for all other students. The program is designed to provide an understanding of the many aspects of risk management and insurance (RMI). It concentrates on value creation and asset protection, including pure insurance and risk management, as well as on corporate and financial risk management. It also addresses the financial and economic characteristics of potential exposures to loss that business organizations and individuals face, and the techniques available for hedging the risks and minimizing the costs associated with these exposures.

The certificate provides students in non-business majors (e.g., actuarial science, mathematics, or statistics) with a foundation for careers in financial and credit analysis, corporate risk management, risk management consulting, employee benefits management and insurance consulting, insurance brokerage, and underwriting. It also may be of value to students seeking professional designations, such as Chartered Life Underwriter (CLU) and Chartered Property and Casualty Underwriter (CPCU). Students typically find employment as financial analysts, bank compliance officers, stock exchange traders, capital and asset managers, insurance and accounting auditors, and personal bankers as well as underwriters, claims adjusters, and insurance producers.

The certificate program is open to students earning an undergraduate degree at The University of Iowa who have reached third-year standing (completion of 60 s.h.) and have a cumulative and University of Iowa g.p.a. of at least 2.75. To be admitted to the certificate program, students must:

- complete 06F:100 (FIN:3000) Introductory Financial Management and 06F:102 (FIN:3400) Principles of Risk Management and Insurance with a g.p.a. of at least 2.75 and no grade lower than B-minus; students majoring in actuarial science are exempt from the requirement to complete 06F:100 (FIN:3000); complete 06F:110 (FIN:3100) Financial Information Technology or 06K:127 (MSCI:3025) Decision Support Systems; and
- have a grade of C or higher in all RMI courses they have taken.

Completion of the certificate is noted on the student’s transcript. A certificate is mailed to students who complete the program. Students should apply to receive the certificate when they submit their Application for Degree.

The Certificate in Risk Management requires the following courses. Most of these courses have prerequisites or other registration requirements; students must complete prerequisites and meet registration requirements before they may register for a course. Some courses are offered only in fall or spring semesters; students should plan their course schedules carefully.

**CORE COURSES AND COREQUISITES**

Courses 06F:100 (FIN:3000) and 06F:102 (FIN:3400) are required for admission to the certificate program and are prerequisites for all other RMI courses. Students may take both courses during the same semester.

All certificate students must complete these (9 s.h.):
- 06F:100 (FIN:3000) Introductory Financial Management 3 s.h.
- 06F:102 (FIN:3400) Principles of Risk Management and Insurance (RMI core) 3 s.h.
- 06F:104 (FIN:4410) Corporate and Financial Risk Management (RMI core) 3 s.h.

Certificate students earning a B.B.A. with a major in business analytics and insurance systems also must complete these (additional 6 s.h.):
- 06F:107 (FIN:4450) Risk Modeling 3 s.h.
- 06K:178 (MSCI:3800) Optimization and Simulation Modeling 3 s.h.

**ELECTIVES: STUDENTS IN BUSINESS ANALYTICS AND INFORMATION SYSTEMS**

B.B.A. students majoring in business analytics and information systems complete one of these (3 s.h.):
- 06F:103 (FIN:4420) Property and Liability Insurance 3 s.h.
- 06F:105 (FIN:4430) Life and Health Insurance 3 s.h.
- 06F:106 (FIN:4440) Employee Benefit Plans 3 s.h.

**ELECTIVES: STUDENTS IN FINANCE AND OTHER MAJORS**

Students majoring in finance and those earning other majors choose two of these (6 s.h.):
- 06F:103 (FIN:4420) Property and Liability Insurance (offered spring) 3 s.h.
- 06F:105 (FIN:4430) Life and Health Insurance (offered fall) 3 s.h.
- 06F:106 (FIN:4440) Employee Benefit Plans (offered fall) 3 s.h.
- 06F:107 (FIN:4450) Risk Modeling (offered spring) 3 s.h.

Finance majors also choose three of these noninsurance electives (9 s.h.):
- 06F:112 (FIN:4250) Applied Equity Valuation 3 s.h.
- 06F:113 (FIN:4220) Fixed Income Securities 3 s.h.
- 06F:114 (FIN:4320) Commercial Banking 3 s.h.
Courses for Noncertificate Students

B.B.A. students majoring in finance may concentrate in risk management and insurance (RMI), or they may supplement their corporate finance and investment courses with one or more RMI courses. Students enrolled in other Tippie College of Business majors and College of Liberal Arts and Sciences students earning majors in statistics (p. 594), actuarial science (p. 594), or mathematics program C (p. 436) may take one or more of the RMI courses to enhance their understanding of financial services and learn about employment opportunities in the industry.

Other University of Iowa students may enroll in RMI courses after early registration if space is available and if they have completed 06A:002 (ACCT:2200) Managerial Accounting, 06E:001 (ECON:1100) Principles of Microeconomics, 06E:002 (ECON:1200) Principles of Macroeconomics, 06F:100 (FIN:3000) Introductory Financial Management, and 06F:102 (FIN:3400) Principles of Risk Management and Insurance.

Students not admitted to the Tippie College of Business should meet with the associate director of the Emmett J. Vaughan Institute of Risk Management and Insurance for advising before they enroll in RMI courses.

Affiliated Courses

The Department of Finance offers six courses affiliated with the Emmett J. Vaughan Institute of Risk Management and Insurance that are included in the Certificate in Risk Management and Insurance curriculum. See Finance (p. 654) in the Catalog for course descriptions and prerequisites.

- 06F:102 (FIN:3400) Principles of Risk Management and Insurance 3 s.h.
- 06F:103 (FIN:4420) Property and Liability Insurance 3 s.h.
- 06F:104 (FIN:4410) Corporate and Financial Risk Management 3 s.h.
- 06F:105 (FIN:4430) Life and Health Insurance 3 s.h.
- 06F:106 (FIN:4440) Employee Benefit Plans 3 s.h.
- 06F:107 (FIN:4450) Risk Modeling 3 s.h.
College of Dentistry

Dean
- David C. Johnsen

Executive associate dean
- Galen Schneider

Associate dean, finance and facilities
- Scott Arneson

Associate dean, patient care
- Michael Kanellis

Associate dean, research
- Clark Stanford

Associate dean, student affairs
- Catherine Solow

Professional degree: D.D.S.
Graduate degrees: M.S.; Ph.D.
Web site: http://www1.dentistry.uiowa.edu/

The College of Dentistry is an integral part of The University of Iowa and its health sciences campus. Its mission, which embraces the University’s academic values as well as the ethical responsibilities implicit in educating future members of a profession, rests on a foundation representing every aspect of collegiate activity: education of students as general practitioners and specialists; research into all aspects of oral and dental disease and the delivery of health care; and service to the community, the state, and the profession.

Faculty members, D.D.S. students, and dental specialty residents provide oral health care to patients at clinics in the Dental Science Building, the Center for Disabilities and Development, and dentistry clinics at University of Iowa Hospitals and Clinics and Iowa City Veterans Affairs Medical Center. Faculty, staff, and students participate in interdisciplinary research and training activities involving the University’s five health science colleges as well as other University colleges and departments.

Dentistry at The University of Iowa began in 1882 as a single department. In 1900 the University underwent general reorganization and the Dental Department became the College of Dentistry. Today the college is Iowa’s only provider of dental education and ranks as a leader in dental education nationwide.

The college and its educational programs are accredited by the Commission on Dental Accreditation of the American Dental Association, an independent tripartite commission authorized and recognized by the Commission on Post-Secondary Education.

Programs offered by the college cover the full spectrum of dentistry and closely integrated fields. They include the Doctor of Dental Surgery program (D.D.S.), which prepares general dentists; advanced education programs in all dental specialties, each of which may lead to certification in a dental specialty; several advanced education programs in other areas of dentistry, including the oral science program, which offers M.S. and Ph.D. degrees; post-D.D.S. residency programs in general dentistry and hospital-based dentistry; and a wide variety of continuing education programs for dental and allied professions.

Professional Program of Study (D.D.S.)

The Doctor of Dental Surgery program prepares students to practice general dentistry. It requires a minimum of three years of preprofessional study and four years of study in the College of Dentistry. See Doctor of Dental Surgery (p. 687) for a description of the program’s curriculum and information about a joint bachelor’s degree/D.D.S., the dentistry licensure examination, student organizations, expenses, admission, financial support, and academic rules and procedures.

Post-D.D.S. and Graduate Programs of Study

Several College of Dentistry departments offer professional certificate programs designed to prepare dentists for clinical specialty practice: Endodontics (p. 690); Operative Dentistry (p. 695); Oral Pathology, Radiology, and Medicine (p. 699); Orthodontics (p. 704); Pediatric Dentistry (p. 706); Periodontics (p. 708); and Prosthodontics (p. 713). Students who complete these programs satisfactorily are awarded a certificate. The Department of Oral and Maxillofacial Surgery (p. 697) offers a four-year residency program that culminates in a certificate. The college also offers the Certificate in Geriatric and Special Needs Dentistry (p. 693).

The College of Dentistry offers a Master of Arts and a Doctor of Philosophy in oral science (p. 702). Students earning the Certificate in Endodontics or the Certificate in Prosthodontics may earn an M.S. or a Ph.D. in oral science concurrently with the certificate; those earning the Certificate in Operative Dentistry, Certificate in Oral and Maxillofacial Pathology or Certificate in Oral and Maxillofacial Radiology (Department of Oral Pathology, Radiology, and Medicine), or the Certificate in Periodontics may earn an M.S. in oral science concurrently with the certificate.

In addition, the Department of Orthodontics (p. 704) offers a Master of Science in orthodontics, and the Department of Preventive and Community Dentistry (p. 710) offers a Master of Science in Dental Public Health.

For information about post-D.D.S. and graduate programs of study, see the College of Dentistry department sections of the Catalog.

Faculty

Iowa’s dental faculty is predominantly full-time. In addition, more than 100 part-time adjunct faculty members assist with clinical teaching in the D.D.S. and advanced residency programs. Approximately 88 percent of the college’s faculty members hold D.D.S. or D.M.D. degrees and 12 percent represent other disciplines. The vast majority of faculty dentists have advanced education past the D.D.S., generally with master’s degrees in specialty areas; about one-fifth hold a Ph.D.

The College of Dentistry is committed to the principle that diversity is essential to a strong educational environment—one that prepares new generations of dentists to provide
Facilities

The College of Dentistry is located in the Dental Science Building on the University of Iowa health sciences campus, in proximity to the Roy J. and Lucille A. Carver College of Medicine, College of Nursing, College of Pharmacy, College of Public Health, and University of Iowa Hospitals and Clinics. The Bowen Science Building and the Hardin Library for the Health Sciences also are nearby.

The south wing of the Dental Science Building is devoted to clinical teaching. There are 268 operatories in departmental clinics, student laboratories, clinical research space, and a cafeteria. Three clinical floors of the south wing are being remodeled in a sequenced four-year project that began in summer 2012. The north wing houses the simulation clinic and technique bench teaching laboratory, the electronic classroom, college administrative offices, educational media service, computer support services, the academic Department of Preventive and Community Dentistry, and the research laboratories and faculty offices of the Dows Institute for Dental Research.

A 33,000-square-foot addition that opened in fall 2011 features an ADA-compliant entrance, two floors of patient treatment areas, and one floor of space for students. The clinical spaces include 46 dental operatories in the Geriatric and Special Needs Clinic, the Endodontic Clinic, and the Center for Clinical Excellence. Student areas include a classroom that accommodates 80 people, small-group study rooms, a seminar room, a student lounge, lockers, and showers.

Dental Education and Patient Care

Patient care is integral to dental education. Students and faculty members deliver oral health care in clinics on the health sciences campus and at several off-campus sites, including nursing homes. More than 45,600 people receive oral health care yearly in the college's clinics. Patients from throughout Iowa as well as from western Illinois and northern Missouri account for most of the 167,300 patient visits each year.

Interdisciplinary Centers

Dows Institute for Dental Research

Established in 1976, the Dows Institute for Dental Research occupies the fourth floor of the Dental Science Building’s north wing. Laboratories are equipped to support a wide variety of research projects reflecting the complex nature of modern health care needs. Research at the institute is coordinated by the College of Dentistry. Focus areas include oral soft tissue and oral cancer; cariology and microbiology; epidemiology, behavior, health policy, and outcomes; and biomaterials, bone, and tissue engineering. Research also is carried out at the Office of Clinical Research.

Although research is concentrated in these program areas, one of the unit’s strengths has been the consistent level of interaction and collaboration among individuals and programs across the college and the University.

Craniofacial Clinical Research Center

For more than two decades, the Office of Clinical Research has offered outpatient research support for National Institutes of Health, Food and Drug Administration, and related federally supported research grants. The office’s Craniofacial Clinical Research Center conducts protocol-based studies performed by faculty scientists and supported by oral health care industries. It also engages in translational research involving laboratory-to-clinical-research outcomes. The center is allied with the Carver College of Medicine’s General Clinical Research Center and the University’s Institute for Clinical and Translational Science.

Center for Oral and Maxillofacial Implants

Through integrated research, education, and clinical programs, the Center for Oral and Maxillofacial Implants facilitates the development of implants and their use as a therapeutic modality in dentistry. The center integrates basic and clinical research with technology transfer to the clinical setting, enhancing predoctoral, postgraduate, and continuing education and expanding treatment options available to patients served by the college. The center also provides vital coordination of dental specialties that participate in this treatment modality.

Nondepartmental Courses

Most College of Dentistry courses are offered by the college’s departments and programs. They are listed and described in the corresponding General Catalog sections; see the links under “Index: Academic Programs" on this page. The college also offers the following nondepartmental courses.

112:100 (DENT:8000) Transfer Credits Accepted

112:118 (DENT:8118) Experiential Learning I

Problem-based learning, case studies, simulations, communication projects, small group seminars, ethics, research, and treatment planning activities integrating information addressed concurrently in the dental curriculum.

112:119 (DENT:8219) Experiential Learning II

Continuation of 112:118 (DENT:8118).

112:120 (DENT:8100) First-Year Continuing Session

112:145 (DENT:8355) Introduction to Geriatric Dentistry

Biological, psychological, and social aspects of aging; normal aging and disease processes associated with aging; pathological changes that affect oral health treatment of dental diseases and patient management. Requirements: D.D.S. enrollment or completion of dental hygiene program. Same as 153:145 (ASP:8355).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>112:150</td>
<td>(DENT:8200) Second-Year Continuing Session</td>
<td>arr.</td>
<td>Comprehensive dental diagnosis and treatment planning; small group discussion of students’ own patient cases; communication exercises with standardized patients.</td>
</tr>
<tr>
<td>112:155</td>
<td>(DENT:8370) Introduction to Comprehensive Care/Experiential Learning III</td>
<td>1 s.h.</td>
<td>Patient management, record writing skills, quality assurance concepts; students coordinate treatment, patient relations, issues of quality assurance for a group of patients; ethical, moral dilemmas in relation to dental practice.</td>
</tr>
<tr>
<td>112:167</td>
<td>(DENT:8371) Introduction to Quality Assurance</td>
<td>2 s.h.</td>
<td>Patient management, record writing skills, quality assurance concepts; students coordinate treatment, patient relations, issues of quality assurance for a group of patients; ethical, moral dilemmas in relation to dental practice.</td>
</tr>
<tr>
<td>112:168</td>
<td>(DENT:8368) Applied Dental Pharmacology</td>
<td>2 s.h.</td>
<td>Patients’ medications and their implications for dental treatment; clinical use of medications that dentists may prescribe; guidelines for dental prescribing.</td>
</tr>
<tr>
<td>112:185</td>
<td>(DENT:8485) Clinical Admissions Emergency</td>
<td>1 s.h.</td>
<td>Quality assurance from viewpoint of practicing dentist, dental educator, dental epidemiologist, court system; analysis of senior dental practice in relation to quality assurance criteria.</td>
</tr>
<tr>
<td>112:189</td>
<td>(DENT:8489) Advanced Topics in Quality Assurance</td>
<td>2 s.h.</td>
<td>Quality assurance from viewpoint of practicing dentist, dental educator, dental epidemiologist, court system; analysis of senior dental practice in relation to quality assurance criteria.</td>
</tr>
<tr>
<td>112:190</td>
<td>(DENT:8500) Dental Student Research Honors Program</td>
<td>arr.</td>
<td>Experience in conducting research. Requirements: D.D.S. enrollment and approval of mentor and program director.</td>
</tr>
</tbody>
</table>

**Professional Degree**
- Doctor of Dental Surgery (p. 687)

**Departments and Programs**
- Endodontics (p. 690)
- Family Dentistry (p. 692)
- Hospital General Dentistry (p. 694)
- Operative Dentistry (p. 695)
Doctor of Dental Surgery

**Professional degree:** D.D.S.

**Web site:** http://www1.dentistry.uiowa.edu/

**Professional Program of Study**

- **Doctor of Dental Surgery**
  
The Doctor of Dental Surgery program prepares students to practice general dentistry. The D.D.S. is a professional degree awarded by the College of Dentistry. Admission requirements include 90 s.h. of undergraduate credit, including specific required courses, completed at an accredited college; see "Admission" below. Students working toward a bachelor’s degree in the University of Iowa College of Liberal Arts and Sciences before being admitted to the College of Dentistry may be able to complete their bachelor’s degree during their first year in dentistry; see "Joint Bachelor’s Degree/D.D.S." below.

**Doctor of Dental Surgery**

The Doctor of Dental Surgery requires a minimum of three years of preprofessional study and four years of study in the College of Dentistry.

Course work during the first and second years in the College of Dentistry integrates the biomedical sciences with preclinical and clinical disciplines. The biomedical sciences include gross anatomy, biochemistry, general histology, microbiology, pathology, pharmacology, and physiology. Students also study topics specific to dentistry, such as principles of occlusion, anesthesia and pain control, operative dentistry, periodontics, prosthodontics, cariology, and preventive dentistry. During the latter part of the first year, students are introduced to their first clinical patient-treatment situation.

Second-year dental students continue their study of biomedical sciences, take preclinical courses, have additional patient treatment experiences in restorative and preventive dentistry, and are introduced to esthetic and implant dentistry.

Third-year dental students rotate through a series of clerkships that expose them to seven clinical disciplines: endodontics, operative dentistry, oral and maxillofacial surgery, oral pathology, pediatric dentistry, periodontics, prosthodontics, and radiology and medicine.

Fourth-year dental students deliver comprehensive dental care in conditions that closely approximate those in private dental practice. They also are exposed to varied community dentistry health programs throughout Iowa and other states that include hospitals, nursing homes, and the Special Care Clinic. They may choose to participate in the Colorado Migrant Worker Program, the Indian Health Service Program, or the Foreign Dental School Exchange Program. The community dentistry programs provide exposure to facets of dentistry usually not observable in an academic setting.

**Biomedical Sciences in the Dental Curriculum**

The following science courses are offered by University of Iowa departments outside the College of Dentistry and are a required part of the D.D.S. curriculum.

- **060:101 (ACB:8120) Human Gross Anatomy for Dental Students**
- **060:112 (ACB:8121) General Histology for Dental Students**
- **061:113 (MICR:8230) Dental Microbiology**
- **069:133 (PATH:8133) Introduction to Human Pathology for Graduate Students**
- **071:111 (PCOL:8240) Basic Pharmacology for Dental Students**
- **072:152 (MPB:8115) Human Physiology for Dental Students**
- **099:161 (BIOS:8101) Biochemistry for Dental Students**

Dentistry nondepartmental courses are listed in the College of Dentistry (p. 684) section of the Catalog. Courses offered by the college’s departments are listed in each department’s General Catalog section.

**Joint Bachelor’s Degree/D.D.S.**

The College of Liberal Arts and Sciences (CLAS) allows its students to count 30 s.h. of elective credit earned in any other University of Iowa college toward graduation with a bachelor’s degree. Under this policy, CLAS students who enroll in the College of Dentistry before completing their bachelor’s degree may be able to complete their degree during their first year in dentistry. Students planning to take advantage of this plan must satisfy the CLAS residence requirement in order to enroll in the College of Dentistry. They also must fulfill all requirements for the bachelor’s degree, including the General Education Program (p. 306) requirements and the requirements for a major. Contact the College of Liberal Arts and Sciences for more information.

**Dentistry Licensure Examination**

The State of Iowa accepts clinical examination results from the Central Regional Dental Testing Service and from the Western Regional Examination Board. Examinations are administered at several testing sites located at dental schools in the United States. A separate license application is then filed with the individual state board of dentistry.

For licensure, all states also require the National Boards, conducted by the American Dental Association. Many states, including Iowa, also require a jurisprudence examination.

**Expenses**

The College of Dentistry maintains the Supply-Instrument Management System (SIMS), which provides students with instruments and supplies necessary throughout their dental training. The SIMS usage fee for the D.D.S. is payable in installments over the four-year program.

A fee for expendable laboratory supplies is charged each of the first two years. A $100 breakage fee also must be deposited; the deposit is refundable upon graduation or termination of enrollment.

**Student Organizations**

All dental students are members of the American Student Dental Association through its local chapter. The American Dental Education Association, the American Association of Dental Research (Student Research Group), the American Association of Women Dentists, the American Academy of Pediatric Dentistry Student Chapter, the American Society for Geriatric Dentistry, the Student National Dental
Association, and the Hispanic Dental Association also have local chapters.

Students who rank in the upper 12 percent of their senior class are eligible for election to Omicron Kappa Upsilon, a national scholastic honorary dental society.

The national dental professional fraternities Delta Sigma Delta and Psi Omega have chapters at Iowa. Both fraternities provide academic and social activities for students and their spouses.

Admission

Applicants must submit a completed AADSAS (Associated American Dental Schools Application Service) application form to the American Dental Education Association (ADEA). The AADSAS application must be completed online at the American Dental Education Association web site (http://www.adea.org).

Applications are accepted beginning June 1 of the year before the year of entry. Completed applications must be on file at ADEA by October 1. Applicants should apply as early as possible. Notifications of acceptance are sent beginning December 1.

Prospective dental students are encouraged to embark on an educational program that leads to a standard bachelor’s degree. This ensures that students receive a well-rounded education.

Predental Studies

The basic academic requirement for admission to the College of Dentistry is completion of at least 90 s.h. of academic study at an accredited college. No more than 60 s.h. of credit is accepted from a junior college or two-year institution. The predental program of study should include the following.

English: satisfactory accomplishment in English composition, rhetoric, and speech commensurate with the academic requirements for a bachelor’s degree at the college attended.

Physics: one year (equivalent to 8 s.h.), of which one-fourth must be laboratory work.

Chemistry: two years (equivalent to 16 s.h.), of which one year (equivalent to 8 s.h.) must be in organic chemistry; one-fourth of each year’s study must be laboratory work.

Biochemistry: one semester (equivalent to 3 s.h.).

Biological science: one year (equivalent to 8 s.h.), which must include appropriate laboratory work; the requirement may be satisfied by a one-year course in principles of biology, with instruction in cell biology, metabolism, organismic biology, animal biology, genetics, development, ecology, and evolution. Preference is given to applicants who have completed more than 8 s.h. Courses in human anatomy and cell physiology are strongly recommended.

Gross anatomy: highly recommended.

Electives: sufficient course work in the social sciences, philosophy, psychology, history, foreign languages, business, and mathematics to provide a well-rounded educational background.

Grade-Point-Average Requirement

Applicants should have a cumulative g.p.a. of at least 3.25 on a 4.00 scale; a g.p.a. above 3.50 is preferred. The admissions committee gives special consideration to the quality of applicants’ course work in the predental sciences, in addition to the cumulative grade-point average.

Interviews

Personal interviews are required of applicants for admission to the College of Dentistry. Applicants are contacted to arrange an interview, after a complete AADSAS application is received by the admissions office.

Required Dental Admission Test

All applicants must complete the Dental Admission Test (DAT) sponsored by the Council on Dental Education of the American Dental Association. A computerized DAT is available throughout the year at designated Prometric Centers.

Applicants should take the test by August 1, one year before entering dental school. Test application forms are available online or by mail from the American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611.

Deposit by Accepted Applicants

Applicants accepted before February 1 are required to submit a $500 deposit within 30 days after notification of admittance. Applicants admitted after February 1 must submit the deposit within two weeks after notification of admittance. This deposit is not refundable but is credited toward the first fee payment. Applicants who fail to make the deposit within the time specified forfeit their place in the entering class.

Additional Admission Considerations

The admissions committee reviews applicants who meet the minimum requirements and selects those who appear best qualified for the study and practice of dentistry. The committee considers applicants’ academic averages, science averages, DAT scores, letters of recommendation, the interview, and other factors.

Applicants who met the admission requirements five or more years before they applied to the College of Dentistry are considered by the admissions committee only under exceptional circumstances.

Early Admission

The College of Dentistry’s Deferred Admit Program (DAP) allows academically motivated students who are residents of Iowa and are interested in a dental career to be admitted to the College of Dentistry as early as the end of their first year of undergraduate study. Students postpone matriculation to the College of Dentistry until they have earned the amount of credit required for their undergraduate degree. As undergraduates, they are engaged in a liberal arts and sciences curriculum that incorporates the dental prerequisite courses. Once selected for the program, students must maintain a specified level of academic achievement to assure matriculation to the College of Dentistry.

Financial Support

Financial assistance for dental students is based on need. Dental students who demonstrate need are eligible for Health Professions Loans, Perkins Loans, and Stafford/Ford
Loans. Students applying for loans must submit the Free Application for Federal Student Aid (FAFSA). Interest on many of these loans may be deferred while the student is in school, and the loans are repayable over an extended period of time after the course of study is completed.

Short-term and long-term loans are available through the financial aid coordinator at the College of Dentistry.

Tuition scholarships are awarded each year to qualified entering dental students. The awards provide financial support up to $15,000 per year for as many as four years, if the student maintains an appropriate level of performance.

Financial assistance (grants and loans) is available to disadvantaged students who qualify under The University of Iowa's Educational Opportunity Program and the Opportunity at Iowa Program.

Information on financial assistance for dental students is available from the University's Office of Student Financial Aid.

**Academic Rules and Procedures**

**Promotions, Graduation**

Student promotions and graduation are determined by the Collegiate Academic and Professional Performance Committee, which is made up of individuals appointed by the dean from the biomedical, preclinical, and clinical sciences and from other academic areas of the college. The performance committee may recommend to the executive associate dean that a student withdraw from the college or repeat specific courses when the student is deemed generally unprepared to be promoted or to enter the dental profession.

**Committee for Appeals**

When a student has been asked to withdraw from the college or wants special consideration of problems concerning promotion or graduation, he or she may appeal to the dean. All appeals are heard by an ad hoc committee appointed by the dean. The ad hoc committee investigates new information that has not been available previously or that has not been discussed as fully as the student feels it should have been. The committee determines whether this new information, or important new insights that may have been gained, could have influenced the Collegiate Academic and Professional Performance Committee's decision. The recommendation of the appeals committee is submitted to the dean for final action.
Endodontics

Head
• William T. Johnson

Professors
• David R. Drake, William T. Johnson

Associate professors
• Bruce C. Justman, Anne E. Williamson

Assistant professor
• Manuel R. Gomez

Professor emeritus
• Richard E. Walton

Professional certificate: endodontics
Web site: http://www1.dentistry.uiowa.edu/endodontics

The Department of Endodontics provides education and training to predoctoral students and to professional students, who may work toward a graduate degree along with their professional training. Some students participate with departmental faculty in research that contributes to the knowledge base of the specialty. Faculty and advanced students in the department also provide care to patients at the College of Dentistry.

D.D.S. Student Training

Course work and clinical experiences in endodontics are of vital importance in the overall education of Doctor of Dental Surgery students. Preclinical endodontics, taught during the sophomore year, includes a didactic and a laboratory component. In clinical endodontics, taught during the junior year, students study both normal and pathological conditions of the dental pulp and periapex. Diagnosis of pulpal and periradicular disease and various specialized aspects of endodontic treatment are emphasized. Students treat endodontic patients under direct supervision of faculty and staff.

Professional Program of Study

• Certificate in Endodontics

The Certificate in Endodontics is a clinical specialty program designed to provide qualified dentists with the scientific knowledge and clinical skills they will need to practice endodontics and/or pursue a career in dental education and research.

The program’s goal is to develop competent diagnosticians and clinicians. Students learn the scientific and clinical basis of endodontics; develop clinical skills; gain knowledge of and experience in the educational process in order to function confidently as dental educators; and develop skills in designing, conducting, reporting, and publishing the results of original research.

Certificate

The Certificate in Endodontics requires a minimum of 24 months of full-time formal training. The curriculum includes clinical and didactic courses. Students complete an original research project in endodontics and write a scientific paper on their research for submission to a refereed journal.

The certificate program satisfies training requirements for eligibility for certification by the American Board of Endodontics. Students who complete the programs are encouraged to seek board certification. Various activities throughout the course of study prepare students for the board examination process.

Students must maintain a g.p.a. of at least 3.00 in order to receive the certificate. Students who fall below this average are allowed one semester to raise their g.p.a. to at least 3.00. The circumstances of the grade-point average deficiency receive careful consideration.

Once students enroll in the certificate program, they are not permitted to involve themselves in private dental practice enterprises outside the college. Failure to adhere to this policy may result in dismissal from the program.

Whenever possible, students should complete the certificate program without interruption. Students who demonstrate a need to discontinue the program temporarily should limit their time away to a maximum of one calendar year. Students must have permission from the endodontics graduate program director in order to interrupt their study.

Admission

Applicants to the endodontics certificate program must apply through the American Dental Education Association’s Postdoctoral Application Support Services (ADEA PASS). Applicants must hold a D.D.S. or D.M.D. degree or a foreign equivalent and must meet the application requirements of the Graduate College. They should take the National Board Dental Examination, part one, and part two when it is available.

Applications should include official transcripts from all undergraduate and graduate institutions, an updated curriculum vitae, three letters of recommendation, a personal statement, and a photograph (two-inch head-and-shoulders view).

The certificate program begins in summer; ADEA PASS applications should be submitted no later than August 15 for admission the following summer. Finalists for admission are asked for a personal interview in September; admission decisions are made in October.

Graduate Study

Certificate students in the Department of Endodontics may work toward a Master of Science or a Doctor of Philosophy in oral science while earning the certificate. Both graduate degree programs provide students with in-depth knowledge in a scientific training discipline as preparation for careers in academia and research.

Students normally require three years of full-time study to complete the Certificate in Endodontics and the M.S. degree, or at least four years to complete the certificate and the Ph.D. degree. Both graduate degree programs require more didactic course work than the certificate program. The M.S. requires a thesis; the Ph.D. requires a dissertation. See Oral Science (p. 702) in the Catalog.

Other graduate programs are available to endodontics certificate students, such as master’s degrees in other disciplines, or a certificate in combination with a Ph.D. in a basic science area. Such programs are available by special arrangement, depending on the candidate’s experience.
and goals. Consult the Department of Endodontics for more information.

Financial Support

Applicants to the certificate and graduate programs must be able to support themselves financially until they complete the programs. Prospective students should plan to pay living expenses, tuition, and costs for books, specialized equipment (e.g., surgical operating microscope, notebook computer, and ultrasonic system), instrument usage, and other expenses. Stipends are determined on a yearly basis and depend on availability of funding.

Courses

For D.D.S. Students

083:140 (ENDO:8240) Endodontics Preclinical Didactic 1 s.h.
Basic principles, concepts, technical procedures for treatment of pulpal problems.

083:141 (ENDO:8241) Endodontics Preclinical Laboratory 1 s.h.
Basic technical procedures for treatment of pulpal problems.

083:160 (ENDO:8360) Clinical Endodontic Practice 0 s.h.
Clinical experience in diagnosis and treatment of routine pulpal and periradicular pathology; emergency diagnosis; treatment of patients.

083:165 (ENDO:8365) Clinical Endodontic Seminar 1 s.h.
Tooth pain, anesthesia, pulpal and periradicular reactions, endodontic radiologic interpretation, trauma diagnosis and treatment, surgical endodontics, endodontic implants, bleaching, retreatment, apexification/apexigenesis.

For Certificate Students

Courses offered by the graduate programs in oral science are listed in the Oral Science (p. 702) section of the Catalog.

083:300 (ENDO:9300) Endodontic Certificate Program 0 s.h.
Current literature relevant to endodontics, including diagnosis or treatment of endodontic cases; dental journals with endodontic-related content; landmark research.

083:225 (ENDO:5225) Endodontic Literature Review I 2 s.h.
Current and historical research.

083:226 (ENDO:5226) Endodontic Literature Review II 2 s.h.
Continuation of 083:225 (ENDO:5225).

083:227 (ENDO:6227) Endodontic Literature Review III 2 s.h.
Continuation of 083:226 (ENDO:5226).

083:228 (ENDO:6228) Endodontic Literature Review IV 2 s.h.
Continuation of 083:227 (ENDO:6227).

083:260 (ENDO:5260) Current Literature in Endodontics 1 s.h.
Family Dentistry

Head
• David C. Holmes

Professors
• Ana M. Diaz-Arnold, John V. Doering, David C. Holmes, Marcos A. Vargas

Associate professors
• Larry J. Squire, Richard A. Williamson

Assistant professors
• I. Reed Parker, Michael L. Spector, Cheryl Straub-Morarend

Adjunct associate professors

Adjunct instructors
• Christopher C. Glynn, Megan L. Grier, Kevin M. Hart, Kimberly A. Morio, Steven G. Rabedeaux, Duane A. Schmidt, Ian K. Shaw, Amy J. Stodola, Sara E. Stuefen, Leah R. Weston, Amy N. Wilken

Professors emeriti
• Thomas V. Gardner, Charles B. Sabiston Jr., Vincent D. Williams

Web site: http://www1.dentistry.uiowa.edu/family-dentistry

The Department of Family Dentistry reinforces and refines the comprehensive approach to managing patients’ oral health care needs.

D.D.S. Student Training

The senior year of the Doctor of Dental Surgery program integrates basic science knowledge, clinical skills, and dental laboratory experiences acquired during the first three years of dental school into a systematic approach to providing patient care.

Students who complete their education in Family Dentistry should:
• conduct themselves in a professional and ethical manner;
• understand the principles of comprehensive dental treatment planning;
• know the medical, ethical, and legal issues involved in patient care;
• be able to recognize the need for specialty consultation;
• be competent in coordinating and sequencing patient treatments;
• be effective members of the dental team;
• be prepared to enter general practice;
• be educated and trained for licensure examination; and
• appreciate the importance and value of lifelong learning.

Students spend five days a week in a clinical setting, where they gain experience in total patient management and care. Their didactic course work builds on their previous education. All areas of clinical and didactic instruction, patient awareness, and sensitivity to patients’ needs are stressed.

The department’s practice management curriculum prepares students to evaluate practice locations and manage the business aspects of a dental practice.

Courses

114:184 (FAMD:8484) Dental Practice Management 2 s.h.
Principles of dental practice management; delivery of comprehensive dental treatment in a simulated group-practice clinical setting, with chairside dental assistants.

114:187 (FAMD:8487) Clinical Experiences-Comprehensive Care arr.
Clinical experiences in diagnosis, treatment planning, and delivery of integrated, comprehensive dental care.

114:188 (FAMD:8488) Clinical Competencies-Comprehensive Care arr.
Refinement of clinical skills, judgment, and critical self-evaluation in the delivery of integrated, comprehensive dental care.

114:194 (FAMD:8494) Topics in Family Dentistry 3 s.h.
Current techniques, findings; applications for general practitioner and graduate specialty programs.

114:195 (FAMD:8495) Treatment Planning and Sequencing 2 s.h.
Documentation of diagnostic procedures used in developing a treatment plan and sequence for selected clinical patients; student presentations.
Geriatric and Special Needs Dentistry

Coordinator
• Howard Cowen

Professional certificate: geriatric and special needs dentistry
Web site: http://www.dentistry.uiowa.edu/preventive/preventive_gsnp.shtml

The certificate program in geriatric and special needs dentistry prepares dentists to be leaders and teachers in this critical area of practice. The multidisciplinary program incorporates medicine and psychiatry and blends clinical and didactic experiences in varied settings, such as acute, palliative, rehabilitative, and long-term care. Its goal is to provide dental professionals with the knowledge and skills they will need to provide patient-centered, sound, and realistic treatment plans for their patients.

Professional Program of Study
• Certificate in Geriatric and Special Needs Dentistry

Certificate
The Certificate in Geriatric and Special Needs Dentistry requires a minimum of one year of full-time study. The program prepares dentists to evaluate and manage the oral health problems of older adults across the spectrum of geriatric health care services as well as adults with special needs. It also prepares professionals for scholastic positions in geriatric education. Successful graduates meet the educational requirements for eligibility to take the fellowship examination of the Special Care Dentistry Association.

Certificate students have opportunities to collaborate with medical residents and other allied health care professionals in providing a holistic approach to care of patients whose dental and medical needs are complex. They gain experience in the College of Dentistry’s patient care clinics and Geriatric Mobile Dental Unit, at St. Luke’s Hospital (Cedar Rapids, Iowa), and at University of Iowa Hospitals and Clinics.

Highlights of the curriculum include advanced clinical geriatric and special needs dentistry, interdisciplinary geriatric patient assessment, geriatric dentistry case studies, outreach, and teaching practicum.

Applicants must hold a D.D.S. or D.M.D. degree from an accredited dental school, be licensed dentists, and meet the admission requirements of the Graduate College. Contact the Geriatric and Special Needs Dentistry Program to learn more.

Courses
223:300 (GSND:9300) Geriatric Special Needs Dentistry Certificate
Advanced clinical and didactic education in geriatric special needs dentistry.
Hospital General Dentistry

Head
- Kirk L. Fridrich

Division directors
- Kirk L. Fridrich (Oral and Maxillofacial Surgery), Robert L. Schneider (Prosthodontics)

Professor
- Robert L. Schneider

Assistant professor
- Ryan W. Hill

Web site: http://www.uihealthcare.org/dentistry/

The College of Dentistry operates a hospital dentistry clinical service at University of Iowa Hospitals and Clinics. The service includes divisions of general dentistry, maxillofacial prosthodontics, and oral and maxillofacial surgery, and it interacts with the college’s specialties of orthodontics, periodontics, pediatric dentistry, endodontics, diagnosis, oral pathology, and prosthodontics.

The Hospital Family Dentistry Program offers a one-year general practice residency.

Residency Program

The general practice residency program prepares dentists for a broader scope of private practice in general dentistry. The program combines clinical and didactic training on an individual basis and meets fundamental requirements of the Commission on Dental Accreditation of the American Dental Association (ADA).

The residency covers one year of hospital-based training. Through postdoctoral clinical, didactic, and hospital experience, residents prepare to meet the oral health needs of a wide range of ambulatory and nonambulatory patients. Rotations and patient experiences are divided between University of Iowa Hospitals and Clinics and the Iowa City Veterans Affairs Medical Center.

Residency training includes use of hospital resources, management of ambulatory patients, inpatients, same-day surgery patients, and emergency medical and dental patients. Residents participate in consultations with other hospital services and are assigned to appropriate hospital services to fulfill the objectives of the training program. They are appointed to the hospital’s house staff and have the same privileges and responsibilities as residents in other professional education programs.

Applicants must be U.S. citizens or permanent residents and must be graduates of a dental school accredited by the American Dental Association. They also must be eligible for licensure to practice dentistry in the United States. Application deadline is October 1 for the following July 1. See General Practice Residency Program for admission and application requirements.
Operative Dentistry

**Head**
- Steven Armstrong

**Professors**
- Steven Armstrong, Gerald Denehy

**Associate professors**
- Deborah Cobb, Sandra Guzmán-Armstrong, Justine Kolker, So Ran Kwon, Patricia Meredith

**Assistant professors**
- Rodrigo Rocha Maia, Natalia Restrepo-Kennedy

**Adjunct professor**
- Robert Margeas

**Adjunct associate professors**
- Richard Grunder, Alan Swett, Jeremy Tu, Chadwin Wagener

**Adjunct assistant professors**
- Stephanie Barquist, Ed Fung, Kelly Huston, Ben Lloyd, Matt Miller, Terry Riley, Jon Ryder, Rob Thompson, Lori Veerman

**Adjunct instructor**
- Lynn Griebahn

**Professors emeriti**
- Murray Bouschlicher, Daniel Boyer, James Fuller, Satish Khera, Devore Killip

**Associate professor emeritus**
- Thomas Schulein

**Professional certificate:** operative dentistry

**Web site:** http://www1.dentistry.uiowa.edu/operative

The Department of Operative Dentistry provides training to predoctoral students and to professional students, who may elect to pursue graduate study along with their professional training. The department is a national leader in dental research and advanced restorative techniques. Its faculty members are recognized for their work in composite resins, bonding technology, and minimally invasive techniques.

**D.D.S. Student Training**

Course work and clinical experiences in operative dentistry are fundamental to the overall education of Doctor of Dental Surgery students. The operative dentistry curriculum is designed so that didactic material relates closely to laboratory and clinical experiences. Students acquire foundational concepts in caries diagnosis, prevention, repair, and restorative techniques. They prepare to proceed independently in operative dentistry during their fourth year of training.

**Professional Program of Study**

- Certificate in Operative Dentistry
  Students must earn the Certificate in Operative Dentistry in conjunction with an M.S. or Ph.D. in oral science; see Oral Science (p. 702) in the Catalog.

**Certificate**

The Certificate in Operative Dentistry is a professional clinical specialty program that provides dentists with advanced training for teaching, research, and the clinical practice of operative dentistry. It meets the educational requirements for application to take board certification examinations of the American Board of Operative Dentistry.

Applicants to the certificate program must be graduates of accredited U.S. or recognized foreign dental schools and must meet the admission requirements of the Graduate College. The department may request an interview with an applicant.

Certificate students must be enrolled in the M.S. or Ph.D. program in oral science in order to earn the Certificate in Operative Dentistry. Completion of both programs requires 36 months of full-time study. The M.S. requires more course work than the certificate as well as a thesis and oral and written comprehensive exams. Since the American Dental Association does not recognize operative dentistry as a specialty area, graduate students have some flexibility in their curriculum and may be able to take courses that particularly interest them. See Oral Science (p. 702) in the Catalog.

Students must provide their own financial support for the certificate and degree programs, including research and thesis expenses.

**Courses**

**For D.D.S. Students**

**082:120 (OPER:8120) Dental Anatomy**
- 3 s.h.
  Basic dental terminology and nomenclature, human tooth morphology, creation of tooth crowns with wax.

**082:122 (OPER:8122) Operative Dentistry I**
- 6 s.h.
  Principles, design of cavity preparations; placement of restorative materials; clinical simulation on dental mannequins.

**082:140 (OPER:8240) Operative Dentistry II**
- 1 s.h.
  Principles, design of cavity preparations, restoration of teeth, patient management, pain control.

**082:141 (OPER:8241) Operative Dentistry II Clinic**
- 3 s.h.
  Procedures performed on operative clinic patients; based on biological principles for preparation of cavities, restoration with appropriate materials.

**082:142 (OPER:8242) Esthetic Dentistry**
- 1 s.h.
  Principles of esthetic dentistry; tooth bleaching, tooth recontouring, esthetic buildups with composite resin; exercises on mannequins in the simulation clinic.

**082:170 (OPER:8370) Operative Dentistry III**
- 4 s.h.
  Combination of didactic and clinical aspects of operative dentistry; review of clinical problems, restorative dental materials, and treatment methods; patient treatment; amalgam, composite resin, gold; emphasis on physiological and esthetic importance of restorative treatment.
For Certificate Students

082:224 (OPER:6224) Graduate Restorative Materials
2 s.h.
Dental materials science: mechanical, physical, and chemical properties of restorative materials; selection and manipulation. Same as 084:224 (PROS:6224).

082:226 (OPER:5126) Operative Dentistry Seminar
1 s.h.
Direct resin systems, bonding technology; their use in dental esthetic treatment.

082:234 (OPER:5234) Selected Applications of Operative Dentistry
arr.
Advanced techniques.

082:240 (OPER:5140) Operative Dentistry Advanced Clinic
arr.
Materials, techniques; restoration procedures on a mannequin.

082:245 (OPER:5245) Pre-Clinical Teaching
arr.
Teaching undergraduate dental students in laboratory, clinic.

082:246 (OPER:6246) Clinical Teaching
2 s.h.
Clinical teaching instruction.

082:300 (OPER:9300) Operative Dentistry Certificate Program
0 s.h.
Advanced dental clinical, didactic education; nondegree program toward eligibility for board certification in operative dentistry.
Oral and Maxillofacial Surgery

Head
- Kirk L. Fridrich

Assistant head
- Richard G. Burton

Director, graduate studies
- Steven L. Fletcher

Professors
- Richard G. Burton, Kirk L. Fridrich, Charles L. Ringgold, Robert L. Schneider, William J. Synan

Associate professors
- Terry L. Hopper, Teresa A. Morgan, John O. Rice

Assistant professors
- Steven Fletcher, Kyle Stein

Professor emeritus
- John Montgomery

Associate professor emeritus
- Sherwood Wolfson

Professional certificate: oral and maxillofacial surgery
Web site: http://www1.dentistry.uiowa.edu/oral-maxillofacial-surgery

The Department of Oral and Maxillofacial Surgery combines clinical and didactic training to fit the individual interests, abilities, and development of students. Its training program for predoctoral students is based in the College of Dentistry, with some clinical assignments in the oral and maxillofacial surgery division at University of Iowa Hospitals and Clinics. Its certificate program is based primarily in the Oral and Maxillofacial Surgery Residency program at University of Iowa Hospitals and Clinics.

D.D.S. Student Training

The Doctor of Dental Surgery curriculum in oral and maxillofacial surgery is designed to develop a foundation of professional knowledge and surgical skills that will enable students to diagnose and manage surgical problems related to general dentistry practice. The program emphasizes high ethical standards and development of good surgical concepts and judgment.

The clinical portion of the curriculum allows students to develop surgical skills and apply the theoretical knowledge acquired in didactic courses. Theory and application of anesthesia-analgesia, intravenous sedation, and nitrous oxide analgesia techniques are presented through didactic and clinical experiences.

Professional Program of Study

Certificate
- Certificate in Oral and Maxillofacial Surgery

The department offers a four-year residency program that culminates in the Certificate in Oral and Maxillofacial Surgery. The program combines clinical and didactic training to prepare dentists for specialty practice. Every effort is made to adapt the program to the individual interests, abilities, and development of students, but it is essential that all students meet certain fundamental requirements.

Recommendations of the American Dental Association, the Committee on Graduate Training of the American Association of Oral and Maxillofacial Surgeons, and the American Board of Oral and Maxillofacial Surgery have been considered carefully in planning the structure and scope of training.

The residency period covers four years of hospital training, providing an orientation to hospital procedures, integration of basic and clinical sciences, acquisition of surgery principles, and familiarization with varied aspects of health services.

Competence in clinical oral and maxillofacial surgery requires knowledge of the basic medical sciences related to the specialty. So in addition to hospital and clinical training, residents take advanced course work in subjects such as applied pharmacology, surgical anatomy, pathology, physiology, and microbiology. They also review closely related disciplines such as roentgenology, anesthesiology, physical diagnosis, and laboratory procedures.

The assumption of increased responsibility and the opportunity for clinical and operating room experience are important aspects of residency training.

Residents gain clinical training in anesthesiology through an assigned rotation in the Department of Anesthesiology (Carver College of Medicine). Previous advanced training in physical diagnosis, physiology, pharmacology, and pathology take on greater clinical significance, and increased responsibility in the operating room as first assistant and surgeon further develops surgical judgment and skills.

Development and implementation of a research project under staff supervision enhance the value of the residency training.

Senior residents may be given responsibility for major oral and maxillofacial surgical cases during rotations at University of Iowa Hospitals and Clinics. Each fourth-year resident is assigned to a rotation as a clinical and didactic coordinator and assumes responsibility to qualify for examination by the American Board of Oral and Maxillofacial Surgery. To learn more about Iowa's program, visit the Oral and Maxillofacial Surgery Residency web site.

Admission

Students may begin the four-year certificate program only on July 1. Applicants are selected through a post-D.D.S. dental matching program sponsored by the American Association of Oral and Maxillofacial Surgeons. The application deadline for the match in oral and maxillofacial surgery is September 1 for admission the following July. Appointments are made after the match results are revealed and the staff elects to take official action. Appointments are offered on or before February 1 for the following July.

Applicants must have graduated from an accredited college of dentistry, should be in the upper one-fourth of their graduating class, and must be eligible to be licensed to practice dentistry in the United States.
Facilities

The University of Iowa Health Sciences Campus has outstanding basic and clinical science departments that stimulate and support scholarly research and superior clinical practice. Appropriate environments for residency training in oral and maxillofacial surgery are provided by University of Iowa Hospitals and Clinics, the College of Dentistry and the Carver College of Medicine.

Courses

For D.D.S. Students

087:115 (OMFS:8115) Anesthesia and Pain Control I

Principles, techniques of complete medical history, head and neck examination, cardiovascular and respiratory examination; neuroanatomical, psychophysiological aspects of pain; pharmacologic action and techniques for using local anesthetics.

087:130 (OMFS:8230) Basic Oral and Maxillofacial Surgery

Principles; indications, contraindications for extractions; evaluation of patient's related medical history; techniques of extraction, minor oral surgery procedures.

087:145 (OMFS:8245) Anesthesia and Pain Control II

Theory, application, instrumentation of nitrous oxide sedation; emphasis on cardiovascular, respiratory physiology; evaluation of patients, practical techniques for nitrous oxide sedation.

087:155 (OMFS:8355) Advanced Oral and Maxillofacial Surgery

History, examination, diagnosis, treatment of diseases and traumatic injuries of oral cavity.

087:160 (OMFS:8360) Clinical Oral and Maxillofacial Surgery

Clinical experience at the College of Dentistry, University of Iowa Hospitals and Clinics, Veterans Affairs Iowa City Health Care System.

For Certificate Students

087:208 (OMFS:5208) Pain and Anxiety Control

Nitrous oxide; intravenous, oral, intramuscular anxiety and pain control; pharmacology of agents; complications, their management.
Oral Pathology, Radiology, and Medicine

Head
• Steven D. Vincent

Professors
• Michael W. Finkelstein, John W. Hellstein, Axel Ruprecht, Christopher A. Squier, Steven D. Vincent, Philip W. Wertz

Associate professors
• Trishul Allareddy, Karen A. Baker, Ronald D. Elvers, Cindy L. Marek, Carrie McKnight

Assistant professors
• Joanna L. Clancy, Nidhi Q. Handoo, Ruth D. Spieker, Sherry R. Timmons

Adjunct professors
• Eva Dahl, Thomas P. Williams

Adjunct assistant professors
• John A. Maxwell, Daniel S. Sarasin, Richard B. Wagner

Professors emeriti
• Daniel L. Hall, Harold L. Hammond

Assistant professor emeritus
• George C. Kienzle

Professional certificates: oral and maxillofacial pathology; oral and maxillofacial radiology
Web site: http://www1.dentistry.uiowa.edu/oral-pathology-radiology-medicine

The Department of Oral Pathology, Radiology, and Medicine educates predoctoral students and professional students, who may pursue graduate study along with their professional training. The department has diverse curricular responsibility and a faculty with widely varied disciplinary expertise.

D.D.S. Student Training

The Department of Oral Pathology, Radiology, and Medicine teaches Doctor of Dental Surgery and other health care students about diseases that manifest in and around the oral and maxillofacial region. Students learn about the clinical, radiographic, laboratory, histopathologic, and therapeutic features of these diseases and about their etiology and natural history. They also study identification of systemic diseases through physical evaluation of patients.

Professional Programs of Study
• Certificate in Oral and Maxillofacial Pathology
• Certificate in Oral and Maxillofacial Radiology

Oral science involves the study of structure, function, and diseases of the oral and maxillofacial region. Study methods include examination of related histories, evaluation of clinical signs and symptoms, and use of biochemical, microscopic, and radiologic procedures to establish a diagnosis and plan for therapeutic management.

The department’s programs are diverse and flexible, allowing students to obtain advanced clinical, didactic, and research-related education while earning a professional certificate. Students working toward one of the department’s certificates may pursue a Master of Science in oral science in conjunction with the certificate; see "Graduate Study" below.

Certificates

The department offers the Certificate in Oral and Maxillofacial Pathology and the Certificate in Oral and Maxillofacial Radiology. The educational requirements of each certificate program meet the requirements for preparation of dental specialists set by the Commission on Dental Accreditation of the American Dental Association, the American Board of Oral and Maxillofacial Pathology, or the American Board of Oral and Maxillofacial Radiology.

Admission

Applicants must have successfully completed an accredited program leading to the D.D.S. or D.M.D., or a foreign equivalent, and must meet the admission requirements of the Graduate College. They must have a cumulative g.p.a. of at least 3.00 (or foreign equivalent) to be considered for admission.

International applicants whose first language is not English must present a satisfactory score on the Test of English as a Foreign Language (TOEFL).

The department’s faculty makes final decisions on acceptance of applicants who meet the requirements for admission. A personal interview is required.

Graduate Study

Students earning one of the department’s professional certificates may pursue a Master of Science in oral science while they work toward the certificate. They pursue the M.S. track that corresponds with their certificate (Certificate in Oral and Maxillofacial Pathology or Certificate in Oral and Maxillofacial Radiology). Each program combines the minimum requirements of the M.S. and the certificate; completion time usually is 36 to 48 months.

All students in the combined programs pursue comprehensive study of basic biologic and health sciences in preparation for teaching and research. They must complete the courses listed below, including the core courses and the basic science and departmental courses listed for their M.S. track. They also must prepare and submit a thesis based on the results of research conducted during their course of study. See Oral Science (p. 702) in the Catalog for additional information about requirements and admission.

**CORE COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>068:199</td>
<td>Basic Otolaryngologic Science</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>086:200</td>
<td>Stomatology Literature Review</td>
<td>arr.</td>
</tr>
<tr>
<td>086:226</td>
<td>Oral Pathology for Graduate Students</td>
<td>arr.</td>
</tr>
<tr>
<td>151:200</td>
<td>Seminars in Dental Research</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>151:210</td>
<td>Dental Sciences Research</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>
151:212 (ORSC:5212) Statistical Methods for Dental Research 3 s.h.
151:215 (ORSC:5215) Research Design in Dentistry 2 s.h.
151:600 (ORSC:5600) Research in Oral Science (for a total of 9 s.h.)

ORAL AND MAXILLOFACIAL PATHOLOGY TRACK
069:205 (PATH:8204)‑069:206 (PATH:8214) Medical Pathology I‑II 10 s.h.
086:225 (OPRM:5225) Manifestations of Oral and Paraoral Disease
086:227 (OPRM:5227) Surgical Oral Pathology 1 s.h.
086:240 (OPRM:5240) Histopathology 1 s.h.
086:256 (OPRM:5256) Advanced Oral Pathology 1 s.h.
111:217 (DPH:6017) Teaching Methods and Evaluation 2 s.h.
151:280 (ORSC:5280) Advanced Dental Therapeutics 1 s.h.

ORAL AND MAXILLOFACIAL RADIOLOGY TRACK
069:133 (PATH:8133) Introduction to Human Pathology for Graduate Students 4 s.h.
077:120 (FRRB:3130) Radiation Safety and Radiobiology 2 s.h.
086:243 (OPRM:5243) Practical Oral and Maxillofacial Radiology
086:244 (OPRM:5244) Technical Oral and Maxillofacial Radiology
086:245 (OPRM:5245) Head and Neck Radiology

Facilities
Facilities reserved for the Department of Oral Pathology, Radiology, and Medicine include a radiology special procedures area; an interpretation room; a surgical oral pathology laboratory; a clinical pathology laboratory with areas for histopathology; and a seminar room for small groups of graduate and undergraduate students.

In addition, the College of Dentistry has joint-use research laboratories that are well equipped and staffed for conducting research involving histology, histochemistry, materials technology, radiobiology, ultrastructure, and electron probe analysis and quantification.

Courses
For D.D.S. Students

086:120 (OPRM:8120) Fundamentals of Oral Radiology 1 s.h.
Methods of clinical, radiographic examination, record keeping; correlation of basic, clinical sciences.

086:135 (OPRM:8235) Oral Pathology 4 s.h.
Diseases involving orofacial organs.

086:145 (OPRM:8245) Introduction to Clinical Oral Radiology 1 s.h.
Principles, techniques of diagnosis, radiology, clinical pathology in clinical practice.

086:155 (OPRM:8355) Systemic Disease Manifestations 1 s.h.
Clinical medicine for dental students; basic information for patient evaluation.

086:160 (OPRM:8360) Clinical Oral Diagnosis 1 s.h.
Diagnosis of orofacial diseases by clinical, laboratory, radiographic and treatment planning methods; clinical case analysis.

086:161 (OPRM:8361) Clinical Oral Radiology
Making and processing intraoral, extraoral radiographs; principles of radiographic interpretation.

086:165 (OPRM:8365) Clinical Oral Pathology 1 s.h.
Oral and maxillofacial diseases: integration of the clinical, historical, radiographic features; therapeutic management.

For Certificate Students
Courses offered by the graduate programs in oral science are listed in the Oral Science (p. 702) section of the Catalog.

086:200 (OPRM:5200) Stomatology Literature Review
Current literature in oral and maxillofacial pathology and radiology; presentation of graduate student research; development of lectures or seminars for D.D.S. or graduate students, or continuing education for peers and practicing dentists.

086:225 (OPRM:5225) Manifestations of Oral and Paraoral Disease
Clinical experience in diagnosing, managing patients.

086:226 (OPRM:5226) Oral Pathology for Graduate Students
Head and neck diseases, abnormalities.

086:227 (OPRM:5227) Surgical Oral Pathology 1 s.h.
Experience in day-to-day operations of surgical oral pathology laboratory; advanced training in histopathologic diagnosis of oral and maxillofacial diseases. Corequisites: 086:240 (OPRM:5240), if not taken as a prerequisite.

086:228 (OPRM:5228) Introduction to Surgical Oral Pathology 1 s.h.
Day-to-day operations of surgical oral pathology laboratory; histopathologic diagnosis of oral and maxillofacial diseases.

086:230 (OPRM:5230) Research in Oral Pathology, Radiology, and Medicine
Includes thesis preparation.

086:238 (OPRM:5238) Introduction to Histopathology 1 s.h.
Case studies; histopathologic diagnosis of diseases that affect oral and maxillofacial region.

086:240 (OPRM:5240) Histopathology 1 s.h.
Case studies; advanced training in histopathologic diagnosis of diseases that affect oral and maxillofacial region. Corequisites: 089:202 (ORDN:5202), if not taken as a prerequisite.

086:241 (OPRM:5241) Hospital Oral Pathology, Radiology, and Medicine
arr.
Management of patient consultations, diagnosis, therapy at a hospital-based dental service.

**086:242 (OPRM:5242) Clinical Oral and Maxillofacial Radiology**
Radiologic manifestations of diseases; emphasis on craniofacial complex.

**086:243 (OPRM:5243) Practical Oral and Maxillofacial Radiology**
Clinic participation; supervision of dental and dental hygiene students, review of their cases; participation in clinical radiology conferences, laboratory exercises.

**086:244 (OPRM:5244) Technical Oral and Maxillofacial Radiology**
Experience with technical maintenance of darkroom, clinical equipment; troubleshooting under supervision of radiology staff.

**086:245 (OPRM:5245) Head and Neck Radiology**
Hospital-based rotation in diagnostic radiology with participation in interpretation sessions; CT, MRI, nuclear medicine, ultrasound.

**086:246 (OPRM:5246) Craniofacial Radiology**
Hospital-based rotation in diagnostic radiology; exposure to interpretive sessions on ultrasound, CT, MRI, nuclear medicine.

**086:256 (OPRM:5256) Advanced Oral Pathology**
1 s.h.
Diseases involving orofacial organs; emphasis on bibliographic research, biodynamic analysis of pathologic processes, diagnostic interpretation; content adapted to student interests. Requirements: graduate standing in oral pathology.

**086:300 (OPRM:9300) Oral Pathology Certificate Program**
0 s.h.
Advanced dental clinical and didactic education; nondegree program toward eligibility for board certification in oral and maxillofacial pathology.

**086:301 (OPRM:9301) Oral Radiology Certificate Program**
0 s.h.
Advanced dental clinical, didactic education; nondegree program toward eligibility for board certification in oral and maxillofacial radiology.
Oral Science

**Director**
- Christopher Squier (Oral Pathology, Radiology, and Medicine/International Programs)

**Graduate degrees:** M.S. in oral science; Ph.D. in oral science
**Web site:** http://www1.dentistry.uiowa.edu/

**Graduate Programs of Study**
- Master of Science in oral science
- Doctor of Philosophy in oral science

Graduate programs in oral science require that students complete courses from a core curriculum and conduct independent research leading to a thesis. The programs prepare graduates for careers in teaching and research.

Students must enroll in a professional certificate program offered by a College of Dentistry department in order to enroll in the Master of Science program in oral science. The following departments offer their certificate students the opportunity to earn graduate degrees in oral science: Endodontics (p. 690), Prosthodontics (p. 713), and Operative Dentistry (p. 695) students may earn an M.S. or Ph.D. in oral science; Oral Pathology, Radiology, and Medicine (p. 699) and Periodontics (p. 708) students may earn an M.S. in oral science.

**Master of Science**
The Master of Science program in oral science requires a minimum of 30 s.h. of graduate credit, including 21 s.h. of course work, 9 s.h. of independent research leading to a thesis, and a final examination. M.S. students must spend at least two years in full-time residence at The University of Iowa.

Students pursuing the M.S. normally must be enrolled in a clinical specialty training program offered by a College of Dentistry department. Students should complete the M.S. and the clinical specialty training program in three years of study.

**Doctor of Philosophy**
The Doctor of Philosophy program in oral science requires a minimum of 72 s.h. of graduate credit, including advanced course work and original research that culminates in the successful defense of a dissertation. Students must pass a comprehensive examination, prepare and gain approval of a research project, and complete and successfully defend a dissertation that describes the results of their research. Completion of the program usually requires at least four years of full-time study.

**Admission**
Applicants to the M.S. and Ph.D. programs must meet the admission requirements of the Graduate College. Applicants whose first language is not English must score at least 550 (paper-based) or at least 79 (Internet-based) on the Test of English as a Foreign Language (TOEFL); they also may be asked to take the Test of Spoken English.

Programs normally begin July 1 each year.

Applicants to the Ph.D. program are asked to submit a statement describing past research experience and current research interests, and stating how completion of the Ph.D. program fits their career goals.

A personal interview may be requested for either program.

**Courses**

151:200 (ORSC:5200) Seminars in Dental Research 1 s.h.
151:210 (ORSC:5210) Dental Sciences Research Methodology 2 s.h.
Practical, experimental procedures in dental research; literature and design; writing of research protocols. Offered summer session.
151:212 (ORSC:5212) Statistical Methods for Dental Research 3 s.h.
Descriptive methods, elementary probability, distributions, populations and samples, methods for analyzing percentage data and paired and unpaired measurement data, regression, correlation, and analysis of variance.
151:215 (ORSC:5215) Research Design in Dentistry 2 s.h.
Types of studies used in dentistry; design validity; sampling methodologies; major descriptive and experimental designs used in dental research; application of statistical tests to these designs. Offered spring semester.
151:220 (ORSC:5220) Pathophysiology of Skin and Oral Mucosa 2 s.h.
Biology of skin, oral mucosa; changes in behavior of the tissues in varied physiological, pathological conditions. Offered spring semesters of even years. Prerequisites: 151:210 (ORSC:5210).
151:240 (ORSC:5240) Pathophysiology of the Pulp-Dentin Complex 2 s.h.
Biology of tissue; emphasis on pathological changes. Offered spring semesters of even years. Prerequisites: 151:210 (ORSC:5210).
151:250 (ORSC:5250) Current Concepts of Cariology 2 s.h.
Etiology of dental caries; pathogenesis, development of preventive measures. Offered spring semesters of odd years. Prerequisites: 151:210 (ORSC:5210).
151:260 (ORSC:5260) Bone and Tooth Support Structure and Implants 2 s.h.
Biology of bone and periodontal structures; biologic basis for therapeutic use of dental implants. Offered fall semesters of odd years.
151:275 (ORSC:5275) Oral Microbiology and Immunology 2 s.h.
Principles of microbiology and immunology, aspects of microbial community development in the oral cavity, basic concepts of host/parasite interactions related to development of oral diseases; biological, immunological, and clinical manifestations induced by major oral pathogens. Offered spring semesters of odd years. Requirements: microbiology, biochemistry, and biology. Recommendations: immunology.

151:280 (ORSC:5280) Advanced Dental Therapeutics
1 s.h.
Antimicrobial, analgesic, related therapies; emphasis on drug/drug interactions, dental implications of chronic cardiovascular and central nervous system medications. Offered fall semesters.

151:600 (ORSC:5600) Research in Oral Science
arr.
Thesis research. Requirements: oral science M.S. or Ph.D. candidacy.
Orthodontics

Head
• Thomas E. Southard

Professors
• Andrew C. Lidral, Thomas E. Southard, Robert N. Staley

Associate professor
• Steven D. Marshall

Assistant professors
• David A. Jones, Sreedevi Srinivasan, Lina Maria Moreno Uribe

Assistant professors
• Michael A. Callan, Clayton T. Parks

Professors emeriti
• John S. Casko, William Olin

Professional certificate: orthodontics
Graduate degree: M.S. in orthodontics
Web site: http://www1.dentistry.uiowa.edu/orthodontics

The Department of Orthodontics educates predoctoral, professional, and graduate students for work as practicing dentists, researchers, and teachers. It delivers state-of-the-art treatment to its patients—adults, children, and adolescents with a range of orthodontic, craniofacial, and related issues. The department also conducts major research programs and receives significant funding from the National Institutes of Health.

D.D.S. Student Training

The Department of Orthodontics prepares Doctor of Dental Surgery students to competently recognize and diagnose malocclusions of the teeth. Lecture courses guide D.D.S. students in learning basic concepts of dental and facial growth as well as treatment-oriented subject matter. In a laboratory course, students take and evaluate diagnostic records and fabricate treatment appliances.

Graduate and Professional Programs of Study
• Master of Science in orthodontics
• Certificate in Orthodontics

The graduate program and the professional clinical specialty program in orthodontics prepare competent individuals to practice orthodontics and dentofacial orthopedics. The programs' objectives are to provide students with an in-depth education in biological and biomechanical principles related to orthodontics; to teach students to diagnose, plan, and deliver comprehensive orthodontic health care service; and to develop students' research and service skills.

Opportunities are available for research and independent study in the department, and there are special facilities for research in biomechanics and craniofacial growth. Interaction with other departments provides learning and research opportunities in surgical orthodontics, cleft lip and palate treatment, speech pathology, animal experimentation, and human growth.

Master of Science and Certificate

The Master of Science program in orthodontics requires a minimum of 30 s.h. of graduate credit. Students must satisfactorily complete a thesis based on an original research project to qualify for an M.S. in addition to the Certificate in Orthodontics.

Satisfactory completion of 24 months of intensive study, including lecture courses, seminars, clinical practicum, and a research paper, qualifies students to receive the Certificate in Orthodontics.

Admission

Applicants must have a D.D.S. degree or equivalent and must meet the admission requirements of the Graduate College. Application deadline is September 1 for entry the following July 1. Applicants are required to come to the University for interviews with department faculty.

Courses

For D.D.S. Students

089:115 (ORDN:8215) Growth and Development 1 s.h.
Normal human growth and development; emphasis on craniofacial region.

089:135 (ORDN:8235) Orthodontic Laboratory 1 s.h.
Limited care case diagnosis and treatment.

089:136 (ORDN:8236) Orthodontic Treatment 1 s.h.
From patient management to use of appliances for correcting some malocclusions in the general practitioner's office.

For Graduate and Certificate Students

089:200 (ORDN:5200) Control Theory and Craniofacial Morphogenetic Systems 1 s.h.

089:201 (ORDN:5201) Orthodontic Theory: Diagnosis and Treatment Plan 2 s.h.
Diagnosis, treatment planning implementation.

089:202 (ORDN:5202) Diagnosis and Treatment Planning 2 s.h.
Literature concerning orthodontic diagnosis; treatment of particular problems; case histories of patients treated in graduate clinic.

Skills for treatment of disfiguring malocclusions; use of edgewise biomechanical therapy; laboratory focus on typodont exercises.

089:204 (ORDN:5204) Biomechanics arr.
089:205 (ORDN:5205) Facial Growth 1-2 s.h.
Theories, processes; use of accepted facial growth concepts in
treatment of individuals with malocclusions during active growth
period.

089:207 (ORDN:5207) Case Analysis arr.
Literature on diagnosis, treatment of mixed dentition patients;
case histories of patients treated by serial extraction procedure.

Clinical practice.

Evaluation, discussion, criticism, defense of diagnostic and
treatment approaches to orthodontic cases that need, are
undergoing, or have completed orthodontic treatment.


Current biological, technical publications.

Business management of orthodontic practice: solo practice,
associateship, partnership, practice corporation.

Use of skull X-ray (lateral and/or postero-anterior) in formulating
orthodontic diagnosis, treatment plans for malocclusions;
cephalometrics as a tool for craniofacial structure research.

Literature on anatomy, phylogeny, ontogenesis, physiology of
craniofacial structures.

089:221 (ORDN:5221) Surgical Orthodontic Seminar 1 s.h.
Evaluation, discussion, criticism, defense of diagnostic and
treatment approaches to orthodontic cases that need, are
undergoing, or have completed surgical-orthodontic treatment.

089:300 (ORDN:9300) Orthodontic Certificate Program 0 s.h.
Clinical and didactic education toward eligibility for board
certification in orthodontics.

089:400 (ORDN:5400) Dental Treatment of Maxillofacial Deformities 2 s.h.
Pediatric Dentistry

Head
- Karin Weber-Gasparoni

Professors
- Jeffrey A. Banas, Deborah V. Dawson, David C. Johnsen, Michael J. Kanellis

Associate professors
- Richard M. Burke Jr., Tad R. Mabry, Karin Weber-Gasparoni

Assistant professors
- Matthew Geneser, M. Catherine Skotowski

Adjunct assistant professors
- Erik Balster, Natalie Ghosheh, Pollyanne Iben, Steve Kelly, Michael Mathews, Thomas Maurice, Matthew Pyfferoen, Hilary Reynolds, Edward Rick, Michael Stufflebeam

Professors emeriti

Associate professor emeritus
- Cynthia K. Christensen

Professional certificate: pediatric dentistry
Web site: http://www1.dentistry.uiowa.edu/pediatric

The Department of Pediatric Dentistry instructs predoctoral and professional students in the prevention and treatment of dental diseases in children. Instruction combines didactic, laboratory, and clinical experiences and gives special consideration to reviewing current literature and managing dental problems of children with special health care needs. It also emphasizes efficient treatment through proper use of dental auxiliary personnel and record management.

D.D.S. Student Training

All second-year Doctor of Dental Surgery students participate in a one-semester lecture course that includes preclinical exercises in the Simulation Clinic. Third-year D.D.S. students participate in a clerkship, which includes a lecture course and a clinical course. During their fourth year, D.D.S. students treat patients in the department’s outreach clinics.

Professional Program of Study

- Certificate in Pediatric Dentistry

The department’s certificate program is accredited by the Commission on Dental Accreditation of the American Dental Association.

Certificate

The Certificate in Pediatric Dentistry is a two-year residency program that prepares students for certification by the American Board of Pediatric Dentistry. Certificate students are trained in all phases of pediatric dentistry and have career choices in practice, education, or research.

Special emphasis is placed on development of leadership skills and strategies for serving vulnerable populations. Approximately 60 percent of the certificate program is devoted to advanced clinical activity, 30 percent to didactic courses and practice teaching, and 10 percent to original research. The program includes a core of didactic, clinical, and research-oriented courses supplemented by electives determined by students’ individual interests. Development of a minor subject area is recommended.

Close associations with the Department of Pediatrics in the Roy J. and Lucille A. Carver College of Medicine, the Center for Disabilities and Development, and University of Iowa Hospitals and Clinics permit emphasis on oral rehabilitation under general anesthesia, instruction in physical diagnosis, and management of children with developmental disabilities.

Admission

Prospective students apply through the American Dental Education Association PASS program. Applicants must meet the admission requirements of the Graduate College.

Financial Support

Stipends for the two-year program are provided by federal agencies and other sources.

Research Opportunities

Clinical and laboratory research projects have financial support from federal agencies and other sources. Major research areas include cariology, dental materials, dentistry for persons with special health care needs, growth and development, fluoride therapy, child behavior management, prevention, and access to care.

Faculty

Faculty members hold numerous professional offices at national and state levels, committee memberships, consultancies, and honors in professional organizations. They serve as reviewers for professional journals and federal granting agencies. They also participate regularly in continuing education programs for dentists and other health science personnel. Sixteen of the department’s faculty members are diplomates of the American Board of Pediatric Dentistry.

Courses

For D.D.S. Students

090:140 (PEDO:8240) Pediatric Dentistry 3 s.h.
Diagnosis and Treatment
Growth and development, behavior management, diagnostic-preventive-restorative techniques for pediatric patients.

Comprehensive clinical management of pediatric patients.

090:165 (PEDO:8365) Clinical Seminar in Pediatric Dentistry 1 s.h.
Patient management, case histories, treatment philosophies, issues in contemporary dentistry for children.

**For Certificate Students**

090:220 (PEDO:5220) Social, Cultural, and Public Health Issues in Pediatric Dentistry  
1 s.h.

090:300 (PEDO:9300) Pediatric Dentistry Certificate Program  
Advanced dental clinical and didactic education; nondegree program toward eligibility for board certification in pediatric dentistry.
Periodontics

Head
- Georgia K. Johnson

Professors
- Kim Brogden, Lewis Humbert, Georgia K. Johnson

Associate professors
- Steven H. Clark, Paula Weistroffer

Assistant professors
- Satheesh Elangovan, Gustavo Avila Ortiz

Assistant in instruction
- Nancy A. Slach

Adjunct professor
- Jason Mailhot

Adjunct assistant professors
- Brandon Baillie, Derek Borgwardt, Stephen Cooper, James Fili, Michael Franzman, Adrienne Gunstream, Truman Johnson, Quinn Morarend, Brian Recker, Ann Romanowski, Jo Rummelhart

Professors emeriti
- William R. Grigsby, Frank J. Kohout, Phillip A. Lainson, William C. Rubright

Associate professors emeriti
- Paul J. Collins, Benny F. Hawkins

Professional certificate: periodontics
Web site: http://www1.dentistry.uiowa.edu/periodontics

The Department of Periodontics educates predoctoral students as well as professional students, who may elect to pursue graduate study along with their professional training. The department also provides interdisciplinary care for patients with complex treatment needs; generates new knowledge through its research programs; and provides professional service and leadership at all levels, local to worldwide.

D.D.S. Student Training

The periodontal program acquaints Doctor of Dental Surgery students with the diagnosis and management of periodontal diseases. It combines didactic, laboratory, and clinical experience and applies the biological concepts of periodontology to the comprehensive clinical management of patients.

Professional Program of Study

- Certificate in Periodontics

Students working toward the Certificate in Periodontics may pursue the Master of Science in oral science in conjunction with the certificate; see “Graduate Study” below.

Certificate

The Certificate in Periodontics requires 36 months of full-time study, including satisfactory completion of required didactic and clinical courses, satisfactory completion of comprehensive written and oral examinations, and an acceptable literature review or research paper. Opportunities are provided for experience in clinical and basic research.

The certificate program provides a sound foundation for the clinical practice of periodontics. It meets all requirements of the American Dental Association’s Commission on Dental Accreditation for advanced dental education programs in periodontics. It also meets the educational requirements for application to take board certification examinations of the American Board of Periodontology.

Certificate students must be financially prepared for uninterrupted pursuit of their program of study.

Admission

Applicants to the periodontics certificate program must have a D.D.S. degree or the equivalent and must meet the admission requirements of the Graduate College. Applicants must take the National Dental Board Examination and must interview with the department. Visit Iowa Graduate Admissions—College of Dentistry to learn more about applying to the certificate program.

Graduate Study

Students earning the Certificate in Periodontics may pursue a Master of Science in oral science while they work toward the certificate. The M.S. program requires 36 months of full-time study, including satisfactory completion of required and elective courses, preparation and defense of an acceptable thesis based on original research, and satisfactory completion of comprehensive written and oral examinations. See Oral Science (p. 702) in the Catalog.

Facilities

The department has 20 modern, well-equipped operatories devoted exclusively to periodontics. Hospital experience is available to students in the nearby University of Iowa Hospitals and Clinics and the Iowa City Veterans Affairs Medical Center.

Research facilities include collegiate laboratories in histology, microscopy, biomaterials, quantitation, tissue culture, molecular biology and biochemistry, and microbiology. Other facilities are available by arrangement with University of Iowa Hospitals and Clinics, Eckstein Medical Research Building, Medical Laboratories, and the Iowa City Veterans Affairs Medical Center.

Courses

For D.D.S. Students

092:140 (PERI:8120) Periodontic Methods I 2 s.h.
Normal periodontium, periodontal diseases, diagnosis etiology, epidemiology of periodontal diseases.

092:141 (PERI:8230) Periodontic Methods II 1 s.h.
Periodontal treatment planning, prognosis, initial phase of periodontal therapy, treatment of acute periodontal problems, overview of surgical procedures.
092:160 (PERI:8360) Periodontics Clinic
Comprehensive clinical management of periodontal patients.

092:165 (PERI:8365) Periodontology Seminar
1-2 s.h.
Comprehensive concepts of periodontology, clinical management of patients.

For Certificate Students
Courses offered by the graduate programs in oral science are listed in the Oral Science (p. 702) section of the Catalog.

092:207 (PERI:6207) Practice Teaching in Periodontics
Experience in lecturing, directing seminars, clinical teaching.

092:208 (PERI:7208) Recent Advances in Periodontics
Review of current literature.

092:212 (PERI:5212) Applied Oral Microbiology
Role of microbial factors and host response in pathogenesis of periodontal diseases; interactions between periodontal diseases and systemic diseases/conditions.

092:225 (PERI:5225) Periodontology Literature Review I--Mucogingival Therapy
Analysis of literature relating to a range of mucogingival conditions affecting the periodontium, different procedures to address/correct them, and expected outcome from each.

092:226 (PERI:5226) Periodontology Literature Review--Regenerative Therapy
Critical evaluation of rationale, indications, and results of various regeneration procedures and materials used in periodontics.

092:227 (PERI:5227) Periodontology Literature Review--Longitudinal Studies
Effects and effectiveness of mechanical periodontal therapy.

092:228 (PERI:5228) Periodontology Literature Review--Occlusion
Role of occlusal trauma in periodontal diseases; occlusion, mandibular movements, and occlusal adjustment; diagnosis and management of temporomandibular disorders; occlusion related to implants.

092:229 (PERI:5229) Periodontology Literature Review--Implants
Critical review, in-depth analysis, and discussion of classical and current implant literature involving basic and clinical science of surgical and some prosthodontic implantology.

092:230 (PERI:5230) Periodontic Literature Review--Resective
Introduction to language and concepts for resective procedures used in patient treatment.

092:300 (PERI:9300) Periodontic Certificate Program
0 s.h.
Preventive and Community Dentistry

Head
• Daniel Caplan

Professors
• Daniel Caplan, Howard Cowen, Peter Damiano, Jed Hand, Raymond Kuthy, Steven Levy, Elaine Smith, John Warren

Associate professors
• Marsha Cunningham, Teresa Marshall, Michelle McQuistan

Assistant professors
• Jennifer Hartshorn, Leonardo Marchini

Adjunct assistant professors
• Julie Eichenberger-Gilmore, Betsy Momany, Fang Qian

Professors emeriti
• Henrietta Logan, Nelson Logan

Associate professors emeriti
• Howard Field, Hermine McLeran, Lawrence Peterson, Jamie Sharp

Graduate degree: M.S. in dental public health
Web site: http://www1.dentistry.uiowa.edu/preventive

The Department of Preventive and Community Dentistry educates future and practicing dental and oral health professionals, preparing them to understand and recognize:
• conditions that compromise patients;
• social, cultural, community, and political influences on dental practice;
• principles of preventive dentistry for individuals, groups, and communities; and
• considerations for preventing and treating oral disease in geriatric and special needs patients.

In addition to offering educational programs, the department provides patient care at the College of Dentistry and in a variety of off-campus settings. It also is home to research that advances dental public health.

D.D.S. Student Training

Predoctoral training in preventive, community, and geriatric dentistry is designed to increase Doctor of Dental Surgery students’ awareness of preventive dental practices, aspects of dental practices affected by community factors, and care of compromised adult patients.

Community dentistry programs give students opportunities to interact with health care teams and the public in Iowa and around the world. The department conducts off-site community programs statewide, nationwide, and worldwide. It also operates the Special Care Clinic, which is housed in the Dental Science Building.

Using the community dentistry programs as the classroom, D.D.S. students observe and participate in a variety of activities that nurture their awareness of the societal obligations they must assume in order to become effective practitioners.

Graduate Program of Study

• Master of Science in dental public health

Master of Science

The Master of Science program in dental public health requires 40 s.h. of course work and is designed to be completed in two academic years of full-time study. It prepares dentists and dental hygienists to be specialists in dental public health. The program emphasizes research and requires a research project culminating in the completion and defense of a thesis. Successful dentist graduates meet the educational requirements for eligibility to take the certifying examination of the American Board of Dental Public Health.

Applicants must meet the admission requirements of the Graduate College.

Courses

For D.D.S. Students

111:116 (PCD:8116) Fundamentals of Clinical Dentistry
1 s.h.
Identification of health and disease in the mouth; practical methods of disease control, philosophy of preventive dentistry; patient assessment, clinical diagnosis.

111:117 (PCD:8117) Cariology and Preventive Therapies
2 s.h.
Multifactorial etiology of dental caries; support data for use of fluorides, sealants, antimicrobials, and plaque control mechanisms in prevention of caries. Prerequisites: 111:116 (PCD:8116).

111:118 (PCD:8118) Preventive Dentistry Assessment and Patient Care
3 s.h.
Patient oral assessment, communication, patient management skills; preventive dentistry risk assessment, oral hygiene instruction for collegiate recall patients; skills in instrumentation for detection, removal of calculus deposits. Prerequisites: 111:116 (PCD:8116) and 111:117 (PCD:8117).

111:145 (PCD:8245) Clinical Preventive Dentistry
0,2 s.h.
Experience providing complete prophylaxis and preventive services for college patients; application of nutrition principles and communication skills in a clinic setting. Prerequisites: 111:118 (PCD:8118).

111:160 (PCD:8360) The Practice of Dentistry in the Community I
1-2 s.h.
Issues related to the role of the dental professional at a local and state level, including dental public health, health literacy, cultural competency, and forensic dentistry; the role of the state dental director.

111:161 (PCD:8361) The Practice of Dentistry in the Community II
1-2 s.h.
Factors that affect the profession and practice of dentistry, including basics of health care systems in the U.S. and in other countries; health care reform; Medicaid; dental insurance; health care delivery systems; legal and malpractice issues; dental utilization and dental workforce; quality of care.

111:185 (PCD:8485) Broadlawns Medical Center arr.
Dental care to low-income patients in a metropolitan hospital-based clinic; community-related assignments; student team experience in Des Moines.

Experience providing primary dental care and outreach services to a migrant population; broad understanding of needs, resources for migrant, low-socioeconomic populations.

Experience providing dental care at medical-dental ambulatory health care facility serving Scott County; community-related assignments.

111:188 (PCD:8488) St. Lukes-Dental Health Center arr.
Experience providing clinical and outreach services for low-income children and adults with developmental disabilities at St. Luke's Hospital, Cedar Rapids; operative and behavioral dental problems, hospital protocol, special needs of low-socioeconomic clients.

Experience in Special Care Clinic and Geriatric Mobile Dental Unit; comprehensive care for medically, physically, cognitively compromised adults, including frail elderly nursing home residents with portable equipment, other underserved populations.

111:191 (PCD:8491) Private Practice Preceptorship arr.
Development of skills and knowledge necessary for day-to-day practice of dentistry; experience at selected preceptor sites in Iowa.

111:194 (PCD:8494) Special Field Clinic arr.
Extramural experiences developed according to student needs, extramural opportunities.

111:196 (PCD:8496) Siouxland Community Health Center arr.
Experience providing dental care at medical/dental ambulatory health care facility; community-related assignments.

For Graduate Students

111:200 (DPH:5000) Introduction to Dental Public Health 2 s.h.
Science, philosophy, practice of dental public health.

111:201 (DPH:5001) Literature Review Methods: Dental Public Health 2 s.h.

111:202 (DPH:6002) Research Protocol Seminar 2 s.h.
Development of a master's thesis protocol; identification of thesis topic, review of relevant literature, development of research methods, writing.

111:203 (DPH:6003) Independent Study: Dental Public Health 1-3 s.h.

Retrospective, prospective, cohort study designs; validity and reliability; distribution and determinants of oral diseases—caries, periodontal diseases, oral cancer, malocclusion, fluorosis, HIV infection, tooth loss, edentulism.

111:205 (DPH:5005) Administration of Public Dental Programs 2 s.h.
Application of general management concepts; practical aspects of planning, financing, staffing, implementing, operating, evaluating dental public health programs at federal, state, local levels.

111:206 (DPH:5006) Preventive Programs in Dental Public Health 2 s.h.
Prevention, control methods for major dental conditions, primarily dental caries, periodontal diseases; clinical efficacy, cost-effectiveness; development of comprehensive preventive oral health plan for a community.

111:208 (DPH:5008) Field Experience in Dental Public Health arr.
Arranged with public and voluntary health agencies according to students' and agencies' needs.

111:209 (DPH:5009) Advanced Field Experience in Dental Public Health 1-3 s.h.
Opportunity to research, develop, and implement programmatic objectives with local, state, national, and/or federal agencies and organizations on an issue that is both relevant to the student and the agency; may require off-site visits to agencies or organizations. Prerequisites: 111:208 (DPH:5008).

Protocol preparation; data collection, analysis, organization; writing, defense of research.

111:214 (DPH:5014) Dental Care Policy and Financing 2 s.h.
Dental financing and policy issues: payment mechanisms for health care service providers, third-party prepayment plans, salaried and public-financed programs, Medicaid and Medicare programs, dental insurance systems, and care of the underserved.

111:217 (DPH:6017) Teaching Methods and Evaluation 2 s.h.
Philosophies of dental education, teaching methodologies, evaluation; focus on learning to write educational objectives, writing and analyzing exam items.
111:218 (DPH:6018) Clinical Teaching Practicum: Preventive Dentistry
Teaching experience in preventive dentistry clinic setting with first-year dental students; outcomes focused on methods in clinical teaching, evaluation, and remediation.

111:230 (DPH:5030) Geriatric Care I
Aging in humans, with emphasis on oral cavity; issues and problems of oral health care in older adults.

111:231 (DPH:5031) Geriatric Care II
Issues and problems related to oral health care in older adults, especially the frail or functionally dependent.
Prosthodontics

Head
- Julie Holloway

Professors
- Steven A. Aquilino, Isabelle Denry, Ronald L. Ettinger, Lily T. Garcia, Julie Holloway, Galen Schneider, Clark M. Stanford

Associate professors
- David M. Bohnenkamp, James M.S. Clancy, David Gratton, Terry L. Lindquist, Peter S. Lund

Assistant professors
- Paul W. Aubrey, Luis A. Boza, Yung-Shen Huang, Lawrence R. Huber, Ghadeer Thalji

Adjunct instructor
- Frederick R. Drexler

Professors emeriti
- William E. LaVelle, Robert J. Luebke, Forrest R. Scandrett, Max L. Smith, Keith E. Thayer

Professional certificate: prosthodontics
Web site: http://www1.dentistry.uiowa.edu/prosthodontics

Prosthodontics is the dentistry specialty involving crowns, fixed partial dentures (bridges), removable partial dentures, complete dentures, maxillofacial prostheses, and implant prostheses.

D.D.S. Student Training

The Department of Prosthodontics instructs Doctor of Dental Surgery students in the basic principles, practices, and concepts of prosthodontics required for the practice of general dentistry. Students learn through laboratory projects and treatment of patients with differing prosthodontic needs.

Professional Program of Study

- Certificate in Prosthodontics

Students working toward the Certificate in Prosthodontics may pursue the Master of Science or the Doctor of Philosophy in oral science in conjunction with the certificate; see “Graduate Study” below.

Certificate

The Certificate in Prosthodontics requires a minimum of 34 months of study. It prepares individuals for specialty clinical practice in the discipline. The curriculum includes didactic courses and clinical training in all of the disciplines that make up the broad specialty of prosthodontics, including implant prosthodontics, maxillofacial prosthetics, and treatment of temporomandibular disorders. Patient care is completed in close collaboration with the other dental specialties. Clinically related basic science instruction complements the clinical curriculum.

The certificate program is accredited by the Commission on Dental Accreditation of the American Dental Association. Successful completion of the program satisfies the formal training requirement for eligibility to take the American Board of Prosthodontics certification examination.

Admission

Applicants to the prosthodontics certificate program must meet the admission requirements of the Graduate College. They must hold a D.D.S. or a D.M.D. degree from a dental school accredited by the American Dental Association or an equivalent degree.

The certificate program begins around July 1 each year. Applications are accepted year-round; those received by September 1 are considered for admission the following July. A personal interview is required for qualified applicants.

Graduate Study

Students earning the Certificate in Prosthodontics may pursue a Master of Science or a Doctor of Philosophy in oral science while they work toward the certificate. The graduate programs prepare individuals for careers in dental education and research and for independent study and professional growth.

Both graduate programs require more courses in the biomedical sciences and research methodology than the certificate program requires. Students must prepare and defend a thesis (M.S.) or dissertation (Ph.D.) based on original research. Facilities and support personnel for research are available through the college’s Dows Institute for Dental Research. See Oral Science in the Catalog.

Facilities

Most didactic, clinical, and laboratory instruction and patient treatment takes place in the Department of Prosthodontics, which is located in the Dental Science Building. The building also houses the Doctor of Dental Surgery (D.D.S.) program, training programs in specialties recognized by the American Dental Association, and the Dows Institute for Dental Research.

The college and the department provide supporting technologies that include cone beam CT radiography, implant imaging software, laboratory CAD/CAM systems, laser surgery, clinical operating microscopes, and digital shade matching.

Advanced prosthodontic students spend time at University of Iowa Hospitals and Clinics, where they work closely with medical professionals in other disciplines to treat medically compromised prosthodontic patients and those who require maxillofacial rehabilitation.

Courses

For D.D.S. Students

084:122 (PROS:8122) Occlusion and Complete Dentures Lecture 2 s.h.
Basic principles and clinical application of occlusion; basic principles, clinical steps, and laboratory procedures necessary for fabrication of complete dentures.

084:123 (PROS:8123) Occlusion and Complete Dentures Lab 2 s.h.
Laboratory exercises illustrating the principles of occlusion; projects simulating the clinical and laboratory steps in complete denture fabrication.

084:140 (PROS:8140) Fixed Prosthodontic Lecture I
Basic biomechanical principles of fixed prosthodontics; metal, single-unit, multiple-unit fixed prostheses; diagnosis and treatment planning for the partially edentulous patient, including occlusion and esthetic concerns.

084:141 (PROS:8141) Fixed Prosthodontic Patient Simulation I
Laboratory exercises in fabrication of single-unit metal, provisional restorations; preparations for fabrication of a three-unit fixed partial denture.

084:142 (PROS:8242) Fixed Prosthodontics Lecture II and Removable Partial Denture Lecture
Principles, clinical steps, materials, and laboratory procedures necessary for fixed and removable partial dentures; lecture format.

084:143 (PROS:8243) Fixed Prosthodontics Lab II and Removable Partial Denture Lab
Participation in projects and seminars simulating the clinical and laboratory steps in fixed and removable partial denture fabrication.

084:146 (PROS:8246) Introduction to Implant Dentistry
Fundamental principles of osseointegration, diagnosis and treatment planning, surgical and prosthodontic protocols, laboratory communications introduced through patient simulation.

084:160 (PROS:8360) Prosthodontic Clinic
Experience supplemented by individual supervision, demonstration.

084:165 (PROS:8365) Prosthodontic Seminar
Knowledge in biological, basic sciences and technique applied to clinical fixed and removable prosthodontics procedures.

For Certificate Students
Courses offered by the graduate programs in oral science are listed in the Oral Science (p. 702) section of the Catalog.

084:220 (PROS:6220) Fixed Prosthodontics Literature Review I
Fixed prosthodontic procedures; assigned readings, discussion of related research.

084:221 (PROS:6221) Fixed Prosthodontics Literature Review II
Porcelain-fused-to-metal and ceramic restorations, color science and esthetics; assigned readings, discussion of related research.
The College of Education offers teacher preparation programs in elementary education and in secondary education for students earning bachelor’s degrees. It offers the major in elementary education with a Teacher Education Program (TEP) for students earning a Bachelor of Arts or a Bachelor of Science from the College of Liberal Arts and Sciences. It offers a secondary education TEP for students earning bachelor’s degrees with certain majors from the College of Liberal Arts and Sciences. The college also provides a number of specialized elementary and secondary teaching endorsement programs.

Graduate and postbaccalaureate students also may complete a Teacher Education Program; see "Graduate and Postbaccalaureate Admission to TEPs" below and the Teaching and Learning (p. 774) section of the Catalog.

Preparation for special education teaching is offered primarily at the graduate level. In addition, an instructional strategist program is available as an added endorsement for undergraduate students admitted to an elementary education program.

Undergraduate students admitted to a Teacher Education Program must complete all requirements for graduation from the College of Liberal Arts and Sciences, including the General Education Program (p. 306). They must satisfy General Education’s Quantitative or Formal Reasoning requirement with a college-level mathematics course.

The Office of Education Services provides information on Teacher Education Programs; offers assistance with admission, student field experiences, and teacher licensure/certification; and serves as a liaison with other University units and external agencies. For more information, visit the office’s web site.

**Undergraduate Admission to TEPs**

Undergraduate applicants to The University of Iowa who wish to become teachers indicate their interest in the elementary major or a specific secondary-level teaching endorsement program on their application for admission. This results in an “Elementary Education Interest” (7EP) or a “Secondary Education Interest” (7SP) notation on the student’s official records. Application materials for Teacher Education Programs are available from the Office of Education Services or on the office’s web site.

Acceptance to a Teacher Education Program is prerequisite to registration for most College of Education undergraduate courses.

**APPLICATION DEADLINES**

Application deadlines for all Teacher Education Programs are as follows.

- Summer session and fall semester: March 1
- Spring semester: October 1

Late applications are not accepted.

**GENERAL REQUIREMENTS**

Admission to Teacher Education Programs is competitive. Admission requirements may vary by program area. Faculty members in each program area review and select students to be admitted to their program. In order to be considered for admission to a Teacher Education Program, an undergraduate student must satisfy the following requirements: admission to The University of Iowa; a minimum amount of credit for college-level work; a minimum grade-point average; minimum scores on a preadmissions test; and a preadmission volunteer field experience in a regular K-12 classroom setting. There may be additional requirements. Teacher Education Program applications materials and current minimum application requirements are available on the Office of Education Services web site.

**Graduate and Postbaccalaureate Admission to TEPs**

Students who have completed a baccalaureate degree may be admitted to a teacher preparation program as graduate students or as postbaccalaureate students with senior standing. They may apply to the Graduate College and state their objective as “certification only.” In some programs they may apply for a master’s degree objective, either a Master of Arts in Teaching (M.A.T), or in selected majors, a Master of Arts (M.A.).
Students who choose to pursue a graduate-level teacher preparation program must be eligible for admission to the Graduate College, which requires a g.p.a. of at least 3.00 on all previous college course work. They must submit an official Graduate Record Examination (GRE) General Test score report, with scores that meet the minimum score requirement. They also must submit a complete application to the Teacher Education Program; see the Iowa Graduate Admissions web site.

Students also may apply to the College of Liberal Arts and Sciences as postbaccalaureate students with senior standing. Students who choose this option must apply to the appropriate Teacher Education Program, following the undergraduate admissions procedure, and must meet the general requirements for undergraduate admission to The University of Iowa; see the Iowa Undergraduate Admissions web site.

Application deadlines for graduate students and postbaccalaureate students with senior standing are March 1 and October 1.

TEP Standards and Policies

Students in the Teacher Education Program must meet grade-point average requirements each semester. Students who do not meet the requirements are placed on probation; those who fail to meet the requirements in a successive semester may be removed from the Teacher Education Program or denied admission to student teaching. For more information on standards and policies, consult the Office of Education Services.

Electronic Portfolio

Students in the Teacher Education Program document their achievement of professional standards on ePortfolio, a web-based program in which they collect instructional artifacts and performances assigned in all their courses. Students receive instruction on the ePortfolio requirement beginning with the required course 07E:102 (EDTL:3002) Technology in the Classroom (teacher education) and 07X:181 (EALL:4081) ePortfolio Production (educational leadership).

Student Teaching

The final phase of the Teacher Education Program is the professional semester, devoted to supervised student teaching and directed observation in a variety of situations. The student teaching semester is a full-time, all-day, experience. Faculty members, professional staff, and advanced graduate students who are experienced teachers serve as supervisors.

Periodic seminars provide for discussion and evaluation of student teachers’ experiences. Transfer credit may not be used to satisfy the student teaching requirement.

To be admitted to the student teaching semester, students must submit a separate application to the Office of Education Services in the College of Education. All course work in education for the degree must be completed before the student teaching semester.

Applications are submitted during the calendar year before the student teaching semester. The deadline is November 30 for students planning to student teach the following fall semester and April 30 for students planning to student teach the following spring semester.

Admission to student teaching requires program area faculty approval as well as verification of satisfactory progress in meeting both College of Education professionalism standards and program area standards, which are set at the time of admission to the TEP. In some programs, standards are higher than the college’s required g.p.a. of at least 2.70. Students should consult with their advisors regarding specific requirements for the program areas.

For more information, contact the Office of Education Services.

WAIVERS

Students who have completed courses that they wish to substitute for program requirements should consult with their advisors.

URBAN STUDENT TEACHING

Students who want to advance their educational interests through student teaching in an urban setting may apply through the Office of Student Field Experiences. The urban districts include Clark County, Nevada (Las Vegas area); Chicago Public Schools; Aldine, Texas (Houston area); Rialto, California (Los Angeles area); and St. Louis Park, Minnesota (Minneapolis area). These options are open to all education majors who meet the requirements established for these student teaching sites. For more information about this and other programs, contact the Office of Education Services.

INTERNATIONAL STUDENT TEACHING

International student teaching experiences are available primarily through Global Gateway for Teachers, an Indiana University Program. Sites include Australia, China, Costa Rica, Ecuador, England and Wales, India, Ireland, Kenya, New Zealand, Russian Federation, Scotland, Spain and Turkey.

Interested students must meet the regular requirements for student teaching and must have the approval of their advisor and the appropriate program coordinator. In most locations, students are assisted with housing by the on-site coordinator.

International assignments are for eight weeks. Students complete an eight-week assignment in a state-side placement followed by an eight-week assignment in an international placement. Secondary education students in some program areas (for instance, English education) are required to complete a full semester of student teaching in the United States before student teaching at an international site.

For more information about international student teaching opportunities, contact the Office of Education Services.

Teacher Licensure/Certification

The Iowa Board of Educational Examiners issues teacher, support service, and administrator licenses on the recommendation of Iowa colleges and universities whose programs have been approved by the Iowa Department of Education. All University of Iowa preparation programs have Iowa Department of Education approval.

Licensure/certification requirements across the nation are subject to change. Students who plan to seek employment in a state other than Iowa should make every effort to be informed about current requirements in that state. Many states require some type of competency testing.
Generally, students who apply out-of-state should first secure Iowa licensure.

To be recommended by The University of Iowa, applicants must complete all requirements of the appropriate approved program. A minimum of 20 s.h. of course work applied to meet program requirements must be earned at The University of Iowa. Fingerprinting is required for all new applicants for Iowa licensure; the State of Iowa has outlined specific procedures for the fingerprinting process.

As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on two tests: a test that measures pedagogy and a test that measures knowledge of at least one content area. Current requirements are for PRAXIS II tests that are specific to a student's program. The tests are required before recommendation for licensure or certification to any state.

The College of Education Office of Education Services provides Iowa application forms, fingerprinting procedures, and licensure/certification assistance to all students completing approved programs offered by the college. It also provides assistance to individuals interested in adding endorsements to their Iowa license based on completion of State of Iowa minimum licensure requirements.

State of Iowa Requirements
All University of Iowa students seeking an Iowa teaching license must complete 07B:180 (EPLS:4180) Human Relations for the Classroom Teacher (or an approved substitute) and 07U:100 (EDTL:4900) Foundations of Special Education. All University of Iowa Teacher Education Programs require 07B:180 (EPLS:4180) Human Relations for the Classroom Teacher and 07U:100 (EDTL:4900) Foundations of Special Education. Human relations courses offered through community colleges are not accepted. In the State of Iowa, applicants must be at least 21 years old to be granted a teaching license. Applicants who have been found guilty of a felony are barred from receiving an Iowa teaching license. Appeals may be filed directly with the Iowa Board of Educational Examiners.

Undergraduate Programs of Study

Elementary Education Major
The College of Education offers the undergraduate major in elementary education for students earning a Bachelor of Arts or a Bachelor of Science degree from the College of Liberal Arts and Sciences. See Teaching and Learning (p. 774) for details about the major.

Honors in Education
The College of Education Honors Opportunity Program is open to sophomores, juniors, and seniors who have maintained a g.p.a. of at least 3.50. Students with lower grade-point averages who have demonstrated research potential also may be accepted, based on the recommendations of faculty and/or staff members and the education honors advisor. Honors Opportunity Program students must take 07X:100 (EHOP:4100) Honors Seminar in Education, 07X:101 (EHOP:4101) Senior Honors Project, and complete five additional honors experiences. Successful completion of the program results in recognition of the student as a College of Education honors graduate. The Honors Opportunity Program is housed in and administered by the Belin-Blank Center.

Minors
The College of Education offers two minors for students who wish to be better informed about education: one in educational psychology and one in human relations. The minors may help support students' future career objectives and help students prepare to be better informed as parents, as taxpayers, or as future members of local boards of education. See Psychological and Quantitative Foundations (p. 737) to learn more about the minor in educational psychology; see Rehabilitation and Counselor Education (p. 755) to learn more about the minor in human relations.

Graduate Programs of Study
Graduate study in the College of Education is guided by the policies of the Graduate College, with additional requirements set by the College of Education's faculty. Graduate students in education register in the Graduate College and receive their degrees from that college. See the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

All College of Education Ph.D. programs require students to complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also require an additional minimum of 15 s.h. in qualitative and quantitative research course work, with at least 9 s.h. from one area (qualitative or quantitative) and 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

Degree Programs Offered
The College of Education offers the following graduate degrees and programs.

DEPARTMENT OF EDUCATIONAL POLICY AND LEADERSHIP STUDIES
M.A., Ed.S., and Ph.D. in educational policy and leadership studies; the following programs are available:
Educational leadership (offered in the M.A., Ed.S., and Ph.D.)
Higher education and student affairs (offered in the M.A., Ed.S., and Ph.D.)
School curriculum and assessment policy (offered in the Ed.S.)
Schools, culture, and society (offered in the M.A. and Ph.D.)

DEPARTMENT OF PSYCHOLOGICAL AND QUANTITATIVE FOUNDATIONS
M.A., Ed.S., and Ph.D. in psychological and quantitative foundations; the following programs are available:
Counseling psychology (offered in the Ph.D.)
Educational measurement and statistics (offered in the M.A. and Ph.D.)
Educational psychology (offered in the M.A. and Ph.D.)
School psychology (offered in the Ed.S. and Ph.D.)
DEPARTMENT OF REHABILITATION AND COUNSELOR EDUCATION
M.A. and Ph.D. in rehabilitation and counselor education; the following programs are available:
Counselor education and supervision (offered in the Ph.D.)
Couple and family therapy (offered in the Ph.D.)
Rehabilitation and mental health counseling (offered in the M.A.)
Rehabilitation counselor education (offered in the Ph.D.)
School counseling (offered in the M.A.)

DEPARTMENT OF TEACHING AND LEARNING
M.A., M.A.T., M.S., and Ph.D. in teaching and learning; the following programs are available:
Art education (offered in the M.A.)
Curriculum and supervision (offered in the M.A. and Ph.D.; both programs are closing, admission is suspended)
Developmental reading (offered in the M.A.)
English education (offered in the M.A. and M.A.T.)
Foreign language and English as a Second Language (ESL)
Education (offered in the M.A., M.A.T. and Ph.D.)
Language, literacy, and culture (offered in the Ph.D.)
Mathematics education (offered in the M.A., M.A.T., and Ph.D.)
Science education (offered in the M.A.T., M.S., and Ph.D.)
Social studies education (offered in the M.A. and Ph.D.)
Special education (offered in the M.A. and Ph.D.)

Master of Arts
The College of Education offers a Master of Arts. Some of the college's M.A. programs are offered with thesis as well as without thesis. Nonthesis programs usually provide more specialized course work than do thesis programs. Although a nonthesis program is not necessarily terminal, students who expect to continue their studies in a doctoral program are urged to select a thesis program in order to gain more experience in research procedures. Students who complete a nonthesis M.A. and are admitted to a Ph.D. program may be asked to submit evidence of writing and research skills to their advisor or department during the early part of their doctoral program. For information about programs that offer a thesis option, see the program descriptions under "Graduate Programs" in College of Education department sections of the Catalog.
Course work completed more than 10 years before the session in which the degree is to be conferred must be evaluated to determine how much credit may be accepted toward the degree requirements. Students must earn at least 24 s.h. in University of Iowa courses after formal admission to a master's degree.

Master of Arts in Teaching
The M.A.T. program is designed for academically superior liberal arts and sciences graduates who completed few or no professional education courses in their undergraduate programs. It is a nonthesis program with requirements that range from 45 s.h. to 67 s.h. of credit. See Teaching and Learning (p. 774) in the Catalog.
The program leads to a master's degree and licensure as a secondary teacher in the fields of English, foreign languages, and science education. Admission to the program requires a g.p.a. of at least 3.00 in undergraduate course work. The program includes 18 s.h. of graduate course work in the student's teaching field. Students must complete a minimum of 20 s.h. of graduate work in education to satisfy licensure requirements.
A Master of Arts program with a secondary education major in social studies leads to initial teacher licensure. See "M.A. in Social Studies Education"/"Program B Requirements" in the Teaching and Learning (p. 774) section of the Catalog.

Master of Science
Thesis programs are available for M.S. students in science education. The degree requirements are similar to those for a Master of Arts.

Specialist in Education
The Ed.S. is granted upon completion of a prescribed two-year postbaccalaureate program designed for students preparing for professional work in fields such as administration and supervision, and special services. Of the minimum 60 s.h. required for the degree, 28 s.h. must be in the specialization area; the rest may be earned in cognate fields, supervised experience, research, and elective courses. The research must culminate in a written report.
Other requirements for the Ed.S. are the same as for the master's degree, except that an Ed.S. requires students to complete 15 s.h. of resident work on campus in one 12-month period or in two summer sessions. Course work completed 10 years before the final examination must be evaluated to determine the amount of credit that may be accepted toward program requirements.
Not all programs offer an Ed.S. degree. For a list of programs and degrees offered, see "Graduate Programs" above.

Doctor of Philosophy
The Ph.D. is the most advanced academic degree. It is conferred upon students who have demonstrated superior scholarship and mastery of research skills in course work as well as in the preparation and defense of a dissertation. Ph.D. students must complete two full-time semesters of course work after they have earned 24 s.h. of graduate credit and have been admitted to the Ph.D. program.

Certificate
The Certificate in College Teaching requires 12 s.h. of graduate credit. The certificate program is open to all University of Iowa students working toward a Ph.D. or other terminal graduate degree. Completion of the certificate is noted on the student's transcript.
The certificate program complements discipline-oriented graduate programs and prepares students for careers in postsecondary education. It requires course work, supervised teaching experience, and preparation of a teaching portfolio. To learn more or to apply, contact the College of Education.

Professional Improvement
Some students are admitted to professional improvement status in a College of Education department rather than to degree candidacy. This option is appropriate only for persons who wish to update their knowledge or who are temporarily undecided about career plans. Students should file a change of status stating a specific program objective at the earliest opportunity.
Extramural Education

Through the Division of Continuing Education, selected College of Education courses are offered at off-campus sites and hours outside the traditional schedule. If taken after formal admission to a specific program, some of these courses may be applied to meet residency requirements for degrees. Students who plan to complete a degree program should apply for admission to the Graduate College and satisfy all application requirements for the degree program they wish to enter.

Special regulations govern such course work. Students should obtain prior approval from their program advisor before registering in extramural courses. Students not regularly admitted to The University of Iowa also may register in extramural courses, but credit earned before admission does not count toward residency requirements.

Support Units and Resources

Belin-Blank Center for Gifted Education and Talent Development

The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development conducts research, training, and service in gifted education. It also gathers and disseminates information on the education of gifted students.

The center is located in the Blank Honors Center. Its programs and services include the Belin-Blank Fellowship Program in Gifted Education; the Honors Opportunity Program; Invent Iowa; Scholastic Art & Writing Awards; the Henry B. and Jocelyn Wallace National Research Symposium on Talent Development; the Wallace Assessment and Counseling Clinic; practicum and internship experiences; course work in gifted education (including state endorsement); academic talent searches for students in grades 2-9; a number of precollege programs for gifted students in grades 2-12; and programs for international students. The center also administers the Iowa Online Advanced Placement Academy.

The Belin-Blank center administers four University-level student programs: the Iowa Talent Project, developed for minority students from gifted programs in Des Moines and Cedar Rapids, Iowa; the National Academy of Arts, Sciences, and Engineering, a highly selective early-entrance program for students who have completed their junior year in high school; the China Scholars Program, an early decision program that admits to The University of Iowa selected high school seniors from the People’s Republic of China; and the Hong Kong Scholars Program, an early decision program that admits to The University of Iowa selected high school seniors from Hong Kong.

The center also provides practicum and internship experiences for undergraduate and graduate students and coordinates course work for the Iowa Talented and Gifted Endorsement.

The Belin-Blank center houses the Institute of Research and Policy on Acceleration (IRPA), which is dedicated to the study of curricular acceleration for academically talented children.

For more information, contact the Belin-Blank Center.

Blommers Measurement Resources Library

The Paul Blommers Measurement Resources Library provides resources and services to support the teaching and research needs of the College of Education and Iowa Testing Programs as well as all University of Iowa faculty, staff, and students. The Blommers collection encompasses the literature of educational measurement, evaluation, research, and statistical methods.

Center for Advanced Studies in Measurement and Assessment

The Center for Advanced Studies in Measurement and Assessment (CASMA) pursues interdisciplinary research-based initiatives that lead to advances in the methods and practice of educational measurement and assessment. CASMA performs, promotes, fosters, and disseminates research in measurement and psychometric methodologies that respond to contemporary needs and initiatives in testing.

Currently, the center devotes considerable resources to research on equating, scaling, and generalizability theory; it also offers workshops and training sessions on those topics. Together with ACT, CASMA co-sponsors a national conference on current challenges in educational testing.

Extensive free suites of computer programs for equating are available on the CASMA web site. The site also features research reports and technical notes on measurement topics such as generalizability theory, equating methods, revolutions and evolutions in educational testing, and decision consistency with complex assessments.

Center for Disability Research and Education

The Center for Disability Research and Education (CDRE) provides a bridge between research and practice to facilitate interdisciplinary collaboration and implementation of evidence-based practices and to conduct research that meets the needs of individuals with disabilities.

Center for Evaluation and Assessment

The Center for Evaluation and Assessment (CEA) conducts evaluations, research studies, and professional development initiatives. The center’s mission is to promote the sound use of assessment results, provide high-quality evaluation services to clients, create effective training activities for graduate students, improve the quality of evaluation theory and practice, and contribute to research on program evaluation and assessment.

The center conducts evaluations in a broad range of areas: clinical and translational science, minority recruitment and retention, delivery of social and human services, curriculum and instruction, professional training, and the impact of public policy on PK-12 education. The center’s staff members consult with universities, school systems, and other policy-making organizations in Iowa and nationwide that use evaluation studies and assessments to make important decisions regarding individuals or organizations. The center also provides training and professional development in program evaluation and assessment.
Center for Research on Undergraduate Education
The Center for Research on Undergraduate Education (CRUE) is dedicated to the study of undergraduate education in America, from how academic and social experiences affect students to the methods schools use to improve students’ chances for success in the classroom and beyond graduation. CRUE brings a methodologically balanced approach to the study of undergraduate education.

Cooperating Schools Program
The Cooperating Schools Program (CSP) is a University-wide service that facilitates placement of research projects and service-learning projects conducted by faculty, staff, and students in public schools throughout Iowa. The program provides information to help researchers obtain permission to conduct research in Iowa schools. The Cooperating Schools Program was instituted at the request of school administrators charged with the responsibility of approving research projects in their schools.

Education Technology Center
The Education Technology Center (ETC) provides computer services to College of Education faculty, staff, and students. In addition to Internet access, services include collegiate file and application servers; standard office tools; specialized applications such as media production tools and qualitative and quantitative analysis programs; secure folders and directories; and electronic mailing lists for faculty, staff, and student groups.

The Education Technology Center provides faculty with technical and design support for online course management, research technologies, distance education, multimedia, and ePortfolio production. The center also partners with University of Iowa Television to maintain a laboratory for professional video production.

Polycom videoconferencing, SMART Boards and SMART Podiums, and wireless access are available throughout the college. Every classroom and conference room has a digital presentation system, and five classrooms are outfitted for videoconferencing and distance education instruction.

Faculty members and students can check out wireless laptops, computer projectors, audience response systems (clickers), digital audio recorders, digital video cameras, and other devices from the center. In all, the College of Education supports more than 700 computers, laptops, PDAs, and smartphones as well as seven servers.

Grant and Research Services Center
The Grant and Research Services Center (GRSC) provides grant and research-related support services for the college’s faculty, staff, and students. GRSC staff members help identify internal and external funding sources, prepare and submit grant proposals and application materials, provide grant accounting services, and help in the preparation of applications for Human Subjects/Institutional Research Board review. The college also provides limited funds for faculty research, professional development, and travel.

Institute on Disability and Rehabilitation Ethics
The Institute on Disability and Rehabilitation Ethics (IDARE) is a cross-disciplinary, cross-institutional online community of scholars. Its goal is to use research, education, and consultation to improve the quality of ethical practice experienced by people with disabilities who receive services from rehabilitation, health, mental health, and social service professionals. IDARE works to influence disability policy and practice development nationally and locally and to influence professional organizations’ consideration of ethical issues that affect people with disabilities and other marginalized populations.

Iowa Center for Assistive Technology Education and Research
The Iowa Center for Assistive Technology Education and Research (ICATER) helps to ensure equal access and opportunities for persons with disabilities by advancing assistive technology through research, education, and service. The center collaborates with University and community programs to provide technical assistance that enhances the services and resources available to educators, service providers, and persons with disabilities. It also sponsors workshops and education programs. The center’s assistive technology laboratory is available for student use, demonstrations, consultations, and research.

Iowa Testing Programs
Iowa Testing Programs (ITP) provides assessment expertise to schools in the State of Iowa and consultation to the Iowa Department of Education and to area education agencies. Its faculty and staff develop standardized educational tests, such as the widely used Iowa Assessments, for use in elementary and secondary schools, as well as other assessment tools to support instruction and learning. Iowa Testing Programs also conducts research studies in educational measurement and evaluation, publishes the results of these studies, sponsors lectures and symposia, provides consulting and in-service training to educators and school systems, and provides training experience for graduate students in educational measurement and evaluation.

Libraries
University of Iowa Libraries provides books, periodicals, reference works, videos, government publications, and other library resources in paper and electronic formats, and reserve materials for students and faculty at the Main Library, just across the street from the College of Education; at the Hardin Library for the Health Sciences, on the health sciences campus; and at the Science Library, near the center of campus. An education/psychology librarian, whose office is in the College of Education, helps students with course assignments and theses and assists faculty members and teaching assistants with their research and instructional needs.

Office of Graduate Teaching Excellence
The Office of Graduate Teaching Excellence (OGTE) is dedicated to excellence in college teaching and the preparation of future faculty. The office facilitates opportunities for research, teaching, and service. Through the Iowa Education Fellows Program (i-fellows), OGTE develops and conducts workshops and seminars that address the developmental needs of College of Education
doctoral students, from their first semester on campus through completion of their degrees.

Office of Education Services
The Office of Education Services assists students, faculty, staff, and the general public in graduate and undergraduate admission, Graduate College examinations, student field experiences, and teacher licensure/certification. It also serves as a liaison with other University units, including the Graduate College, the College of Liberal Arts and Sciences, the Office of Admissions, and the Office of the Registrar, and with external agencies, including the Iowa Department of Education, out-of-state teacher licensure/certification departments, and school district personnel in Iowa and outside of the state. A variety of application and information materials are available at the office and on its web site.

Statistics Outreach Center
The Statistics Outreach Center (SOC), a service of the College of Education and Iowa Testing Programs, helps the college’s faculty, staff, and students use quantitative statistical methods to produce high-quality research. The center offers short-term consulting on statistical data analysis and grant proposals to the College of Education at no charge and provides services to departments and grants outside the college on a fee basis.

Teacher Leader Center
The Teacher Leader Center (TLC) helps students in the Teacher Education Program realize their career and professional goals and become leaders as 21st-century teachers. The center provides students with access to key individuals in the Teacher Education Program and offers core student support in one central location. Its technology-enhanced Learning Commons has collaborative work spaces for students, faculty, and staff. The facility models new and innovative technologies in education and supports seminars, workshops, and presentations. Community partnerships with area education agencies, community organizations, and schools provide access to classrooms where future teachers can innovate, improve, collaborate, develop, and discover their identities as teacher leaders.

UI Helping Professional Workshops
The UI Helping Professionals Workshops (IHELP) program provides affordable workshops intended to enhance the personal and professional development of helping professionals. The program offers Continuing Education Units (CEU’s) for community, agency, and education practitioners working with or interested in individuals, groups, families and organizations.

Financial Support
College of Education students may be eligible for scholarships, awards, or graduate assistantships. Information about financial support for students is available at Financial Aid and Assistantships on the college’s web site. The Graduate College posts a list of open assistantships on its Graduate College Bulletin Board.

Students interested in employment opportunities in the college’s support units and special resources should contact the director of each facility and indicate their interests, their academic and experience records, and their career or degree goals at The University of Iowa.

Graduate Assistantships
Individual academic programs provide opportunities for teaching, research, or service assistantships as well as fellowships and related employment opportunities. Inquiries should be addressed to the chair of the department or the director of the program in which the student believes he or she can provide service or achieve an outstanding academic record. Assistantship appointments are usually, but not always, made by the program area.

Special Graduate Research Assistantships in Education
The Iowa Testing Programs provides funds to support a limited number of special graduate assistantships in education, in which students do research work under the direction of a faculty member of their choice. Students must be enrolled for at least 6 s.h. but not more than 12 s.h. per semester; assistantships are for the academic year and are renewable for a limited number of years. Students admitted to or pursuing any advanced degree program offered by the College of Education are eligible to apply, provided they are committed to a professional career in the United States.

Applicants must submit transcripts of all completed college work (undergraduate and graduate), recommendation forms specific to the assistantship, and scores on the Graduate Record Examination (GRE) General Test. For assistantship application forms, contact the Iowa Testing Programs director. Application deadline is late February.

Scholarships and Awards
The College of Education presents a number of awards funded by donors; recipients must meet the criteria established by the donors for their awards. Recipients are presented with their award at a spring semester luncheon. For more information, see Scholarships and Awards on the college’s web site.

Duane D. Anderson Memorial Scholarship: awarded to transfer students from Iowa community colleges.

Jack Bagford Elementary Education Scholarship: awarded to undergraduate or graduate students from Iowa who are in elementary education.

David and Connie Belin Honors Award: presented to graduating seniors who have completed all requirements for the Honors Opportunity Program.

Blommers-Hieronymus-Feldt Fellowship: awarded to doctoral students in educational measurement and statistics.

Lowell Brandt Rehabilitation Counseling Award: presented to graduate students in the rehabilitation counseling program.

Barry Bratton Award for Achievement in Design of Instructional Processes: presented to graduate students who have completed course work that reflects a commitment to the systemic design and improvement of instructional processes and materials.

Dr. Bettye M. Caldwell and Dr. Fred T. Caldwell Scholarship: awarded to undergraduate students
interested in pursuing careers in early childhood development.

**Jake and Kimberly Chung Scholarship:** awarded to educational leadership students.

**Debra Clausen Memorial Scholarship:** awarded to undergraduate or graduate students with preference given to students pursuing careers in special education.

**T. Anne Cleary Psychological Research Scholarship:** awarded to students in the Department of Psychological and Quantitative Foundations.

**John Leonard Davies Scholarship:** awarded to K-12 education students who will be first- or second-semester seniors.

**Harvey H. Davis Memorial Scholarship:** awarded to graduate students in educational administration or higher education with preference given to students interested in the financing of education.

**Dean's Award of Excellence:** presented to students who demonstrate strong academic performance; commitment to their program, department, and the College of Education; and dedication to their future profession.

**Dr. Mary Agnella Gunn Memorial Scholarship:** awarded to undergraduate or graduate students.

**John H. Haefner Memorial Scholarship:** awarded to undergraduate or graduate students in social studies education.

**Gladys and Margaret Harvey Education Scholarship:** awarded to undergraduate or graduate students.

**Emma E. Holmes Education Scholarship:** awarded to undergraduate or graduate students who are U.S. citizens.

**Albert Hood Promising Scholar Award:** presented to a graduate student in the Department of Rehabilitation and Counselor Education and to a graduate student in the higher education and student affairs program.

**H.D. Hoover Fund for Excellence:** awarded to graduate students in mathematics achievement testing in the elementary grades.

**Howard R. Jones Achievement Award:** presented to undergraduate or graduate students.

**Kyle C. and Eula B. Jones Scholarship:** awarded to undergraduate or graduate students in elementary or secondary educations.

**Charlotte and Ruby Junge Scholarship:** awarded to undergraduate or graduate students in elementary or secondary education.

**Daniel G. Loetscher Memorial Science Education Scholarship:** awarded to undergraduate or graduate students in secondary education with an emphasis in the sciences.

**Mathematics Education Scholarship:** awarded to graduate students in mathematics education.

**Perry Eugene McClennenah Memorial Scholarship:** awarded to graduate students in educational administration.

**Sheila E. McFarland Memorial Scholarship:** awarded to undergraduate students from Iowa majoring in elementary education.

**Leonard A. Miller Memorial Scholarship:** awarded to a first-year M.A, student in rehabilitation counseling.

**Minority Student Award:** presented to undergraduate or graduate students of color.

**Helen Mackin Nichol Memorial Scholarship:** awarded to undergraduate or graduate students from Iowa who are in secondary education and plan to teach and work with mentally and emotionally disturbed children.

**Melvin R. Novick Award in Educational Measurement and Statistics:** presented to Ph.D. students in educational measurement and research.

**Paul Opstad Scholarship:** awarded to graduate students pursuing any advanced degree in the College of Education.

**Margaret P. Park Scholarship:** awarded to undergraduate or graduate students from St. Louis County, Minnesota; Rock Island County, Illinois; or Iowa.

**Guy and Gladys Peterson Scholarship:** awarded to students admitted to the Teacher Education Program.

**Betty Piercy Award:** presented to an outstanding student in reading who will benefit the field.

**Ann Ramsey and Richard E. Posey Scholarship:** awarded to a student who is a junior pursuing a career in teaching or education.

**Lorraine Gutz Ragan Scholarship:** awarded to undergraduate or graduate students from Iowa who are enrolled in the Teacher Education Program.

**Rolland Ray Award:** presented to doctoral students completing dissertations concerned with measurement in mathematics education, science education, social studies education, or English education.

**Judith Young Saunders Scholarship:** awarded to students pursuing a degree in teacher education, with preference given to students with severe visual impairments.

**Margaret A. Sloan Scholarship:** awarded to undergraduate or graduate students from Iowa who are in elementary education.

**Lloyd Smith Scholarship:** awarded to students in elementary social studies.

**Franklin D. Stone International Student Award:** presented to international Ph.D. students.

**James and Coretta Stroud Fellowship:** awarded to a doctoral student in educational psychology.

**Grace Phelps Stucker Scholarship:** awarded to an outstanding student in reading who will benefit the field.

**Minority Student Award:** presented to Ph.D. students in educational measurement and research.

**Grace Phelps Stucker Scholarship:** awarded to teacher education students.

**Student Teaching Abroad Scholarship:** awarded to undergraduate students who are student teaching in a foreign country.

**Edgar M. and Evelyn Benzler Tanruther Scholarship:** awarded to undergraduate or graduate students in elementary education.

**University High School Innovative Development in Education Award (IDEA):** presented to student teachers.

**Emily C. Wagner Scholarship:** awarded to undergraduate students from Iowa in secondary education with an English education major.
Erwin and Louise Wasta International Scholarship: awarded to full-time undergraduate or graduate international students.

Faculty

All tenure-track faculty members hold earned doctorates in their teaching fields, and many have had teaching or administrative experience in the public schools. Several hold joint appointments in the College of Liberal Arts and Sciences.

Interdepartmental Courses

Most College of Education courses are offered by the college’s departments and programs. They are listed and described in the corresponding General Catalog sections; see the links under "Index: Academic Programs" toward the top of this page. The college also offers the following interdepartmental courses.

07X:100 (EHOP:4100) Honors Seminar in Education
Research in education and related professions in collaboration with a College of Education faculty member of student’s choice; preparation for senior honors project.

07X:101 (EHOP:4101) Senior Honors Project
Collaboration with a faculty member on research project; written report. Prerequisites: 07X:100 (EHOP:4100).

07X:125 (EALL:4125) Universal Design for Learning and the Postsecondary Classroom
Principles of universal design for learning and how they can be applied in a postsecondary classroom; strategies in a classroom environment, class presentation, and class products (tools needed to access the class) that reach all students, including those with disabilities; hands-on activities; readings include universal design research studies and specific procedures for application.

07X:140 (EALL:5000) Introduction to Multicultural Education and Culturally Competent Practice
Introduction to foundations of multicultural education and cultural competence; numerous equal access movements that impact professional practice in education, social work, counseling, and the allied helping professions mobilized in the U.S. during the 20th century; issues of diversity and equity that continue to fuel current policy debates and impact professional practice; roots of equal access movements from Brown v. Board of Education to the present; social, political, and/or economic contexts for equal access policies concerning race/ethnicity, class, language, gender, ability, and sexual orientation.

07X:150 (EALL:5150) Introduction to Educational Research
Principles of empirical educational research; logic of inquiry for both quantitative and qualitative research methodologies.

07X:181 (EALL:4081) ePortfolio Production
Experience producing an ePortfolio and uploading it to the Internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser and access to the Internet and to a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as 07P:181 (PSQF:4081), 07E:181 (EDTL:4081), 07C:181 (RCE:4081), 07B:181 (EPLS:4081).

07X:387 (EALL:7387) Introduction to Online Post-Secondary Course Design and Facilitation
Knowledge of distance learning and teaching at the post-secondary level; instructional design principles relevant to development of online courses.

07X:475 (EALL:7475) Ph.D. ePortfolio in College Teaching
Framework for connecting authentic evidence of scholarly work and teaching competencies; use of advanced web and multimedia technologies to link artifacts to ePortfolio templates.

Departments

Educational Policy and Leadership Studies (p. 724)
Psychological and Quantitative Foundations (p. 737)
Rehabilitation and Counselor Education (p. 755)
Teaching and Learning (p. 774)

Majors Offered with Other Colleges

Science Education (p. 769)

Certificate Programs

Realizing Education and Career Hopes (REACH) (p. 750)
Educational Policy and Leadership Studies

Chair
• Christopher C. Morphew

Program coordinator, educational leadership
• Elizabeth Hollingworth

Program coordinator, higher education and student affairs
• Debora L. Liddell

Program coordinator, schools, culture, and society
• Christine A. Ogren

Professors
• David B. Bills, Kenneth G. Brown, Ronald S. Fielder, Susan M. Lagos Lavenz, Christopher C. Morphew, Ernest T. Pascarella, Michael B. Paulsen, Donald B. Yarbrough

Associate professors
• Marcus J. Haack, Elizabeth Hollingworth, Debora L. Liddell, Christine L. McCarthy, Christine A. Ogren, Chet S. Rzonca, Katrina Sanders, Sherry K. Watt

Assistant professors
• Brian P. An, Cassie Barnhardt

Adjunct assistant professors
• Andrew Beckett, David L. Grady, Wayne Jacobson, Heidi B. Levine, Becki S. Elkins Nesheim, Dorothy M. Persson, Von Stange

Professors emeriti
• Larry D. Bartlett, Sandra B. Damico, Walter J. Foley, Lelia B. Helms, Alan B. Henkin, Jerry N. Kuhn, H. Bradley Sagen, Elizabeth J. Whitt

Associate professors emeriti
• Robert E. Engel, Scott F. McNabb, Ray A. Muston, Carolyn L. Wanat, Sara C. Wolfson

Assistant professor emeritus
• Charles M. Mason

Graduate degrees: M.A. in educational policy and leadership studies; Ed.S. in educational policy and leadership studies; Ph.D. in educational policy and leadership studies

Web site: http://www.education.uiowa.edu/epls/

The Department of Educational Policy and Leadership Studies offers academic programs that prepare administrators, professional personnel, teachers, and researchers in the fields of educational leadership, higher education and student affairs, and schools, culture, and society. The department also offers joint programs with other College of Education departments and with other University of Iowa colleges.

Graduate Programs of Study

• Master of Arts in educational policy and leadership studies
• Specialist in Education in educational policy and leadership studies
• Doctor of Philosophy in educational policy and leadership studies

The department offers graduate degree programs in three major areas within educational policy and leadership studies:

Educational leadership (offered in the M.A., Ed.S., and Ph.D.), including an interdisciplinary program in school curriculum and assessment policy (offered in the Ed.S.);

Higher education and student affairs (offered in the M.A., Ed.S., and Ph.D.); and

Schools, culture, and society (offered in the M.A. and Ph.D.).

The areas are described below under "Graduate Study Areas," followed by information about each degree program.

Applicants for admission to University of Iowa graduate degree programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

REQUIRED PH.D. RESEARCH COURSES

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

Graduate Study Areas

Educational Leadership

Study in educational leadership prepares individuals for leadership positions. In addition to graduate degree programs, the area includes principal licensure, superintendent endorsement, and supervision of special education (support and instructional).

LICENSURE

To be eligible for recommendation by The University of Iowa for licensure in Iowa as a principal or superintendent/area education agency administrator, students must complete the appropriate program. The specific requirements for each program are available from the Department of Educational Policy and Leadership Studies and the Office of Education Services.

Students who hold an M.A. must satisfy all core requirements and must complete at The University of Iowa the minimum semester-hour program for each licensure level they seek. Because each administrative license has specific requirements, candidates are required to plan their programs with their advisors’ approval.

SUPERINTENDENT ENDORSEMENT

The superintendent endorsement curriculum is designed to prepare individuals for licensure as a school
superintendent (pre-K-12) as well as for other school district leadership positions; for the chief administrator position in Iowa’s area education agencies (AEA) as well as other AEA leadership positions; and for leadership positions in state or federal departments of education and related agencies.

The superintendent endorsement requires a total of 28 s.h. of credit.

**Higher Education and Student Affairs**

Advanced study in higher education and student affairs draws upon diverse perspectives from varied disciplines and professional fields to analyze critical issues and policies and their effects on students, faculty, administrators, staff, and other members of the higher education community. It also explores the complex interactive relationships among institutions of higher education, the external environment, and society at large.

Graduate degree programs in higher education and student affairs prepare professionals and scholar practitioners to serve as administrators, researchers, educators, and analysts in institutions of higher and postsecondary education and in related public and private agencies. The programs provide opportunities for concentrated study in student affairs administration; higher education policy and leadership; teaching, learning, and curriculum; and cultural foundations of higher education.

**Schools, Culture, and Society**

Schools, culture, and society is an interdisciplinary area that enhances students’ ability to analyze the influence of social, historical, and philosophical factors that frame contemporary issues in the formal social enterprise of education.

**M.A.: Educational Leadership**

The Master of Arts program in educational leadership requires a minimum of 36 s.h. of graduate credit and is offered without thesis. The program prepares individuals for appointments as school principals and for positions in area education agencies and state departments of education.

**CORE REQUIREMENTS**

With the aid of an advisor, each M.A. student prepares a plan of study that includes the following core requirements.

- **07B:201 (EPLS:6201) Foundations of School Administration** 3 s.h.
- **07B:236 (EPLS:6236) Administration of Students with Special Needs** 3 s.h.
- **07B:242 (EPLS:6242) Research for Effective School Leaders** 3 s.h.
- **07B:260 (EPLS:6260) Contemporary Management Strategies for the Pre-K-12 Principal** 3 s.h.
- **07B:285 (EPLS:6285) School and Community Relationships** 3 s.h.
- **07B:298 (EPLS:6298) Legal Aspects of School Personnel Curriculum** 3 s.h.
- **07B:381 (EPLS:6381) Analysis and Appraisal of Supervision and Evaluation** 3 s.h.

For Iowa licensure as a principal, students must meet the human relations requirement of the State of Iowa.

Students must complete the core requirements listed above and the following required clinical courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>07B:400 (EPLS:6400)</td>
<td>Early Childhood Leadership Clinical</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:401 (EPLS:6401)</td>
<td>Elementary Leadership Clinical</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td>07B:402 (EPLS:6402)</td>
<td>Secondary Leadership Clinical</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td>07B:403 (EPLS:6403)</td>
<td>Special Education Leadership Clinical</td>
<td>1-3 s.h.</td>
</tr>
</tbody>
</table>

Students earning an M.A. without principal licensure are not required to complete the clinical courses. Instead, they complete a series of electives approved by their advisors.

**COMPREHENSIVE EXAMINATION**

The M.A. comprehensive examination for students earning principal licensure consists of a three-hour examination and a presentation of the student’s ePortfolio. Students earning an M.A. without licensure complete a six-hour comprehensive examination consisting of two three-hour written exams. Students must be registered in the Graduate College during their comprehensive examination semester if they plan to graduate at the end of that semester.

**ADMISSION**

Applicants to the M.A. program in educational leadership must meet the admission requirements of the Graduate College. Admission decisions are made through a faculty review process. Factors considered include recommendations, grade-point average, Graduate Record Examination (GRE) General Test scores, an essay demonstrating writing ability, and other evidence of academic ability and professional promise.

**Ed.S.: Educational Leadership**

The Specialist in Education program in educational leadership requires 36 s.h. of graduate credit. The program prepares candidates to be superintendents in Iowa or to hold other district-level leadership positions in K-12 school districts. It also prepares them for appointments as area education agency chief administrators and for jobs in state or federal departments of education.

Students in the Ed.S. program must have an Iowa administration license. They obtain the superintendent endorsement (State of Iowa endorsement 171) upon completing the required Ed.S. course work.

Ed.S. students must complete 26 s.h. of course work. Many educational leadership courses are offered by distance education; see ISIS for information about courses offered during current semesters. They also must complete 10 s.h. of clinical work and must maintain an ePortfolio. The Ed.S. program culminates with the student’s presentation of the ePortfolio to his or her committee.

**ADMISSION**

Applicants to the Ed.S. program in educational leadership must meet the admission requirements of the Graduate College and of the educational leadership program. Required application materials include transcripts, official Graduate Record Examination (GRE) General Test scores, three letters of recommendation, and a personal statement of career goals. Admission is based on grade-point average and GRE scores, promise for scholarly and professional growth, and recommendations. Complete applications are reviewed as they are received.
Ph.D.: Educational Leadership

The Doctor of Philosophy program in educational leadership requires a minimum of 90 s.h. of graduate credit. The program prepares scholarly professionals for leadership positions in a wide range of educational and public sector settings. Ph.D. students acquire strong backgrounds in leadership, policy, and research. They equip themselves to discover, integrate, and apply knowledge as transformational leaders.

The Ph.D. in educational leadership requires the following work:

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common courses</td>
<td>12 s.h.</td>
</tr>
<tr>
<td>Cognates</td>
<td>9 s.h.</td>
</tr>
<tr>
<td>Electives</td>
<td>29 s.h.</td>
</tr>
<tr>
<td>Concentration area courses</td>
<td>12 s.h.</td>
</tr>
<tr>
<td>Research</td>
<td>18 s.h.</td>
</tr>
</tbody>
</table>

Students also complete the comprehensive examination and a dissertation, described below.

Many educational leadership courses are offered by distance education; see ISIS for information about courses offered during current semesters.

REQUIRED RESEARCH COURSES

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

COMPREHENSIVE EXAMINATION

Ph.D. students must satisfactorily complete a written take-home comprehensive examination consisting of three parts. The first part covers the student’s major area of study, and the second covers two additional concentration areas. The third is on the student’s outside area of study and is prepared by faculty members outside the Department of Educational Policy and Leadership Studies. The written exams are followed by an oral examination.

DISSERTATION

All students must write a dissertation based on an original research project in an area of educational leadership. Students must earn 10 s.h. of credit for dissertation research. The doctoral program culminates with a final oral defense of the dissertation. Students must be registered at The University of Iowa during the session in which they graduate.

ADMISSION

Applicants to the Ph.D. program in educational leadership must meet the admission requirements of the Graduate College and of the educational leadership program. They also must satisfy the residency requirement of two full-time (at least 9 s.h.) registrations. Required application materials include transcripts, official Graduate Record Examination (GRE) General Test scores, three letters of recommendation, and a personal statement of career goals. Admission is based on grade-point average and GRE scores, promise for scholarly and professional growth, and recommendations. Complete applications are reviewed as they are received.

Ed.S.: School Curriculum and Assessment Policy

The Specialist in Education program in school curriculum and assessment policy requires 36 s.h. of graduate credit beyond the master’s degree (required credit may vary depending on the student’s academic background, experiences, needs, and interests).

The interdisciplinary program trains graduate students to become school leaders who know how to use assessment information for accountability purposes and curriculum evaluation. The program offers concentrations in policy, measurement and statistics, and curriculum and draws on course work from across the College of Education. Graduates are qualified to serve as educational leaders in the areas of school policy, assessment, and curriculum at federal, state, and district levels.

For more information, contact the Department of Educational Policy and Leadership Studies.

M.A.: Higher Education and Student Affairs

The Master of Arts program in higher education and student affairs requires a minimum of 40 s.h. of graduate credit. The program prepares graduates for entry-level and midlevel positions in two- and four-year institutions.

Students choose one of three concentrations when they apply to the program: student affairs, higher education policy, or higher education administration. Through these three concentrations, the program prepares individuals for positions in advising, programming, administration, management, and policy in higher education settings.

EXAMINATIONS

Students take six hours of written examinations based on the core, concentration, and specialization, according to the plan of study developed individually for each student. Concentration areas in which exams may be written include administrative practices, policy studies, and student affairs.

ADMISSION

Applicants to the M.A. program in higher education and student affairs must meet the admission requirements of the Graduate College. Admission is based on grade-point average, Graduate Record Examination (GRE) General Test scores, and promise for professional growth. Transcripts, GRE scores, a résumé or curriculum vita, three letters of recommendation, and a statement of educational goals are required. Application deadline is January 15 for admission the following fall. Admitted students are invited to campus during spring to interview for assistantships.

Ed.S.: Higher Education and Student Affairs

The Specialist in Education program in higher education and student affairs requires 60 s.h. of graduate credit. The program provides advanced graduate study in administration, policy studies, and specializations developed in consultation with the advisor. The Ed.S. also may be awarded upon completion of a joint program of graduate work in higher education and an academic
field, or upon completion of a higher education sequence following a master’s degree program.

REQUIRED COURSES
The Ed.S. program of study must include at least 18 s.h. in professional education and related fields, including an appropriate structured internship determined in consultation with the advisor; at least 28 s.h. in the student’s specialization area and 10 s.h. of electives, all approved by the advisor; and 4 s.h. of research credit in 07B:395 (EPLS:7395) Educational Specialist Research.

COMPREHENSIVE EXAMINATION
The comprehensive examination consists of a take-home written exam covering the field of higher education and student affairs and the student’s concentration area. The written exams may be followed by an oral exam.

RELATED FIELD
Students majoring in another field who want to complete a related field in higher education and student affairs should consult with a higher education and student affairs faculty member early in their study. Plans of study are developed individually.

TEACHING INTERNSHIP
Program participants teach half-time for a full semester at a cooperating community college under the supervision of an experienced faculty member in that college and with field supervision from The University of Iowa. Interns participate in the academic life of the host community college, and they often gather data for their Ed.S. research project during the internship. Participants must be willing to travel to a community college and reside there for the one-semester program.

ADMISSION
Applicants to the Ed.S. program in higher education and student affairs must meet the admission requirements of the Graduate College. Admission is based on grade-point average, GRE General Test scores, and promise for professional growth. Transcripts, GRE scores, three letters of recommendation, and a statement of educational goals are required. Applications must be submitted well in advance of the intended semester of admission.

Ph.D.: Higher Education and Student Affairs
The Doctor of Philosophy program in higher education and student affairs requires 90 s.h. of graduate credit. The program prepares faculty and scholar practitioners for leadership positions in student affairs and academic administration and for positions as graduate faculty members, leaders in conducting research about college students and higher education, policy analysts in postsecondary institutions and in public or private agencies, and teachers and academic leaders at two-year and four-year colleges.

The program integrates the academic experience with the cocurricular learning experiences of students and studies the outcomes of both. The curriculum is organized around three core areas: higher education administration and policy; teaching, learning, and the college experience; and diversity, equity, and foundations of higher education. Students take courses in each area and specialize in one.

The higher education administration and policy area studies organizational policy, leadership, and change. It helps administrators develop expertise in planning, evidence-based decision making, and effective leadership and organizational management. Individuals interested in enrollment management and institutional research should find this area appealing.

The teaching, learning, and the college experience area studies college teaching and learning and the ways in which college affects students. It enables educators to become more effective in designing, implementing, and evaluating powerful curricular and cocurricular initiatives. It should appeal to teaching faculty, institutional researchers, faculty development professionals, and leaders of student success initiatives.

The diversity, equity, and foundations of higher education area helps educators prepare to lead social change within their organizations and to facilitate difficult dialogues designed for interpersonal growth and development. It should appeal to chief diversity officers and other administrators called upon to develop curricula around social justice and to individuals interested in the empirical study of diversity in higher education.

The 90 s.h. required for the Ph.D. includes a substantive common core (24 s.h.), a research core (18 s.h.), a specialization (12 s.h.), graduate electives (24 s.h.), and dissertation research (12 s.h.).

Each doctoral student must successfully complete two semesters on campus (minimum of 9 s.h. each semester) to fulfill the residency requirement of the Graduate College.

SUBSTANTIVE COMMON CORE
The substantive common core provides foundational understanding of higher education and general knowledge that all students must master, regardless of their career goals and interests. All courses in the core (24 s.h.) must be completed at The University of Iowa.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>07B:216</td>
<td>Finance in Higher Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:220</td>
<td>History of Higher Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:221</td>
<td>The College Curriculum</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:224</td>
<td>Organizational Theory and Administrative Behavior</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:225</td>
<td>Introduction to Public Policymaking</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:273</td>
<td>The College Student</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:275</td>
<td>Diversity and Equity in Higher Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:432</td>
<td>Multicultural Initiatives</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

RESEARCH CORE
The research core (18 s.h.) assures that the student achieves scholarly autonomy and initiative.

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses. Course selections must be consistent with the following research core requirements.
All students take the following four courses, or their equivalents, as approved by the advisor and the course instructor.

- **07B:206 (EPLS:6206) Research Process and Design** 3 s.h.
- **07B:373 (EPLS:7373) Qualitative Research Design and Methods** 3 s.h.
- **07P:243 (PSQF:6243) Intermediate Statistical Methods** 4 s.h.
- **07X:150 (EALL:5150) Introduction to Educational Research (taken during first year in program)** 3 s.h.

In addition, students and their advisors choose at least three more research courses appropriate to the student’s research interests.

### SPECIALIZATION AREA

The specialization gives students the opportunity to develop expertise in one area. Most students complete the common core before declaring one of the following three specializations: higher education administration and policy; teaching, learning, and the college experience; or diversity, equity, and foundations of higher education. Each specialization has its own course requirements and options.

### GRADUATE ELECTIVES

Students choose 24 s.h. of elective graduate course work in consultation with their advisors. The student and his or her advisor may determine that some of the graduate elective work may be drawn from appropriate previous graduate course work that complements other aspects of the student’s doctoral program.

### COMPREHENSIVE EXAMINATION

The Ph.D. comprehensive examination consists of a set of take-home questions with a limited time to respond. Questions are based on the substantive core, the student’s concentration, and research core content. The written examination is followed by an oral examination.

### DISSERTATION

The dissertation is a major research study planned in collaboration with the student’s advisor. Students must write a formal dissertation proposal and submit it for approval, first to their advisor and then to the members of their doctoral committee. Students and their advisors determine when the proposal is complete. Students must earn 12 s.h. of dissertation research credit. The doctoral program culminates with a final oral defense of the dissertation.

Students must be registered at The University of Iowa each fall and spring semester from the semester in which they complete their comprehensive examination through the semester in which they defend their dissertation and graduate.

### ADMISSION

Applicants to the Ph.D. program in higher education and student affairs must meet the admission requirements of the Graduate College. Each applicant must submit a personal statement explaining his or her professional goals, experiences, and research plans; undergraduate and graduate grade-point averages; undergraduate and graduate transcripts; three letters of recommendation; a résumé or curriculum vita, and scores on the Graduate Record Exam (GRE) General Test. Application deadline is December 15 for admission the following fall.

### M.A.: Schools, Culture, and Society

The Master of Arts program in schools, culture, and society requires a minimum of 32 s.h. of graduate credit and is offered without thesis. The program develops students’ ability to analyze the influence of social, historical, and philosophical factors that frame contemporary issues in education.

M.A. students complete at least 24 s.h. in schools, culture, and society courses in three disciplinary areas: philosophy, history, and sociology. They earn 12 s.h. in one of the disciplinary areas and 6 s.h. in each of the other two areas. The remaining 8 s.h. of course work must be in a concentration area appropriate to the student’s career and academic goals.

Students must satisfactorily complete a six-hour comprehensive examination covering the program’s three disciplinary areas and the student’s concentration area. The examining committee may elect to hold an oral examination after the exam.

### ADMISSION

Applicants to the M.A. program in schools, culture, and society must meet the admission requirements of the Graduate College. A personal interview with one or more members of the program’s faculty is recommended. An undergraduate and/or graduate emphasis in education, philosophy, history, sociology, international studies, or the humanities is recommended. Each applicant must submit a personal statement explaining his or her professional goals, experiences, and research plans; undergraduate and graduate grade-point averages; undergraduate and graduate transcripts; three letters of recommendation; a résumé; and scores on the Graduate Record Exam (GRE) General Test. Application deadline is February 15 for admission the following fall.

### Ph.D.: Schools, Culture, and Society

The Doctor of Philosophy program in schools, culture, and society requires a minimum of 90 s.h. of graduate credit. The program develops students’ ability to analyze the influence of social, historical, and philosophical factors that frame contemporary issues in education.

Ph.D. students complete a common core (15 s.h.), a disciplinary foundation (9 s.h.), an interdisciplinary focus (9 s.h.), cognate courses (27 s.h.), research tools (18 s.h.), and a dissertation (12 s.h.).

### COMMON CORE

All Ph.D. students in schools, culture, and society must complete all five courses in the common core (15 s.h.).

- **07B:102 (EPLS:5102) History of American Education** 2-3 s.h.
- **07B:130 (EPLS:5130) Sociology of Education** 3 s.h.
- **07B:156 (EPLS:5156) Philosophies of Education** 3 s.h.
- **07X:140 (EALL:5000) Introduction to Multicultural Education and Culturally Competent Practice** 3 s.h.
- A course in contemporary education conflicts (prefix 07B)

### DISCIPLINARY FOUNDATION

Students choose one of three disciplinary foundation areas: sociology, history, or philosophy. They complete
9 s.h. in the area by taking two courses offered by the Department of Educational Policy and Leadership Studies [prefix 07B (EPLS)] and one course offered by the corresponding department in the College of Liberal Arts and Sciences: sociology [prefix 034 (SOC)], history [prefix 016 (HIST)], or philosophy [prefix 026 (PHIL)]. The following lists provide examples of courses appropriate for the three disciplinary foundation areas.

Sociology:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07B:134</td>
<td>Education and the World of Work</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:142</td>
<td>Sociology of Higher Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:210</td>
<td>Education and Social Change</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:232</td>
<td>Advanced Theory Sociology of Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:238</td>
<td>Gender and Education in Historical Perspective</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:240</td>
<td>Topics in Education (topic: sociology of education)</td>
<td>arr.</td>
</tr>
</tbody>
</table>

History:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07B:122</td>
<td>History of School Leadership in the United States</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:123</td>
<td>History of Ethnic/Minority Education Movements</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:126</td>
<td>Twentieth-Century Educational Movements</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:220</td>
<td>History of Higher Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:237</td>
<td>History of the Teaching Profession</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:238</td>
<td>Gender and Education in Historical Perspective</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:240</td>
<td>Topics in Education (topic: history of education)</td>
<td>arr.</td>
</tr>
</tbody>
</table>

Philosophy:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07B:155</td>
<td>Critical Thinking</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:157</td>
<td>Ethics in Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:158</td>
<td>John Dewey and Education</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:240</td>
<td>Topics in Education (topic: philosophy of education)</td>
<td>arr.</td>
</tr>
<tr>
<td>07B:358</td>
<td>Seminar in the Philosophy of John Dewey</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

INTERDISCIPLINARY FOCUS

Students choose one of two interdisciplinary focus areas: diversity and equity, or policy contexts. They take three courses in that area (total of 9 s.h.) chosen from the corresponding list below. At least two of the courses (6 s.h.) must be from outside their disciplinary foundation area (see "Disciplinary Foundation" above).

Diversity and equity:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07B:120</td>
<td>Teaching in a Culturally Diverse Society</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:123</td>
<td>History of Ethnic/Minority Education Movements</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:154</td>
<td>Education, Race, and Ethnicity</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:157</td>
<td>Ethics in Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:237</td>
<td>History of the Teaching Profession</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:238</td>
<td>Gender and Education in Historical Perspective</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:275</td>
<td>Diversity and Equity in Higher Education</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Policy contexts:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07B:126</td>
<td>Twentieth-Century Educational Movements</td>
<td>2-3 s.h.</td>
</tr>
</tbody>
</table>

One relevant course from another department, with advisor's approval

COGNATE COURSES

Students earn a maximum of 27 s.h. in College of Liberal Arts and Sciences (CLAS) courses that are relevant to their program of study. CLAS courses taken to fulfill the disciplinary foundation requirement or the interdisciplinary focus requirement do not count toward the cognate course requirement. Relevant courses completed in earlier graduate study may be accepted for this requirement.

RESEARCH TOOLS

The research tool requirement is 18 s.h. All College of Education Ph.D. students must complete:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07B:134</td>
<td>Education and the World of Work</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:157</td>
<td>Ethics in Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:210</td>
<td>Education and Social Change</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:225</td>
<td>Introduction to Public Policymaking</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:228</td>
<td>Policy Design and Implementation</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07B:237</td>
<td>History of the Teaching Profession</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One relevant course from another department, with advisor's approval

COMPREHENSIVE EXAMINATION

The comprehensive examination consists of three take-home exams, each with a maximum of 12 pages. The first exam covers the common core, the second covers the student’s interdisciplinary focus area, and the third covers the student’s disciplinary foundation area.

DISSERTATION

After completing the comprehensive examination, Ph.D. students write a formal dissertation prospectus and submit it for approval first to their dissertation advisor and then to the members of their dissertation committee. The dissertation prospectus must be formally approved by the dissertation advisor and the dissertation committee before the student may begin his or her dissertation research.

Students must earn 12 s.h. of dissertation research credit. The dissertation process culminates with a final oral defense of the dissertation. Students must register at the University of Iowa each fall and spring semester until the dissertation is successfully defended and the Ph.D. is awarded.

ADMISSION

Applicants to the Ph.D. program in schools, culture, and society must meet the admission requirements of the Graduate College. A personal interview with one or more members of the program’s faculty is recommended. An undergraduate and/or graduate emphasis in education, philosophy, history, sociology, international studies, or the humanities is recommended. Each applicant must submit a personal statement explaining his or her professional goals, experiences, and research plans; undergraduate and graduate grade-point averages; undergraduate and
graduate transcripts; three letters of recommendation; and
scores on the Graduate Record Exam (GRE) General Test.
Admission is for fall semester entry. Application deadline is
January 15 for admission the following fall.

Courses

07B:029 (EPLS:1029) First-Year Seminar
Small discussion class taught by a faculty member; topics
chosen by instructor; may include outside activities (e.g., films,
lectures, performances, readings, visits to research facilities).
Requirements: first- or second-semester standing.

07B:098 (EPLS:2098) The Student Affairs
Professional introduction to field of student affairs in context of higher
education; focus on foundations of profession, including a brief
history of field, professional associations, institutional differences,
professional and ethical standards, functional areas in higher
education, student learning and developmental theory, overview
of graduate preparation, and current topics.

07B:100 (EPLS:5100) Issues and Policies in Higher
Education
Development of the idea of a university; selected functions,
issues, policies of American higher education.

07B:102 (EPLS:5102) History of American
Education
Purposes of public education, diversity, and control of
schooling from a historical perspective; emphasis on conflicting
interpretations of pivotal events and educational movements;
connections between educational policies and larger historical
developments.

07B:103 (EPLS:3000) Foundations of Education
Overview of American education, preschool through secondary;
aims, history, philosophy of education; professional ethics, legal
responsibilities; school curriculum, organization, finance, school
law, political and social issues.

07B:104 (EPLS:5104) Education in the Third World
Educational implications of various development issues, including
role of media, and multinational corporations and foreign aid;
educational dilemmas currently facing Third World governments.

07B:110 (EPLS:4110) Administration and Policy in
Gifted Education
Policy, administrative, evaluation issues in developing and
maintaining gifted programs in a school setting; participants
develop gifted program and policies for a school; for school
executives and coordinators of gifted programs.

07B:111 (EPLS:4111) Evaluation of Gifted
Programs
Fundamentals of program evaluation essential for exemplary
gifted programs.

07B:113 (EPLS:4113) Staff Development for Gifted
Programs
Planning, content, and delivery of staff development regarding
gifted students and their needs.

07B:116 (EPLS:5116) Characteristics of Effective
Instruction: Assessment for Learning
Professional development sequence designed for practicing
teachers to develop conceptual knowledge and understanding
of Assessment for Learning implementation and practice, a key
component of effective instruction; training modules are aligned
with the Iowa Department of Education’s “Characteristics of
Effective Instruction,” with videos of best practice across the
state.

07B:120 (EPLS:5120) Teaching in a Culturally
Diverse Society
Issues in education and individual educators’ own practice related
to increasing cultural, racial, and linguistic diversity; challenges,
concerns.

07B:122 (EPLS:5122) History of School Leadership
in the United States
History of public school administration; 19th-century crusade of
Horace Mann and other common-school reformers, social-efficiency
movement of early 20th century; gender issues, parental involvement
in history of school leadership.

07B:123 (EPLS:5123) History of Ethnic/Minority
Education
Educational histories of American ethnic and minority groups;
comprehensive understanding of American educational history,
context for contemporary educational policy discussions.

07B:126 (EPLS:5126) Twentieth-Century
Educational Movements
Current educational policy debates concerning diversity and
equity, historical roots of these policies; historical context for 20th-century
equal education opportunity movements.

07B:130 (EPLS:5130) Sociology of Education
Effects of school and school organization on educational
outcomes; course-taking patterns and tracking, desegregation,
differences in school sector; focus on entire span of student’s
academic career; examination of school and organizational
effects at the primary, secondary, and postsecondary levels of
education. Same as 034:133 (SOC:5130).

07B:131 (EPLS:5131) Race, Class, and Gender
Inequalities in Education
Role of ascribed characteristics (e.g., race, class, gender) on
educational opportunities and outcomes; achievement gaps,
school desegregation, social and cultural capital, peer influence,
family attributes, neighborhood influence, influence of significant
others, course-taking patterns, and educational destinations.

07B:134 (EPLS:5134) Education and the World of
Work
Relationship between education and work in individual and
organizational behavior, and between educational and economic
systems; economics, psychology, sociology, education.

07B:142 (EPLS:5142) Sociology of Higher
Education

Sociological approach to study of higher education; issues of inequality and stratification in higher education; focus on relationship between higher education and larger economic and demographic processes; college access, college destinations, attainment, and returns to a college degree. Same as 034:280 (SOC:5680).

07B:150 (EPLS:4150) Leadership and Public Service I
Preparation for providing public service to a local community; leadership skills for effective mentoring of children in grades 6-10.

07B:151 (EPLS:4151) Leadership and Public Service II
Preparation to provide leadership and public service to a local community agency; being a leader and a public servant in the context of societal oppressions such as racism, sexism, able-bodiedism; part of the human relations minor. Prerequisites: 07B:150 (EPLS:4150).

07B:154 (EPLS:5154) Education, Race, and Ethnicity
Role of education in ethnic and racial stratification in the United States and other nations; influence of variations in family structure, stratification patterns, institutional constraints in formation of educational aspirations and achievement levels. GE: Values, Society, and Diversity.

07B:155 (EPLS:5155) Critical Thinking
Formal and informal logic and probabilistic reasoning; focus on construction and critical analysis of arguments; introduction for students planning research in social foundations.

07B:156 (EPLS:5156) Philosophies of Education
Principal educational philosophers and philosophies that have influenced Western education; emphasis on how philosophical ideas and conflicts have shaped the educational scene.

07B:157 (EPLS:5157) Ethics in Education
Major theories of the nature of ethical action and of value judgment; theoretical accounts related to the practical decision making contexts of teaching.

07B:158 (EPLS:5158) John Dewey and Education
Dewey’s philosophy of instrumentalism, with emphasis on his theories of knowledge, valuation, aesthetics, especially as applied to educational theory and practice.

07B:165 (EPLS:5165) Introduction to Program and Project Evaluation
Skills and knowledge required for conducting evaluations of products, projects, and programs; recent scholarship on evaluation and project management. Same as 07P:165 (PSQF:5165).

07B:176 (EPLS:5176) Demographic Techniques for Educational Research
Basic demographic concepts, techniques, resources; life table analysis, enrollment projections, demographic measurement, shift-share analysis.

07B:180 (EPLS:4180) Human Relations for the Classroom Teacher
Influence of social factors such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism on American schools and classrooms; for teacher education candidates. GE: Values, Society, and Diversity.

07B:181 (EPLS:4081) ePortfolio Production
Experience producing an ePortfolio and uploading it to the Internet; practical experience using digital tools, content design related to ePortfolio production; experience using a web browser and access to the Internet and to a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as 07P:181 (PSQF:4081), 07X:181 (EALL:4081), 07E:181 (EDTL:4081), 07C:181 (RCE:4081).

07B:195 (EPLS:5195) Research in Cross-Cultural Settings
Cultural, psychological, logistical issues in conducting research in foreign settings; development of a research plan, recent debates in ethnographic research literature.

07B:200 (EPLS:6200) Leadership ePortfolio Production
Foundation and skill practice in technology tasks relevant to educational leadership; experience formulating an education leader’s ePortfolio.

07B:201 (EPLS:6201) Foundations of School Administration
Organization and administration of American public education; principles and concepts of leadership and organizations; socioeconomic, political, and professional factors relating to education and school administration.

07B:202 (EPLS:6202) Information Resources
Research strategies, information literacy skills, University of Iowa Libraries and other sources for research.

07B:206 (EPLS:6206) Research Process and Design
Research process, with emphasis on fundamentals of experimental design, internal and external validity, correlational designs, and statistical inference.

07B:209 (EPLS:6209) Survey Research and Design
Survey design and implementation; writing and evaluation of survey questions; error in survey research; techniques to reduce error; sampling; postcollection processing of survey data. Prerequisites: 07B:206 (EPLS:6206) or 07P:143 (PSQF:5143). Same as 07P:209 (PSQF:6209).

07B:210 (EPLS:5210) Education and Social Change
Role of educational institutions, in connection with political and economic structures, in the process of social change; illumination of theories of social change through case studies of educational systems in both less-developed and industrialized nations. Same as 034:310 (SOC:5810).

07B:216 (EPLS:6216) Finance in Higher Education
Theory, research, policy, and practice related to public and private funding of higher and postsecondary education.
07B:217 (EPLS:6217) Theory and Practice of Leadership 2-3 s.h.
Theory-based literature and critiques of leadership as applied to educational institutions.

07B:218 (EPLS:6218) The Law and Higher Education 3 s.h.
The role of law as it affects postsecondary institutions; analysis of case law in specific areas of concern to administrators, faculty, staff, students.

07B:220 (EPLS:6220) History of Higher Education 3 s.h.
History of postsecondary education in the United States; emphasis on conflicting interpretations of pivotal developments; consideration of access, curriculum, student life, academic freedom, role of universities in society, and balance of teaching, research and service from a historical perspective.

07B:221 (EPLS:6221) The College Curriculum 3 s.h.
Issues, principles, policies, and practices in college curriculum development; diverse philosophical, historical, cultural, social, psychological, political foundations of contemporary college curricula; perspectives on and models of college curriculum, related processes of teaching and learning; principles and practices that guide design and change of higher education curriculum.

07B:222 (EPLS:6222) Introduction to Policy Analysis and Evaluation 3 s.h.
Theoretical and technical approaches to analysis and evaluation of contemporary public policies.

07B:224 (EPLS:6224) Organizational Theory and Administrative Behavior 3 s.h.
Theories and concepts of organizational behavior applied in structural, organizational, administrative contexts of American education.

07B:225 (EPLS:6225) Introduction to Public Policymaking 2-3 s.h.
Overview of public policy making and the tools used to create and deliver policy benefits to constituents.

07B:226 (EPLS:6226) Educational Management 2-3 s.h.
Literature and research on management; emphasis on American education.

07B:228 (EPLS:6228) Policy Design and Implementation 2-3 s.h.
Review of literature, emphasis on policy drafting skills for administration and management in education and other settings.

07B:230 (EPLS:5230) Alternative Models of Schooling 2-3 s.h.
Popular alternatives to K-12 and postsecondary education; homeschooling, boarding schools, charter schools, magnet schools; construction of a conceptual framework for understanding alternatives.

07B:232 (EPLS:6232) Advanced Theory Sociology of Education 3 s.h.
Sociology of education; concepts and nature of the field; strengths and weaknesses of theories and paradigms; research. Prerequisites: 07B:130 (EPLS:5130).

07B:236 (EPLS:6236) Administration of Students with Special Needs 3 s.h.
Foundation for and skill practice in tasks performed by directors of special education and others administering to needs of special education students, and economically and socially deprived students; for prospective school administrative personnel. Same as 07U:236 (EDTL:6936).

07B:237 (EPLS:6237) History of the Teaching Profession 3 s.h.
History of public school teaching, and teachers' problematic professional status; teacher education in the 19th and 20th centuries; formation and activities of teacher unions in the 20th century.

07B:238 (EPLS:6238) Gender and Education in Historical Perspective 3 s.h.
Gender in context of history of education in the United States; coeducation in common schools, academies, and high schools; women's arrival and experiences as college students; masculinity in higher education; single-sex versus coeducation; emphasis on conflicting historical interpretations. Same as 131:238 (GWSS:6238).

07B:240 (EPLS:5240) Topics in Education arr.
Seminar for intensive study of one problem, issue, or work field.

07B:242 (EPLS:6242) Research for Effective School Leaders 3 s.h.
Fundamental language of contemporary research; identification and application of basic research components to contemporary educational leadership problems; applicability of research toward effective decision making.

07B:245 (EPLS:5245) The American Professoriate 3 s.h.
Research on college and university faculty members; perspectives on faculty careers, values, beliefs, role in shared governance; tenure process and policies; issues unique to faculty members of color and women faculty members.

07B:247 (EPLS:5247) Multiculturalism in Higher Education 3 s.h.
Theory and application of multicultural competency in higher education.

07B:250 (EPLS:5250) Introduction to Student Affairs 3 s.h.
Foundations of student affairs work; overview of institutional cultures, legal issues, ethical principles, standards of practice in student affairs.

07B:251 (EPLS:5251) College Students and Their Environments 3 s.h.
Characteristics of college students and issues they face; students' institutional, social, cultural environments; impact of environments on student learning, development.

07B:252 (EPLS:5252) Administration of Higher Education and Student Affairs 3 s.h.
Administrative structures and processes in higher education settings. Requirements: higher education and student affairs major.

07B:253 (EPLS:5253) Assessment in Higher Education and Student Affairs
Theories, practices, and issues relevant to assessment of student outcomes and institutional effectiveness in higher education; basic overview of research, assessment, and evaluation: elements of assessment design, including methods for data collection and analysis; relevant ethical and political dilemmas; practical assessment activities. Requirements: M.A. standing in higher education and student affairs program.

07B:260 (EPLS:6260) Contemporary Management Strategies for the Pre-K-12 Principal
Leadership skills and management techniques for daily organization and operation of schools; emphasis on climate, communication, group processes, conflict resolution, curriculum management.

07B:265 (EPLS:6265) Standards-Based Education and Accountability
Standards-based education; academic content standards, K-12 articulation, alignment studies, use of standardized test results to evaluate academic programs.

07B:270 (EPLS:6270) Policy and Politics of Leadership
Current issues from academic journals, states, think tanks, consortia.

07B:273 (EPLS:6273) The College Student
Overview of theories, research, practices, and issues relevant to understanding students in institutions of higher education. Requirements: Ph.D. standing in Higher Education and Student Affairs program.

07B:275 (EPLS:6275) Diversity and Equity in Higher Education
Historical, contemporary, theoretical, and empirical aspects of diversity and equity in higher education; unique experiences of members of historically under-represented groups; challenges of transforming institutions to make them more responsive to the experiences of diverse groups.

07B:278 (EPLS:5278) Helping Skills in Student Affairs Work
Development of ability to identify, understand, and intentionally apply the active attending and influencing skills; readings and class presentations.

07B:285 (EPLS:6285) School and Community Relationships
Community analysis, politics and education, power groups and influences, school issues and public responses, public relations strategies.

07B:290 (EPLS:6290) Master's Project
Research for the nonthesis program; topic approved by advisor.

07B:291 (EPLS:7291) Administration of Educational Programs and Personnel
Personnel and program planning examined against statements of educational purpose; interrelationships and internal consistencies of program and staff administration from perspectives of philosophy, psychology, learning theory, sociology, curriculum theory.

07B:293 (EPLS:6293) Individualized Instruction
Readings, special projects, and/or studies that reflect joint instructor/student interest.

07B:297 (EPLS:7297) Administrative Leadership Theory
Administrative leadership theory drawn from social psychology, sociology, political science, communications, business, and their applications; analysis and formulation of strategies for performing leadership functions in educational administration.

07B:298 (EPLS:6298) Legal Aspects of School Personnel
Teacher and student: liability, negotiations, rights, privileges, responsibilities of school personnel; principles of law derived from court decisions; constitutional and statutory provisions; for teachers and administrators.

07B:299 (EPLS:6299) Legal Aspects of School Administration
Nonpersonnel concepts in education: organization, property, finance, religion, discrimination, intergovernmental relations; use of constitutional and statutory provisions plus court decisions; primarily for administrators but applicable to teachers.

07B:301 (EPLS:6301) Professional Seminar in Student Affairs I
Orientation to field; writing and academic support.

07B:302 (EPLS:6302) Professional Seminar in Student Affairs II
Working with groups in higher education.

07B:303 (EPLS:6303) Professional Seminar in Student Affairs III
Consulting, training, and curriculum development in student affairs.

07B:304 (EPLS:6304) Professional Seminar in Student Affairs IV
Professional identity, job search support.

07B:311 (EPLS:6311) Seminar: Research Topic in Education
Topic submitted by students, faculty.

07B:315 (EPLS:6315) Orientation to the Superintendency
Leadership theory and research of the superintendent’s role of increasing student achievement; personal goals for communication; ethics, integrity, flexibility, reflective, and collaborative leadership; expectations of the superintendent by the board of directors; defining one’s role; developing an entry plan; dealing with social/emotional isolation of superintendent; and influences in the larger political, social, economic, legal, and cultural context.

**07B:317 (EPLS:6317) Operational Leadership and Management**  
1 s.h.
Managing fiscal and physical resources responsibly, efficiently, and effectively; effective communication of school operations; leadership and management of nutrition program, transportation program, facilities, construction; board policy, legal issues; state reporting, ethical decision-making; relationship building, problem solving amidst barriers and various stakeholder groups.

**07B:319 (EPLS:6319) Human Resources Leadership**  
2 s.h.
Leadership theory and research of the superintendent’s role of aligning human resources practice and increasing student achievement; employment law; contract negotiations process/collective bargaining; contract maintenance; recruiting, selecting, developing, and retaining employees; working with labor unions and Public Employee Relations Board; special education law; Evaluator 2 Training. Requirements: Evaluator 1 Training.

**07B:321 (EPLS:6321) Social Advocacy Summit**  
1 s.h.
Summit format; challenges and opportunities in Iowa’s K-12 schools with changing demographics; opportunity for K-12 school districts and higher education institutions to engage in conversation on how to meet the needs of students and local school districts.

**07B:322 (EPLS:6322) School Finance**  
2 s.h.
Manage fiscal and physical resources; communicate effectively with internal and external audiences regarding school operations; comply with state and federal mandates and local board policies; align educational programs, plans, actions, and resources with the district vision and goals.

**07B:325 (EPLS:6325) Organizational and Educational Leadership**  
2 s.h.
Facilitate connections of students and families to health and social services that support a focus on learning as a district level leader in a school district; collaboratively establish a culture that welcomes and honors families and community and seeks ways to engage them in students learning; AEA structure, compliance and regulatory functions including special education.

**07B:329 (EPLS:6329) Legislative Summit**  
1 s.h.
Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources as a district level leader in a school district; work with legislators, build advocacy groups in a community, engage stakeholders, how to lobby legislators and meet with local senate and house representatives to participate in lobbying.

**07B:332 (EPLS:6332) College Student Psychosocial and Identity Development**  
3 s.h.
Theoretical models of psychosocial and identity development in college students; applications to student affairs work.

**07B:333 (EPLS:6333) Practicum**  
arr.
Small-scale research projects; supervised experience in planning, design, management, analysis, reporting of research activities; assignments to current and personal faculty research projects; student assumes major responsibility.

**07B:334 (EPLS:6334) College Student Learning, Cognitive, and Moral Development**  
3 s.h.
Learning and development of college students; theoretical models of learning, cognitive development, moral development; applications to student affairs work.

**07B:336 (EPLS:6336) Impact of College on Students**  
3 s.h.
Introduction to literature; career and economic returns, values and attitudes, learning and cognitive development, assessment and methodological issues of studying college outcomes. Prerequisites: 07B:206 (EPLS:6206).

**07B:337 (EPLS:7337) Theoretical Perspectives on Student Affairs Administration**  
3 s.h.
Issues and problems in student affairs administration; theories of organization, administration, leadership. Requirements: enrollment in educational policy and leadership studies Ph.D. program.

**07B:358 (EPLS:6358) Seminar in the Philosophy of John Dewey**  
3 s.h.
John Dewey and education; extensive reading of the works of Dewey and of contemporary authors who comment on, interpret, or employ Deweyan philosophy. Prerequisites: 07B:158 (EPLS:5158).

**07B:367 (EPLS:7367) Seminar: Current Issues in Special Education Administration**  
arr.
New developments in administration; new content each year. Prerequisites: 07B:236 (EPLS:6236).

**07B:370 (EPLS:6370) Quantitative Methods for Policy Analysis**  
3 s.h.
Methodological strategies for quantitative research; analysis of secondary data to investigate educational issues and policies; recoding variables, summation scaling and factor analysis, missing data, sample design and survey estimation, model building; implementation of linear and binary regression, regression diagnostics; hands-on experience conducting statistical analysis of social data. Prerequisites: 07P:143 (PSQF:5143) and 07P:243 (PSQF:6243).

**07B:373 (EPLS:7373) Qualitative Research Design and Methods**  
3 s.h.
Theory and practice of qualitative research design and methodology; exploratory field experience in collection and analysis of data; individual and focus group interviews, participant observation. Requirements: Ph.D. standing.

**07B:380 (EPLS:7380) Practicum in College Teaching**  
arr.
Supervised college teaching experience in courses related to major academic areas; collaboration with faculty course instructors.

**07B:381 (EPLS:6381) Analysis and Appraisal of Curriculum**  
3 s.h.
Comprehensive investigation of systematic procedures and resources for identifying and evaluating essential features and constituent elements of a given school district’s curricular offering; state and federal requirements of the curricular program; for persons in administration, curriculum, and supervision programs or positions.

07B:383 (EPLS:6383) Supervision and Evaluation 3 s.h.
Data collection and management skills; data-driven leadership; coaching and feedback techniques; teacher quality legislation; research and best practice regarding teacher evaluation, supervision; teaching standards.

07B:385 (EPLS:7385) Teaching and Learning in Higher Education 3 s.h.
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as 07P:385 (PSQF:7385), 650:385 (GRAD:7385), 07S:384 (EDTL:7385), 07C:385 (RCE:7385).

07B:395 (EPLS:7395) Educational Specialist Research arr.
Individual instruction in the design, research, and writing of a research project of significant quality for upper-level graduate work.

07B:400 (EPLS:6400) Early Childhood Leadership Clinical 2-3 s.h.
Classroom instruction and supervised experience with problems in early childhood educational administration; organization, planning, evaluation, decision making.

07B:401 (EPLS:6401) Elementary Leadership Clinical 1-3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

07B:402 (EPLS:6402) Secondary Leadership Clinical 1-3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

07B:403 (EPLS:6403) Special Education Leadership Clinical 1-3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

07B:404 (EPLS:6404) Central Administration Clinical 1-3 s.h.
Supervised experience working with problems in educational administration, including organization, planning, evaluation, decision making; individual project in a school setting.

07B:415 (EPLS:6415) Orientation to the Superintendency: Clinical 2 s.h.
Clinical experience aligned with course topics and assignments in a K-12 school or other educational organization; development of a clinical plan with the guidance of a university professor and local school district mentor based on course requirements, career goals, and interests.

07B:417 (EPLS:6417) Operational Leadership Clinical 1 s.h.
Clinical experience aligned with course topics and assignments in the operational leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.

07B:419 (EPLS:6419) Human Resources Leadership Clinical 2 s.h.
Clinical experience aligned with course topics and assignments in the human resources leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.

07B:425 (EPLS:6425) Organizational and Educational Leadership Clinical 1 s.h.
Clinical experience aligned with course topics and assignments in the organizational and educational leadership course; completion of clinical in a K-12 school or other appropriate educational organization; development of a clinical plan based on course requirements, career goals, and student interests with guidance from a university professor and local school district mentor.

07B:431 (EPLS:7431) Seminar: Research on College Students 3 s.h.
College student learning and development, outcomes, persistence. Requirements: enrollment in educational policy and leadership studies Ph.D. program.

07B:432 (EPLS:7432) Multicultural Initiatives 3 s.h.
Impact of culture, race, ethnicity, and intersection of identity in higher education, student affairs, and community agency settings; knowledge, skills, and competencies needed by teachers, student affairs professionals, social workers, counselors, and educational administrators to facilitate individual empowerment through relationships; focus on different ways to design multicultural initiatives to various professional work settings to promote diversity. Requirements: Ph.D. standing or advanced-level M.A. standing. Recommendations: introductory course on issues of race, culture, gender and/or any course on sociopolitical issues or structural oppression strongly recommended.

07B:433 (EPLS:7433) Current Issues in Higher Education and Student Affairs 3 s.h.
Current issues related to higher education; opportunity to clarify perspectives; review of literature in a particular area of interest; readings, class discussions, independent research, consultations with professionals in the field, student presentations. Requirements: higher education and student affairs Ph.D. standing.

07B:444 (EPLS:7444) Advanced Practicum in Student Affairs arr.
Supervised work experience in student affairs settings.
07B:493 (EPLS:7493) Ph.D. Thesis

Supervision of research, design, and writing of Ph.D. thesis; individual instruction.
Psychological and Quantitative Foundations

Chair
- Timothy N. Ansley

Professors

Associate professors

Assistant professors
- Benjamin DeVane, Ann Garcia Santos

Adjunct associate professor
- E. James Maxey

Adjunct assistant professors

Professors emeriti
- Robert A. Forsyth, David A. Frisbie, Hiram D. Hoover, Nancy Ewald Jackson, David F. Lohman, Lowell A. Schoer

Associate professor emeritus
- Carl S. Davis

Undergraduate Program of Study

• Minor in educational psychology
In addition to offering a minor for undergraduates, the department offers a course (07P:025 (PSQF:1020) Elementary Statistics and Inference) that is approved for the Quantitative or Formal Reasoning area of the College of Liberal Arts and Sciences General Education Program (p. 306).

Minor
The minor in educational psychology is open to all College of Liberal Arts and Sciences students enrolled in an undergraduate degree program. The minor provides an enriched background in educational psychology, education testing, and research methods in education. It does not lead to certification for public school teaching. Students earning the minor select a department advisor, who helps them choose appropriate course work.

The minor in educational psychology requires 15 s.h., including 12 s.h. earned at The University of Iowa and 12 s.h. earned courses numbered 100 or above. Students must maintain a g.p.a. of at least 2.50 in the minor. Transfer credit must be approved in order to count toward the minor.

Course work for the minor must include 15 s.h. selected from the following list.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>07P:075</td>
<td>Educational Psychology and Measurement</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:106</td>
<td>Child Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:111</td>
<td>Motivation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:120</td>
<td>Psychology of Giftedness</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:130</td>
<td>Early Adolescent Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:133</td>
<td>The Adolescent and Young Adult</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:134</td>
<td>Parent-Teacher Communication</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td>07P:143</td>
<td>Introduction to Statistical Methods</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:150</td>
<td>Introduction to Educational Measurement</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>07P:165</td>
<td>Introduction to Program and Project Evaluation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:203</td>
<td>Learning, Technology, and Effective Teaching</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:205</td>
<td>Design of Instruction</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Contact the Office of Education Services for more information about the minor.

Graduate Programs of Study

• Master of Arts in psychological and quantitative foundations
• Specialist in Education in psychological and quantitative foundations
• Doctor of Philosophy in psychological and quantitative foundations

The department offers graduate degree programs in four major areas within psychological and quantitative foundations:

Counseling psychology (offered in the Ph.D.);
Educational measurement and statistics (offered in the M.A. and Ph.D.);
Educational psychology (offered in the M.A. and Ph.D.); and
School psychology (offered in the Ed.S. and Ph.D.).

Each program is described below.

Applicants for admission to University of Iowa graduate degree programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**REQUIRED PH.D. RESEARCH COURSES**

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

**Ph.D.: Counseling Psychology**

The Doctor of Philosophy program in counseling psychology requires a minimum of 111 s.h. of graduate credit. All students must study full time. The program is fully accredited by the American Psychological Association.

The Ph.D. program’s goal is to prepare counseling psychologists who will promote psychology as a science and contribute to the advancement of the profession. The faculty endorses a scientist/practitioner model of training and expects students to become competent researchers and proficient practitioners. Graduates find positions in a variety of settings, including higher education, counseling centers, clinics, private practice settings, and hospitals.

Students in the program must show appropriate levels of emotional balance and interpersonal skills and act within the American Psychological Association Ethical Principles of Psychologists. For more information, contact the program director.

The Ph.D. program in counseling psychology requires the following work.

**BASIC PSYCHOLOGY**

All students are required to have a thorough grounding in the basic discipline of psychology. This may be achieved through a minimum of 3 s.h. of credit in each of the following four areas: biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, and history and systems. Students complete an additional 6 s.h. in the area of individual differences.

**REQUIRED PH.D. RESEARCH COURSES**

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses. Course selections must be consistent with the requirements listed under "Statistics and Research Design" below.

**STATISTICS AND RESEARCH DESIGN**

This course:

07P:243 (PSQF:6243) Intermediate Statistical Methods 4 s.h.

And one of these:

07P:244 (PSQF:6244) Correlation and Regression 4 s.h.
07P:246 (PSQF:6246) Design of Experiments 4 s.h.

**COUNSELING PSYCHOLOGY CORE**

All of these:

07P:223 (PSQF:6223) & 07P:225 (PSQF:6225) Introduction to Counseling Psychology Practice/Research I-II 6 s.h.
07P:235 (PSQF:6235) Multicultural Counseling 3 s.h.
07P:305 (PSQF:7305) Psychotherapy I: Dynamic and Phenomenological Approaches 3 s.h.
07P:309 (PSQF:7309) Personality Assessment 3 s.h.
07P:310 (PSQF:7310) Intelligence Assessment 3 s.h.
07P:356 (PSQF:7356) Process and Outcomes in Counseling Psychotherapy 3 s.h.
07P:365 (PSQF:7365) Psychotherapy II: Cognitive and Behavioral Approaches 3 s.h.
07P:434 (PSQF:7434) Practicum in Counseling Psychology 3 s.h.
07P:452 (PSQF:7452) Leadership, Consultation, and Supervision 3 s.h.
07P:453 (PSQF:7453) Advanced Practicum in Counseling Psychology (repeatable) 1-3 s.h.
07P:465 (PSQF:7465) Issues and Ethics in Professional Psychology 3 s.h.

Students must enroll in practicums to reach a specified level of client contact, supervision, and additional experience hours. The first practicum’s site typically is University Counseling Service. Subsequent placements at other sites must have prior approval of the counseling psychology faculty. Students must successfully complete one semester of 07P:299 (PSQF:6299) M.A. Project: The Portfolio before enrolling in 07P:453 (PSQF:7453) Advanced Practicum in Counseling Psychology.

**ELECTIVES**

E elective courses are determined in collaboration with the major advisor.

**INTERNSHIP**

Students spend a calendar year in an internship setting approved by the counseling psychology faculty. The faculty determines student readiness to apply for the internship based on completion of all or almost all required course work, satisfactory progress toward completion of the portfolio requirement, and successful completion of practicum requirements. Internships usually require geographic relocation.

**COMPREHENSIVE EXAM AND DISSERTATION**

Comprehensive examinations are written in counseling psychology ethics and issues. The comprehensive examination is structured as a component of the portfolio review. For more information, contact the program coordinator.

The dissertation research study is planned in collaboration with the doctoral student’s major advisor. Dissertation credit ranges from 12 to 15 s.h.

**ADMISSION**

Applicants to the Ph.D. program in counseling psychology must meet the admission requirements of the Graduate College. Preference is given to applicants who have an
undergraduate g.p.a. above 3.00 and a graduate g.p.a. above 3.50; an undergraduate major, minor, or substantial course work in psychology; a combined verbal and quantitative score above 1200 on the Graduate Record Examination (GRE) General Test; and previous research and counseling experience.

Application materials must include a Graduate College application form; official transcripts of all previous college work; an official report of GRE General Test scores (the GRE advanced test in psychology is recommended but not required); a personal statement outlining career goals and reasons for seeking advanced training in counseling psychology; and three letters of recommendation from individuals qualified to assess the applicant’s potential for completing the doctoral program. The faculty encourages applications from minorities, women, and persons from a wide range of backgrounds and academic preparation. The program typically accepts between five and eight students each year.

Students begin the program in fall. Application deadline is December 1; admission decisions usually are made by March 1. Applicants are invited to campus for interviews before final selection.

**M.A.: Educational Measurement and Statistics**

The Master of Arts program in educational measurement and statistics requires a minimum of 30 s.h. of graduate credit with thesis and 32 s.h. of graduate credit without thesis. The program provides students with basic knowledge of educational measurement and research methodology. Graduates find employment in large school systems, state departments of education, test publishing organizations, and research centers. The program also is appropriate for students who wish to broaden their knowledge of measurement and research methodology for personal development or professional improvement.

All M.A. students must complete a core of courses (approximately 26 s.h.) that includes a graduate-level survey course in educational psychology, elementary and intermediate courses in statistical methods, a course in educational research methodology, and courses in the development and use of evaluation instruments. Students who already have completed equivalent courses at another institution may add more advanced courses to the core.

Thesis students complete 2 s.h. of additional course work beyond the core and earn 2-4 s.h. of thesis credit. Nonthesis students complete 6 s.h. of additional course work beyond the core.

The six-hour comprehensive examination typically includes three-hour examinations in educational measurement and in applied statistics. With the approval of the M.A. committee, a student may take two-hour examinations in these fields plus a two-hour examination in educational psychology or a substitute area. Three-hour examinations assume a minimum of three courses in the area; two-hour examinations assume a minimum of two courses in the area.

**ADMISSION**

Applicants to the M.A. program in educational measurement and statistics must meet the admission requirements of the Graduate College. They should have a combined verbal and quantitative score of at least 1000 on the Graduate Record Examination (GRE) General Test. Completion of at least one college mathematics course and experience as a teacher or researcher are desirable. Applicants who do not meet these requirements but who show offsetting evidence of superior ability may be granted conditional admission.

Applicants must submit a statement of purpose that explains how the educational measurement and statistics program will help them accomplish their educational and vocational goals.

For information about admission dates, contact the educational measurement and statistics program coordinator.

**Ph.D.: Educational Measurement and Statistics**

The Doctor of Philosophy program in educational measurement and statistics requires a minimum of 90 s.h. of graduate credit. The program prepares students for senior professional positions in educational measurement, evaluation, and statistical methods. Graduates find employment in colleges and universities, state and federal agencies, large public and private school systems, test publishing firms, and research centers.

During the first year of graduate study, the student and his or her advisor plan a program of study appropriate for the student’s interests and vocational objectives. The typical program involves advanced work in educational measurement, data analysis methods, research methodology, and educational psychology. Work in other University of Iowa departments is encouraged.

Students who concentrate in statistics and intend to teach at the college level take courses in the mathematical theory of statistics. Those who concentrate in educational measurement and evaluation take appropriate courses in curriculum, counseling, or higher education.

All students are required to develop familiarity with computer programming techniques and equipment.

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

Students who enter the program without completing an M.A. thesis must complete a substitute project before taking the Ph.D. comprehensive examinations.

After completing most of their course work, students take the comprehensive examination, which typically consists of three 3-hour written examinations on educational measurement, applied statistics, and program evaluation, or approved substitute areas, such as educational psychology or mathematical statistics, in which the student has completed at least 9 s.h. of course work. In place of one written examination, the student’s committee may assign a project involving analytical and evaluative skills, or research creativity. The written examinations are followed by an oral examination in which the committee seeks further evidence of the student’s command of the
Three fields. A single decision is made on all aspects of the comprehensive examination.

Work for the Ph.D. concludes with the dissertation, which is included in the 90 s.h. required for the degree.

**ADMISSION**

Applicants to the Ph.D. program in educational measurement and statistics must meet the admission requirements of the Graduate College. They must have a combined verbal and quantitative score of at least 1000 on the Graduate Record Examination (GRE) General Test. They also must hold an M.A. from an accredited institution. At least one year of professional experience in teaching, research, or a related field is desirable. Applicants who expect to concentrate in statistics should have training in college mathematics through differential and integral calculus. Applicants who do not meet these requirements but who show offsetting evidence of superior ability may be granted conditional admission.

Applicants must submit a statement of purpose that explains how the educational measurement and statistics program will help them accomplish their educational and vocational goals.

For information about admission dates, contact the educational measurement and statistics program coordinator.

**M.A.: Educational Psychology**

The Master of Arts program in educational psychology requires a minimum of 30 s.h. of graduate credit. It is designed to help students become more effective practitioners by enhancing their ability to make responsible and creative decisions about how to help all of their students learn. By providing an evidence-based perspective on instructional approaches that work, it also addresses the emphasis on teachers’ accountability for choosing empirically supported approaches.

The program is intended for working educators. Many of its courses are offered in late afternoons, evenings, and summers.

M.A. students develop a program of study in consultation with their advisors. Each student’s progress is evaluated by the faculty after one academic year (two semesters) of study and during subsequent years.

Full-time students typically take at least 9 s.h. each semester, with the option of additional summer session work; they usually complete the program in four semesters. Part-time M.A. students take 3-6 s.h. each semester; they usually complete the degree in two or three years.

Students complete a required common core of courses, select additional educational psychology courses and electives appropriate to their professional goals, and complete a portfolio project. The two core courses, which are taken during the first year, prepare students for the M.A. program: 07X:150 (EALL:5150) Introduction to Educational Research; 07P:221 (PSQF:6221) Educational Psychology for Effective Teaching introduces students to a broad sampling of topics in educational psychology (e.g., development, cognition, motivation). Also during the first year, students begin their portfolios, which they continue to build throughout the program and complete during their final M.A. semester.

Students may apply to substitute equivalent course work from another institution or department for required or recommended courses.

**CORE COURSES**

Both of these:

- 07X:150 (EALL:5150) Introduction to Educational Research 3 s.h.
- 07P:221 (PSQF:6221) Educational Psychology for Effective Teaching 3 s.h.

**EDUCATIONAL PSYCHOLOGY COURSES**

Five of these:

- 07P:106 (PSQF:5106) Child Development 3 s.h.
- 07P:111 (PSQF:5111) Motivation 3 s.h.
- 07P:203 (PSQF:6203) Learning, Technology, and Effective Teaching 3 s.h.
- 07P:205 (PSQF:6205) Design of Instruction 3 s.h.
- 07P:208 (PSQF:6208) Designing Educational Multimedia 3 s.h.
- 07P:281 (PSQF:6281) Cognitive Theories of Learning 3 s.h.
- 07P:301 (PSQF:6301) Human Abilities 3 s.h.

**ELECTIVES**

Students select two electives (6 s.h.) based on their interests and in consultation with their advisors. Electives typically are chosen from areas outside educational psychology.

**PORTFOLIO PROJECT**

The program’s capstone project is a portfolio. Students enroll in 07P:299 (PSQF:6299) M.A. Project: The Portfolio (3 s.h.) during their final M.A. semester. The goal of the portfolio is to show how understanding and practical application of educational psychology can help the student become a more effective educator.

The portfolio is a creative and highly individual project. Each student’s portfolio reflects his or her own unique learning and synthesis of knowledge. Students begin building the portfolio during their first year, making an entry as they complete each course throughout the M.A. program. Portfolio entries vary widely. For example, the entry for a technology course might include a web site the student developed for the course, while the entry for a development course might detail an intervention program the student constructed to address problems of student aggression.

During enrollment in 07P:299 (PSQF:6299) M.A. Project: The Portfolio, the student revises and adds to his or her portfolio and then presents the portfolio to a group of faculty and students.

**ADMISSION**

Applicants to the M.A. program in educational psychology must meet the admission requirements of the Graduate College, including minimum grade-point average. They must have a combined verbal and quantitative score of at least 1000 on the Graduate Record Examination (GRE) General Test; successful applicants usually score higher. International applicants whose first language is not English must submit acceptable scores on the Test of English as a Foreign Language (TOEFL). Teaching experience is desirable but not required.
Application deadline for fall semester entry is February 1. Review of applications for fall semester begins January 1, when applicants who wish to be considered for fellowships and other awards are screened. Application deadline for spring semester entry is October 1. Admission decisions are announced approximately one month after the application deadlines.

Applicants who accept admission or financial aid and do not relinquish either one on or before April 15 are committed not to solicit or accept another offer. Offers made by the program after April 15 include the provision that the offer is void if the applicant has accepted and continues to hold a previous offer from another program listed in the American Psychological Association publication Graduate Study in Psychology and Associated Fields. This policy is consistent with standards set by the association’s Board of Educational Affairs.

**Ph.D.: Educational Psychology**

The Doctor of Philosophy program in educational psychology requires a minimum of 72 s.h. of graduate credit. It is designed to help students master the core content and methods of educational psychology and acquire the depth of knowledge and methodological sophistication necessary for original research that contributes to the discipline.

Students develop a plan of study in consultation with their advisors. Those who begin the program after earning a master’s degree or with course work from another program may be able to waive some of the Ph.D. program’s requirements.

Students who enter the Ph.D. program without having completed an M.A. thesis are required to complete an independent research course sequence and its assigned research project during their first or second year. Students who have completed an empirical M.A. thesis that is acceptable to the faculty may omit the independent research sequence and second-year project.

Some of the program’s required courses encompass substantive areas within educational psychology. Other required courses include a research practicum, in which students assist with and eventually design and carry out original research, and several courses in measurement and statistics.

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses. Course selections must be consistent with the courses required for the Ph.D.

Students are reviewed annually by the faculty. Students must complete a second-year project by the end of their second academic year in the program. Those who do not fulfill this requirement or who otherwise fail to make satisfactory progress may be required to withdraw.

The Ph.D. program in educational psychology requires the following work.

**REQUIRED COURSES**

All of these (or equivalents):

- 07P:200 (PSQF:6200) Educational Psychology 3 s.h.
- 07P:205 (PSQF:6205) Design of Instruction 3 s.h.
- 07P:230 (PSQF:6230) Research in Educational Psychology (taken second year of program) 1-3 s.h.
- 07P:257 (PSQF:6257) Educational Measurement and Evaluation 3 s.h.
- 07P:281 (PSQF:6281) Cognitive Theories of Learning 3 s.h.
- 07P:301 (PSQF:6301) Human Abilities 3 s.h.
- 07P:331 (PSQF:7331) Seminar: Educational Psychology I--Current Topics 3 s.h.
- 07X:150 (EALL:5150) Introduction to Educational Research (taken during first year in program) 3 s.h.

**RECOMMENDED COURSES**

At least four of these:

- 07P:208 (PSQF:6208) Designing Educational Multimedia 3 s.h.
- 07P:215 (PSQF:6215) Web-Based Learning 3 s.h.
- 07P:265 (PSQF:6265) Program Evaluation 3 s.h.
- 07P:269 (PSQF:7269) Advanced Personality 3 s.h.
- 07P:275 (PSQF:6275) Constructivism and Design of Instruction 3 s.h.

**ELECTIVES**

At least two of these (or equivalents):

- 07P:243 (PSQF:6243) Intermediate Statistical Methods 4 s.h.
- 07P:244 (PSQF:6244) Correlation and Regression 4 s.h.
- 07P:245 (PSQF:6245) Applied Multivariate Analysis 3 s.h.
- 07P:246 (PSQF:6246) Design of Experiments 4 s.h.
- 07P:247 (PSQF:6247) Nonparametric Statistical Methods 3 s.h.
- 07P:252 (PSQF:6252) Introduction to Multivariate Statistical Methods 3 s.h.

**MINOR AREA**

Students must complete a minimum of 12 s.h. that constitute a coherent program of course work outside educational psychology and beyond the courses listed above. The minor area may be from a foundation discipline, such as psychology, or in another area of education, such as mathematics education, educational philosophy, or program evaluation. Courses must be numbered 200 or above, may span departments and colleges, and must be consistent with a plan approved by the student’s advisor.

**SECOND-YEAR RESEARCH PROJECT**

As part of their participation in 07P:230 (PSQF:6230) Research in Educational Psychology, Ph.D. students are required to complete a research project of modest scope under the direction of a faculty member. They must present the work in both oral and written form to the program’s faculty and students. The written report must be completed by the end of the student’s second academic year in the program.

Students who enter the Ph.D. program holding an M.A. or M.S. with an acceptable empirical thesis are exempt from 07P:299 (PSQF:6299) M.A. Project: The Portfolio and the research project.
COMPREHENSIVE EXAMINATION
The Ph.D. comprehensive examination emphasizes competence and depth in one or more narrowly defined areas of research and theory. The examining committee is made up of five faculty members. In consultation with their advisor, students choose from three options for the examination: a review article, an extended research activity, or a traditional comprehensive examination. For details of each option’s requirements, visit Educational Psychology on the department’s web site.

ADMISSION
Applicants to the Ph.D. program in educational psychology must meet the admission requirements of the Graduate College, including minimum grade-point average. They must have a combined verbal and quantitative score of at least 1000 on the Graduate Record Examination (GRE) General Test; successful applicants usually score higher. International applicants whose first language is not English must submit acceptable scores on the Test of English as a Foreign Language (TOEFL). Applicants who do not meet all admission requirements may be granted conditional admission on the basis of other evidence, such as high grade-point average, strong academic preparation, and highly supportive recommendations. Conditional admission is rare. Admission is for fall entry. Application deadline is January 1; late applications might not be considered. Review of applications begins January 1, when applicants who wish to be considered for fellowships and other awards are screened. Admission decisions are announced approximately six weeks after the application deadline. Applicants who accept admission or financial aid and do not relinquish either one on or before April 15 may not solicit or accept another offer. Offers made by the program after April 15 include the provision that the offer is void if the applicant has accepted and continues to hold a previous offer from another program listed in the American Psychological Association publication Graduate Study in Psychology and Associated Fields. This policy is consistent with standards set by the association’s Board of Educational Affairs.

Ph.D.: School Psychology
The Doctor of Philosophy program in school psychology requires a minimum of 125 s.h. of graduate credit. The program is fully accredited by the American Psychological Association.

The program’s goal is to prepare doctoral-level school psychologists who will promote psychology as a science and contribute to the advancement of the profession. The faculty endorses a scientist/practitioner model of training and expects students to become competent researchers and proficient practitioners.

Emphasis areas are available in gifted and talented and in pediatric psychology.

Ph.D. students develop a plan of study in consultation with their academic advisors. All students are required to have a thorough grounding in the basic discipline of psychology, which may be achieved through earning a minimum of 3 s.h. of credit in each of the following areas: biological bases of behavior, cognitive/affective bases of behavior, social bases of behavior, individual differences, and history and systems.

Students are required to complete yearly portfolio reviews, which include oral examinations; carry out a preliminary dissertation research project equivalent in scope to an M.A. thesis; participate in an internship; and complete a doctoral dissertation, earning a minimum of 10 s.h. in 07P:493 (PSQF:7493) Ph.D. Thesis in Psychological and Quantitative Foundations.

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses. Course selections must be consistent with other course requirements for the Ph.D.

The following courses constitute the school psychology core.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>07P:224</td>
<td>Introduction to School Psychology Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:237</td>
<td>Beginning Practicum in School Psychological Service (minimum 150 hours)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:238</td>
<td>Assessment of Learning Differences (taken with 07P:237)</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>07P:251</td>
<td>Individual Intelligence Testing (taken with 07P:237)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:263</td>
<td>Consultation Theory and Practice (taken with 07P:337)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:313</td>
<td>Psychopathology in Childhood</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:315</td>
<td>Social and Emotional Assessment of Children and Adolescents</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:337</td>
<td>Advanced Practicum in School Psychology (minimum 750 hours)</td>
<td>12 s.h.</td>
</tr>
<tr>
<td>07P:340</td>
<td>School Psychology Professional Seminar</td>
<td>1-6 s.h.</td>
</tr>
<tr>
<td>07P:352</td>
<td>Seminar: Behavioral Assessment and Evaluation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:367</td>
<td>Social Psychology and Social Systems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:380</td>
<td>Practicum in College Teaching (optional)</td>
<td>1-3 s.h.</td>
</tr>
</tbody>
</table>

**Ed.S.: School Psychology**

The department’s school psychology program focuses on the Doctor of Philosophy degree; admission is granted only to the Ph.D. program. Doctoral students may be granted a Specialist in Education degree once they complete the Ed.S. requirements.

The Educational Specialist program in school psychology requires a minimum of 60 s.h. of graduate credit. The program provides course work and supervised field experience in education and psychology, enabling graduates to qualify for Iowa licensure as school psychologists (State of Iowa Endorsement 236).

The curriculum includes courses in psychological foundations, psychoeducational foundations, school psychology, and research methods. Other requirements include a written comprehensive examination and a research paper prepared in conjunction with 07P:342 (PSQF:7342) Research Project in School Psychology (1-6 s.h.).
07P:390 (PSQF:7390) Supervision of School Psychology Practicum/Internship 1 s.h.

07P:437 (PSQF:7437) Internship in School Psychology 3 s.h.
(One year full-time or two years half-time, total of 1800 hours)

07X:150 (EALL:5150) Introduction to Educational Research (taken during first year in program) 3 s.h.

Program course work in evaluation is required.

Students must enroll in practicums to reach a specified level of client contact, supervision, and additional experience hours. Placements must have prior approval of the school psychology faculty. Students must successfully complete one semester of 07P:237 (PSQF:7237) Beginning Practicum in School Psychological Service before enrolling in 07P:337 (PSQF:7337) Advanced Practicum in School Psychology. Students must adhere to the most recent ethical principles and standards of the American Psychological Association.

ADMISSION

Applicants to the Ph.D. program in school psychology must meet the admission requirements of the Graduate College. Preference is given to applicants with an undergraduate major in psychology or education, a g.p.a. above 3.00, and combined verbal and quantitative scores above 1200 on the Graduate Record Examination (GRE) General Test. The faculty also encourages applications from individuals with an M.A. or Ed.S. and experience as psychologists or other human service providers.

Applications must include three letters of recommendation, a personal statement of interest and goals, and a writing sample. Complete application materials, including transcripts and test scores, must be received by January 1 to be considered for fall semester admission. Admission decisions usually are made by March 15. The program admits from six to eight students each year.

Courses

Students may receive credit for only two of these three courses: 22S:002 (STAT:1020) Elementary Statistics and Inference (same as 07P:025). Credit for 22S:002 (STAT:1010) Statistics and Society is given only if the course is taken before 22S:008 (STAT:1030) Statistics for Business, and 22S:025 (STAT:1020) Elementary Statistics and Inference (same as 07P:025). Credit for 22S:002 (STAT:1010) Statistics and Society is given only if the course is taken before 22S:008 (STAT:1030) Statistics for Business or 22S:025 (STAT:1020) Elementary Statistics and Inference (same as 07P:025 (PSQF:1020) Elementary Statistics and Inference).

07P:014 (PSQF:2114) Multicultural Issues in Counseling and Psychology 3 s.h.

Introduction to multicultural competencies and its importance to counseling, psychology, and helping professions; psychological concepts and research pertaining to privilege; racism, race, culture, sexual orientation, social class and classism, and their application in culturally adapted psychotherapy interventions; how these matters and other cultural identities and constructs are handled and used in applied psychology and counseling; focus on intersection of research and practice.

07P:025 (PSQF:1020) Elementary Statistics and Inference 3 s.h.


07P:026 (PSQF:1026) Mindfulness: Being Here With It All 2 s.h.

Training in Mindfulness-Based Stress Reduction; application to dealing with life changes (i.e., transition to University life); navigating daily life (academics, roommates, schedules); improving academic skills; self-regulation of emotions; questions of meaning and purpose. Same as 407:025 (CSI:1000).

07P:027 (PSQF:1027) Mindfulness Foundations in the Helping Professions 3 s.h.

Training in Mindfulness-Based Practices; application to personal and professional life.

07P:029 (PSQF:1029) First-Year Seminar 1 s.h.

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).

07P:075 (PSQF:1075) Educational Psychology and Measurement 3 s.h.

Principles and classroom applications of cognitive and social development, learning and cognition, motivation, and assessment.

07P:106 (PSQF:5106) Child Development 3 s.h.

Theories and research findings about typical course of child development, differences in development. Requirements: junior standing.

07P:111 (PSQF:5111) Motivation 3 s.h.

Principles of motivation and their application to applied settings, especially to the classroom as teachers try to motivate students. Requirements: junior standing.


Exploration of research-based implications for teaching, learning, and daily living; skillful engagement of demands educators face in personal and professional lives; mindfulness as paying attention in present moment and relating wisely to what is occurring; specific mindfulness practices that integrate awareness into daily living; how research and program evaluations throughout the world document that consistent practice of mindfulness improves attention and concentration; ability to respond skilfully to stress, self-regulation of emotion, physical and mental health, communication, life satisfaction.

07P:115 (PSQF:2115) Introduction to Counseling Psychology 3 s.h.

Historical and philosophical foundations of counseling psychology; theories, application, and work of counseling psychologists.

07P:116 (PSQF:2116) Applied Child and Adolescent Psychology 3 s.h.
Overview of child and adolescent development, psychopathology, and basic-level intervention; foundation for working in applied child and adolescent mental health settings; typical areas of psychological difficulty, including developmental disorders, ADHD, depression, anxiety, substance use; contextual and environmental factors, including abuse, poverty, neglect.

07P:120 (PSQF:4120) Psychology of Giftedness 3 s.h.
Theories of learning, child development, motivation; issues unique to gifted education. Same as 07C:120 (RCE:4120).

07P:121 (PSQF:4121) Identification of Students for Gifted Programs 3 s.h.
Interpretation of standardized tests and other measurement instruments used to identify academic talent and program effectively for grades K-12; ability, aptitude, achievement tests; current issues in the uses of various instruments. Same as 07C:121 (RCE:4121).

07P:122 (PSQF:4122) Math Programming for High Ability Students 1 s.h.
Unique challenges and opportunities confronted by teachers of high-ability students; theory and practice, development of program outlines for implementation. Same as 07S:122 (EPLS:5165).

07P:123 (PSQF:4123) Academic Acceleration: Providing Excellence and Equity in Education for High Ability Students
Acceleration as an effective curricular intervention for high-ability students; forms of acceleration, research evidence for acceleration, and process of implementing acceleration; reasons for persistent negative attitudes about acceleration; advocacy for acceleration; skills for effective practice and implementation. Requirements: computer with internet access, sound card, Adobe Reader, and Adobe Flash Player.

07P:125 (PSQF:4125) Counseling and Psychological Needs of the Gifted 1 s.h.
Psychological aspects of giftedness, counseling techniques appropriate for gifted children, adolescents; socio-emotional concerns, career development, underachievement. Same as 07C:125 (RCE:4125).

07P:126 (PSQF:4126) Cognitive and Affective Needs of Underachieving Gifted 1 s.h.
Diagnostic strategy for identifying types of underachievement, teaching and counseling interventions appropriate for each. Same as 07C:126 (RCE:4126).

07P:127 (PSQF:4127) Research and Theory in Talent/Giftedness 1 s.h.
Biennial research symposium. Same as 07C:127 (RCE:4127).

07P:128 (PSQF:4128) Neuroscientific Implications for Gifted 1 s.h.
Neurology of behavior and neurodegenerative disease; the psychology of learning and memory, its application to gifted education.

07P:129 (PSQF:4129) Creativity: Issues and Applications in Gifted Education 1 s.h.
Theories that underpin contemporary definitions of creativity; instruments developed to measure creativity; activities in the school environment that enhance or inhibit student creativity. Same as 07C:129 (RCE:4129).

07P:130 (PSQF:4130) Early Adolescent Development 3 s.h.
Psychological growth and development of the early adolescent (ages 10-14), including the physical, cognitive, social, emotional, and sexual development of the middle-school aged child.

07P:133 (PSQF:4133) The Adolescent and Young Adult 3 s.h.
Psychological and social aspects of adolescence and young adulthood; emphasis on theory, research, and practical applications.

07P:134 (PSQF:4134) Parent-Teacher Communication 1-3 s.h.
Realities of working with parents; interpersonal skills; options for parent support services. Same as 07U:134 (EDTL:4934).

07P:136 (PSQF:4136) Home/School/Community Partnerships 3 s.h.
Issues related to collaboration among families, educators, community members in implementing school programs. Same as 07U:136 (EDTL:4936).

07P:143 (PSQF:5143) Introduction to Statistical Methods 3 s.h.
Analysis, interpretation of research data; descriptive statistics; introduction to probability, sampling theory, statistical inference (binomial, normal distribution, t-distribution models); linear correlation, regression. Same as 22S:102 (STAT:5543).

07P:148 (PSQF:4520) Bayesian Statistics 3 s.h.
Bayesian statistical analysis, with focus on applications; Bayesian and frequentist methods compared; Bayesian model specification, choice of priors, computational methods; hands-on Bayesian data analysis using appropriate software; interpretation and presentation of analysis results. Prerequisites: 22S:120 (STAT:3120) and 22S:152 (STAT:3200). Same as 22S:138 (STAT:5543).

07P:150 (PSQF:5150) Introduction to Educational Measurement 3-4 s.h.
Test development procedures, reliability, validity, item writing, evaluation of item and test characteristics; classroom assessment methods; interpretation of scores from standardized achievement and aptitude tests; no background in statistics assumed.

07P:165 (PSQF:5165) Introduction to Program and Project Evaluation 3 s.h.
Skills and knowledge required for conducting evaluations of products, projects, and programs; recent scholarship on evaluation and project management. Same as 07B:165 (EPLS:5165).
07P:181 (PSQF:4081) ePortfolio Production 1-2 s.h.
Experience producing an ePortfolio and uploading it to the Internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser and access to the Internet and to a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as 07X:181 (EALL:4081), 07E:181 (EDTL:4081), 07C:181 (RCE:4081), 07B:181 (EPLS:4081).

07P:193 (PSQF:5193) Special Readings and Projects 3 s.h.
Supervised individual study. Requirements: senior standing.

07P:194 (PSQF:5194) Continuing Education Individual Study 3 s.h.
Supervised individual study.

07P:199 (PSQF:5199) Topical Workshop in Psychological and Quantitative Foundations 3 s.h.
School, educational, and counseling psychology and allied disciplines; for professionals and graduate students in education, mental health, social services, related fields.

07P:200 (PSQF:6200) Educational Psychology 3 s.h.
Psychology of the learning/instruction process: theoretical perspectives on learning, instruction, motivation, and assessment; developmental concepts, social processes, individual variation, learning and technology, biological basis of learning.

07P:203 (PSQF:6203) Learning, Technology, and Effective Teaching 3 s.h.
Theories and issues in the use of technology in learning and teaching; project to design a technology-supported learning solution for an educational problem.

07P:205 (PSQF:6205) Design of Instruction 3 s.h.
Introduction to processes used to design, develop, implement, and evaluate effective instruction; projects.

07P:206 (PSQF:6206) Advanced Child Development 3 s.h.
Theories of social and cognitive development; in-depth study of several current controversies in the field. Prerequisites: 07P:106 (PSQF:5106).

07P:207 (PSQF:7245) Evaluation of Children with ADHD and LD 3 s.h.
Clinical experience in conducting pediatric neuropsychology examinations in the Pediatric Attention/Learning Disorders Clinic. Requirements: course on psychological testing (including IQ) and graduate psychology standing (school, counseling, rehabilitation, clinical). Same as 070:245 (PEDS:7245).

07P:208 (PSQF:6208) Designing Educational Multimedia 3 s.h.
Theory, design, and evaluation of instructional software.

07P:209 (PSQF:6209) Survey Research and Design 3 s.h.
Survey design and implementation; writing and evaluation of survey questions; error in survey research; techniques to reduce error; sampling; postcollection processing of survey data. Prerequisites: 07B:206 (EPLS:6206) or 07P:143 (PSQF:5143). Same as 07B:209 (EPLS:6209).

07P:215 (PSQF:6215) Web-Based Learning 3 s.h.
Theory and practice of designing web sites to support or deliver instruction; student team project to create an instructional web site that integrates the theory and principles from class readings.

07P:217 (PSQF:6217) Seminar in College Teaching 1-3 s.h.
Preparation for college teaching; for graduate students planning to teach. Same as 650:217 (GRAD:6217).

07P:218 (PSQF:5218) Foundations of School Psychology 3 s.h.
Introduction to field of school psychology; becoming competent practitioners and leaders in school and community settings; roles and functions of school psychologists; ethical standards and issues in the profession of psychology; legal issues involved in practice of school psychology; current topics and trends. Corequisites: 07P:224 (PSQF:7224).

07P:220 (PSQF:6220) Quantitative Educational Research Methodologies 3 s.h.
Procedures for planning, conducting, and reporting research; evaluation of current methods in educational research; quantitative designs and methods. Prerequisites: 07P:143 (PSQF:5143) or 225:102 (STAT:5543).

07P:221 (PSQF:6221) Educational Psychology for Effective Teaching 3 s.h.
How educators use educational psychology theories and research to develop expertise in teaching and learning; cognition, motivation, technology, individual differences.

07P:223 (PSQF:6223) Introduction to Counseling Psychology Practice/Research I 3 s.h.
Historical, theoretical, professional, scientific traditions associated with counseling psychology; professional ethical principles.

07P:224 (PSQF:7224) Introduction to School Psychology Practice 1-3 s.h.
Introduction to the practice of school psychology; framework for understanding role and function, legal and ethical boundaries, professional requirements; preparation for practicum.

07P:225 (PSQF:6225) Introduction to Counseling Psychology Practice/Research II 3 s.h.
Learning and performance of basic helping skills; integration of these skills with counseling theories, broader counseling strategies; laboratory-based.

07P:226 (PSQF:5226) Assessment of Giftedness 3 s.h.
Training and practice in assessment of gifted children. Same as 07C:226 (RCE:5226).

07P:230 (PSQF:6230) Research in Educational Psychology 1-3 s.h.
Design, implementation, and presentation of an educational psychology empirical research project. Requirements: graduate standing in educational psychology.

07P:231 (PSQF:6231) Concepts and Principles of Behavior Analysis
Comprehensive review of psychological principles of learning derived from experimental research and empirical studies; types of behavior, motivational influences on behavior, respondent behavior and operant conditioning, stimulus control, schedule influences on behavior, observational learning, verbal behavior, rule-governed behavior, and behavioral accounts of language and cognition.

07P:232 (PSQF:6232) Functional Behavior Assessment and Analysis
Understanding the purpose of assessments of behavior, developing assessments based on the presenting problems of behavior, conducting assessments to understand the purpose of behavior, and develop an effective behavior intervention plan; advanced coverage of special topics, including preference assessments and verbal behavior.

07P:233 (PSQF:6233) Ethics for Behavioral Psychologists
Ethics that are unique to applied behavior analysis; ethical considerations.

07P:235 (PSQF:6235) Multicultural Counseling
Theoretical and practical aspects of the cultural adaptation process; implications for interventions in diverse populations; issues. Requirements: counseling skills introductory course.

07P:236 (PSQF:6236) Counseling and Psychotherapy for Persons with Disabilities
Preparation for future psychologists and counselors to work with persons with disabilities throughout the lifespan; examination of disability issues within the context of present and past theoretical constructs. Requirements: enrollment in psychological and quantitative foundations or rehabilitation and counselor education. Same as 07C:236 (RCE:6236).

07P:237 (PSQF:7237) Beginning Practicum in School Psychological Service
Supervised practicum in psychological and educational evaluation in school settings. Prerequisites: 07P:238 (PSQF:6238) and 07P:251 (PSQF:6251).

07P:238 (PSQF:6238) Assessment of Learning Differences
3-4 s.h.

07P:242 (PSQF:6242) Selected Applications of Statistics
Application and interpretation of correlation techniques, chi-square, t- and f-tests, interval estimation, simple cases of analysis of variance. Prerequisites: 07P:143 (PSQF:5143).

07P:243 (PSQF:6243) Intermediate Statistical Methods
4 s.h.

07P:244 (PSQF:6244) Correlation and Regression
4 s.h.

07P:245 (PSQF:6245) Applied Multivariate Analysis
3 s.h.

07P:246 (PSQF:6246) Design of Experiments
4 s.h.

07P:247 (PSQF:6247) Nonparametric Statistical Methods
3 s.h.

07P:249 (PSQF:6249) Factor Analysis and Structural Equation Models
3 s.h.

07P:250 (PSQF:6250) Computer Packages for Statistical Analysis
1-3 s.h.

07P:251 (PSQF:6251) Individual Intelligence Testing
3 s.h.
Administration of individual intelligence tests; interpretation of test results; issues in psychological testing; factors that influence performance. Prerequisites: 07P:143 (PSQF:5143) or 07P:150 (PSQF:5150).

**07P:252 (PSQF:6252) Introduction to Multivariate Statistical Methods**  
3 s.h.

Selected topics in multivariate analysis, including multivariate significance tests, principal components and factor analysis, discriminant analysis, canonical correlation, multivariate analysis of variance (MANOVA). Prerequisites: 07P:244 (PSQF:6244) and 07P:246 (PSQF:6246).

**07P:255 (PSQF:6255) Construction and Use of Evaluation Instruments**  
3 s.h.

Design and construction of measures used in educational evaluation: achievement tests, attitude scales, performance measures, questionnaires; emphasis on methods of instrument development and evaluation of instrument characteristics. Prerequisites: 07P:143 (PSQF:5143) and 07P:257 (PSQF:6257).

**07P:257 (PSQF:6257) Educational Measurement and Evaluation**  
3 s.h.

Evaluation and use of standardized tests and inventories in individual and group assessment; analyzing reliability, validity, normative data; interpreting measures of achievement, intelligence, aptitude, interests, attitudes, personality; current issues; for counselors, administrators, teachers, measurement specialists. Corequisites: 07P:143 (PSQF:5143).

**07P:258 (PSQF:6258) Theory and Technique in Educational Measurement**  
3 s.h.

Mathematical foundations, principal results, and applications of classical test theory; perspectives on conditional error variance; binomial error model and applications; introduction to generalizability theory; advanced measurement topics. Prerequisites: 07P:243 (PSQF:6243) and 07P:257 (PSQF:6257).

**07P:259 (PSQF:6259) Scaling Methods**  
3 s.h.

Unidimensional and multidimensional scaling techniques; item response theory with a focus on polytomous models; introduction to available computer programs for scaling; applications in educational and psychological research. Prerequisites: 07P:262 (PSQF:6262). Corequisites: 07P:249 (PSQF:6249) and 07P:252 (PSQF:6252).

**07P:262 (PSQF:6262) Item Response Theory**  
3 s.h.

Theoretical foundations and practical applications; mathematical models and estimation techniques; emphasis on current applications and issues in testing; computer estimation programs. Prerequisites: 07P:243 (PSQF:6243) and 07P:257 (PSQF:6257).

**07P:263 (PSQF:6263) Consultation Theory and Practice**  
3 s.h.

Same as 07C:263 (RCE:6263).

**07P:265 (PSQF:6265) Program Evaluation**  
3 s.h.

Theoretical issues and considerations in evaluation of educational and social programs; evaluation design, methodology; metaevaluation; evaluation utilization.

**07P:269 (PSQF:7269) Advanced Personality**  
3 s.h.

Current research and research methods in the psychology of personality; emphasis on individual differences in personality that have implications for teaching, learning, well-being.

**07P:275 (PSQF:6275) Constructivism and Design of Instruction**  
3 s.h.

Theoretical foundations of constructivism; application of constructivist principles to the design of instruction.

**07P:281 (PSQF:6281) Cognitive Theories of Learning**  
3 s.h.

Theories of learning and cognition as they relate to education; development of expertise, transfer of learning, design of learning environments, use of learning technologies. Prerequisites: 07P:200 (PSQF:6200).

**07P:285 (PSQF:6285) Instructional Computer Simulations**  
3 s.h.

Theory and development of computer-based simulations, games; research on design characteristics and effectiveness; design, development, evaluation of simulation software by student teams. Prerequisites: 07P:208 (PSQF:6208).

**07P:292 (PSQF:6292) Supervised Research in Educational Psychology**  
1-3 s.h.

Identification of research problems, development of research designs and materials, conducting of research studies; faculty-guided activity or seminars.

**07P:293 (PSQF:6293) Individual Instruction in Psychological and Quantitative Foundations**  
ar. arr.

Individual portfolio project; reflection, revision, and presentation of educational psychology portfolio.

**07P:299 (PSQF:6299) M.A. Project: The Portfolio**  
3 s.h.

Psychology of abilities required by or developed through schooling; theories of cognitive abilities, age, sex, ethnic differences; cultivation of intelligence through schooling. Prerequisites: 07P:143 (PSQF:5143).

**07P:305 (PSQF:7305) Psychotherapy I: Dynamic and Phenomenological Approaches**  
3 s.h.

Major psychodynamic and existential-phenomenological theories of personality; emphasis on implications for psychotherapy.

3 s.h.

Foundations of career interventions; emphasis on major assessment instruments (vocational interests, values, abilities/skills, personality) and career counseling processes, skills, techniques.

**07P:309 (PSQF:7309) Personality Assessment**  
3 s.h.

Standardized and projective techniques for personality assessment; preparation for competent administration and interpretation of varied tests and measures.
07P:310 (PSQF:7310) Intelligence Assessment 3 s.h.
Standardized intelligence testing; preparation to administer and interpret intelligence tests for children and adults.

07P:311 (PSQF:7311) Practicum in Counseling and Psychological Services for Gifted Students 1-6 s.h.
Prerequisites: 07C:178 (RCE:4178). Requirements: course work in counseling education, counseling psychology, school psychology, educational psychology, or related fields. Same as 07C:311 (RCE:7311).

07P:312 (PSQF:6312) Psychopathology Across the Lifespan 3 s.h.
DSM IV categories, related diagnostic issues.

07P:313 (PSQF:7313) Psychopathology in Childhood 3 s.h.
Current theories regarding the development of psychopathology in children and adolescents; current approaches to treatment for disorders in children and adolescents.

07P:315 (PSQF:7315) Social and Emotional Assessment of Children and Adolescents 3 s.h.
Link between personality theory, child and adolescent assessment; interpretation, integration of assessment information; record reviews, interviews, objective tests, projective techniques. Prerequisites: 07P:238 (PSQF:6238) and 07P:251 (PSQF:6251).

07P:320 (PSQF:7320) History and Systems of Psychology 3 s.h.
Philosophical underpinnings of psychology, early systems in psychology, developments in the 20th century.

07P:331 (PSQF:7331) Seminar: Educational Psychology I--Current Topics arr.
Intensive investigation of a specific research topic.

Supervised experience in psychological interventions, consultation, counseling in school and clinic settings. Prerequisites: 07P:237 (PSQF:7237), 07P:238 (PSQF:6238), and 07P:251 (PSQF:6251).

07P:340 (PSQF:7340) School Psychology Professional Seminar 1-6 s.h.
Current issues influencing the practice of school psychology in relation to its historical roots.

Experience in research facilities on campus; writing research questions, planning a research study, writing a research article.

07P:345 (PSQF:7345) Academic Interventions 3 s.h.
Interventions used by school and support system personnel to address academic skill deficits among children, adolescents; instructional design and delivery problems associated with deficits.

07P:346 (PSQF:7346) Behavioral Interventions 3 s.h.
Interventions used by school and support system personnel to address behavioral and social/emotional status of children, adolescents.

07P:347 (PSQF:7347) Home/School/Community: System Interventions 3 s.h.
Interventions used by school and support system personnel; focus on work with parents, siblings. Same as 07C:347 (RCE:7347).

07P:350 (PSQF:7350) Seminar in Evaluation 2-3 s.h.
In-depth examination of selected topics. Prerequisites: 07P:265 (PSQF:6265). Requirements: two courses in program evaluation.

07P:352 (PSQF:7352) Seminar: Behavioral Assessment and Evaluation 3 s.h.
Broadsens skills of graduate students who engage in research with exceptional persons; research designs are usually taught in the Department of Psychological and Quantitative Foundations, but because of the nature of handicapping conditions and the low incidence of some handicaps, the single-subject design yields better research information. Same as 07U:252 (EDTL:7952).

Application of experimental methodology to study of counseling and vocational phenomena.

Critical examination of current issues and problems of the professional worker in the field of educational measurement and evaluation as reflected in research literature, other professional communication media.

07P:356 (PSQF:7356) Process and Outcomes in Counseling Psychotherapy 3 s.h.
Advanced knowledge of the state of process and outcome research on psychotherapeutic procedures. Requirements: Ph.D. candidacy in appropriate field.

07P:357 (PSQF:7201) Counseling Psychology Research Writing 3 s.h.
How to write scientifically in counseling psychology; qualitative and quantitative research writing, literature reviews, methodologies, discussions; APA style.

07P:358 (PSQF:7358) Equating and Scaling of Educational Tests 3 s.h.
Designs and methods, including linear, equipercentile, and item response theory methods; emphasis on concepts, applications to testing programs, research. Prerequisites: 07P:243 (PSQF:6243) and 07P:257 (PSQF:6257).

07P:359 (PSQF:7307) Group Psychotherapy 3 s.h.
Theoretical foundation for working with clients in group settings; major theories on group psychotherapy processes; integration of empirical research on effectiveness of group work; varied theoretical approaches to group psychotherapy.
07P:365 (PSQF:7365) Psychotherapy II: Cognitive and Behavioral Approaches
Major cognitive and behavioral theories of personality and psychotherapy; emphasis on implications for clinical practice.

07P:367 (PSQF:7367) Social Psychology and Social Systems
Social aspects of behavior in organizations; behavioral science theory and research on organizations, system change, transformation, leadership.

07P:375 (PSQF:7375) Topics in Educational Measurement and Statistics
1-3 s.h.

07P:380 (PSQF:7380) Practicum in College Teaching
Supervised college teaching experience in courses related to major academic areas, in collaboration with faculty course instructors.

07P:385 (PSQF:7385) Teaching and Learning in Higher Education
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as 07B:385 (EPLS:7385), 650:385 (GRAD:7385), 07S:384 (EDTL:7385), 07C:385 (RCE:7385).

07P:390 (PSQF:7390) Supervision of School Psychology Practicum/Internship
Experience supervising school psychology practicum or internship students. Requirements: Ph.D. standing.

07P:393 (PSQF:7393) M.A. Thesis in Psychological and Quantitative Foundations
arr.

07P:394 (PSQF:7394) Supervised Research in Counseling Psychology
1-3 s.h.

07P:434 (PSQF:7434) Practicum in Counseling Psychology
Supervised practice in counseling services. Prerequisites: 07P:223 (PSQF:6223) and 07P:225 (PSQF:6225).

07P:437 (PSQF:7437) Internship in School Psychology
Supervised internship for Ph.D. students in school psychology. Requirements: completion of required courses.

07P:450 (PSQF:7450) Practicum in Program Evaluation
Supervised experience in designing and implementing components of program evaluations. Prerequisites: 07P:265 (PSQF:6265). Requirements: two courses in program evaluation.

07P:452 (PSQF:7452) Leadership, Consultation, and Supervision
3 s.h.

07P:453 (PSQF:7453) Advanced Practicum in Counseling Psychology
Supervised work in counseling services. Prerequisites: 07P:434 (PSQF:7434).

07P:455 (PSQF:7455) Generalizability Theory
Analysis of variance methods applied to estimation of components of various types of measurement error variance; basic concepts, mathematical foundations, models, assumptions, designs, applications; relationships with other measurement theories. Prerequisites: 07P:246 (PSQF:6246) and 07P:258 (PSQF:6258).

07P:457 (PSQF:7457) Advanced Group Leadership Experience
Practice working in a psychotherapy group; review major theories on group psychotherapy processes, integrate empirical research on effectiveness of group work; multicultural considerations in group psychotherapy; didactic and experiential format. Prerequisites: 07C:357 (RCE:7357).

07P:458 (PSQF:7458) Internship in Counseling Psychology
Supervised work in internship setting. Prerequisites: 07P:434 (PSQF:7434) and 07P:453 (PSQF:7453). Requirements: Ph.D. standing in counseling psychology and completion of all requirements except dissertation.

07P:465 (PSQF:7465) Issues and Ethics in Professional Psychology
Professional ethics; issues in professional practice of psychology.

07P:466 (PSQF:7466) Psychological Services to Children, Adolescents, and Families: Legal and Ethical Standards
Review of laws at state and federal level which are related to child, adolescent, and family functioning; emphasis on APA and NASP ethical standards, application of these standards, and ethical decision making models. Recommendations: graduate student who will provide services to children, adolescents, and families.

07P:493 (PSQF:7493) Ph.D. Thesis in Psychological and Quantitative Foundations
arr.
Realizing Educational and Career Hopes (REACH)

Executive director
• Jo Hendrickson (Teaching and Learning)

Director
• Pamela Ries (Teaching and Learning)

Web site: http://www.education.uiowa.edu/services/reach/

Postsecondary Program of Study

The Realizing Educational and Career Hopes (REACH) program is a two-year postsecondary education certificate program that focuses on meeting the transition needs of students with multiple learning and intellectual disabilities in an inclusive university setting. The program emphasizes life skills for independent living and features person-centered planning. Students gain self-advocacy skills, self-confidence, interpersonal skills, problem-solving abilities, daily life competencies, and career readiness.

REACH offers courses on academic skill building, career preparation, student and community life skills, and socialization. REACH courses are taught by College of Education instructors.

The program offers an array of support services that promote student success in all educational, career, and living environments. It also provides vocational internship opportunities and postprogram support for students and families.

REACH students live in a University of Iowa residence hall, where they receive support from specially trained resident assistants. A fully inclusive college environment provides students with age-appropriate community opportunities and interactions with other University of Iowa students.

A limited number of REACH alumni may elect to participate in the program’s third-year option. Participation during the third year involves full-time course work; emphasis is on additional courses and internships that promote self-sufficiency, independent living, and self-determination.

For more information, visit the REACH web site.

Courses

The following courses are open only to students enrolled in the REACH program.

205:001 (REA:0001) Academic Success 2 s.h.
Tools that help students succeed in academic courses; basic organization, efficient note taking, study and test-taking skills; participation in activities that increase awareness of classroom dynamics; solutions for test anxiety; ways to approach diverse learning experiences; how class content relates to study hall and residential facilities; seminar.

205:002 (REA:0010) Social Skills I 2 s.h.
Basic interpersonal skills needed to succeed in academic, social, and employment environments; structured learning process for gaining discrete social skills necessary to initiate and maintain conversations in a variety of settings; awareness of feelings and cues in conversation to respond appropriately and have successful reciprocal interactions; lectures, modeling, role play, and practice in the community.

205:004 (REA:0020) Computers and Technology I 2 s.h.
Training in computer literacy and practical skills for computer use in everyday life; computer parts and functions, the Windows operating system, computer applications; use of the personal computer to improve personal, academic and workplace productivity; group discussion, demonstrations, and multimedia experience support diverse learning styles.

205:005 (REA:0021) Computers and Technology II 2 s.h.
Builds on 205:004 (REA:0020); fundamental computer competencies and strategies to simplify everyday life and enhance workplace performance; opportunity to improve practical skills for the workplace, communication with others, and daily life; tools for improving personal organization and communication and for meeting academic, entertainment, and workplace needs; group discussion, demonstration, independent exploration, and a multimedia experience support diverse learning styles.

205:006 (REA:0090) Current Events 1 s.h.
Forum to increase knowledge and ability to comment on current events; voting and political process, civic responsibilities in the local and federal elections process, how students can participate; use of various forms of media (i.e., print, broadcast, Internet) to develop critical thinking skills related to awareness of current events and their impact; personal safety issues; effective communication skills for interacting with peers and college personnel.

205:007 (REA:0030) Health and Wellness I--Exploration 1 s.h.
Introduction to health and personal wellness; the seven dimensions of wellness and health awareness; overview of topics such as nutrition, responsible sexual behavior, consequences of substance use, disease prevention; opportunity for students to build knowledge about their own emotional, mental, and physical health; framework for further exploration of everyday health and wellness; first in a series.

205:008 (REA:0031) Health and Wellness II--Healthy Lifestyles 2 s.h.
Health and wellness personalized for students; help in assessing individual health and wellness decisions and behaviors to improve current and long-term health and wellness; small group discussion, individual assessments, real-life exploration, interactions with health educators, one-on-one student support; second in a series.

205:010 (REA:0033) Personal Relationships and Sexuality 1 s.h.
Help in maintaining current relationships and establishing new ones with family, friends, coworkers, teachers, significant others, and strangers; emotions, interpersonal communication skills; social cues; appropriate workplace relationships; risk prevention, responsible sexual behavior; awareness of the influence of family values, culture, peers, pressure, other factors in one's decisions about sexual behavior; disability awareness related to relationships; pregnancy prevention, the process of pregnancy, group discussion, one-on-one counseling for support, role-playing, guided real-world experiences.

205:011 (REA:0040) Personal Finance and Math I 2 s.h.
Understanding of numbers, operations, and managing personal finances; computation strategies, problem-solving strategies, skills for good consumers; opportunity to practice math skills in the community and the workplace; first in a series.

205:012 (REA:0041) Personal Finance and Math II 2 s.h.
Skills and knowledge needed for managing personal finances; banking, budgeting, insurance, how to be a good consumer; students plan for their financial future by studying paycheck information, actual income, and tax responsibility; research on independent living costs; second in a series.

205:013 (REA:0050) Lifetime Reading 1 s.h.
Enhancement of leisure reading toward enjoyment of reading as a lifetime activity; trip to the library to discover interesting genres and subgenres; individual and group activities to review and talk about books; how to discuss components of books such as plot, characters.

205:014 (REA:0051) Practical Writing 1 s.h.
Writing tools for success in daily living; experience with a range of writing forms, beginning with short organizational forms such as to-do and grocery lists and progressing to family correspondence and business letters; observation and demonstration of writing techniques in group activities; help with self-expression in written formats, with focus on organization and communication with others; students practice writing techniques in class, in their residence halls, and in the community; seminar.

205:015 (REA:0052) Literature and the Arts 1 s.h.
Exposure to literature and the arts and the experience of connection and life enhancement that arts activities provide; reading and discussing literature, field trips to museums, musical performances, plays; opportunity to review and identify leisure activities to enjoy throughout life.

205:016 (REA:0080) Exploring Issues in Society 1 s.h.
Diversity and social justice issues; some social implications of being a person with a disability (e.g., negative treatment from others due to stigma, ignorance, stereotypes); guidance toward empowerment in self-advocacy at work, at school, and in community life; overview of cognitive and learning disabilities, Americans with Disabilities Act and other legislation that promotes equality, history of the disability rights movement, current social trends affecting people with disabilities; perspectives from America's history of social, cultural, and religious unity, celebration, and conflict.

205:017 (REA:0060) Tools for Life I: Critical Thinking and Decision Making 1 s.h.
Introduction to strategies, key elements, and resources for critical thinking; problem-solving and critical-thinking strategies and skills for responsible, independent decision making in personal, university, career, and community contexts; small-group discussion, case studies, role-playing, and applied practice in real-world situations related to daily, personal, academic, and career decisions.

205:018 (REA:0061) Tools for Life II: Problem Solving 1 s.h.
Introduction to strategies and methods of problem solving; evaluation of scenarios from academic, social, and work environments; discussion of students' personal and current experiences; focus on development of interpersonal communication skills, relationship building, independence, career selection.

205:019 (REA:0081) Personal Leadership 1 s.h.
Builds on concepts learned in 205:016 (REA:0080); self-advocacy and awareness of individual strengths as empowerment for leadership roles in the community; qualities of a leader, value of mentors, importance of community service; elements of work-life balance; opportunities to participate in life-long service learning and leadership.

205:020 (REA:0091) Psychology 1 s.h.
Basic concepts of psychology, with focus on daily life and understanding behavior; situations encountered as persons with an intellectual disability; differences between a psychologist, psychiatrist, and counselor; role of professionals; individual differences and social influences on behavior; introduction to scientific method, conducting basic experiments.

205:021 (REA:0092) Sciences of Life 1 s.h.
Scientific skills as they relate to everyday life and the world; skills involving independent operation of tools and equipment, working in a group, appropriate strategies for decision making and problem solving based on the scientific method; exploration of life sciences through classroom learning and exploratory activities.

205:025 (REA:0062) Social Skills II 2 s.h.
Continuation of 205:002 (REA:0010); more advanced relationship skills that require self-regulation; self-awareness; applying skills for communicating under stress; structured learning process including repetitive practice and modeling as key components.

205:030 (REA:0100) Career Exploration 4 s.h.
Opportunity to explore, enhance, or broaden work interests, skills, and potential career opportunities; interest inventories, review of vocational experiences, interactive employer presentations, informational interviews, job site experiences; focus on self-assessment of one's individual vocational strengths.

205:031 (REA:0101) Job Search Strategies 2 s.h.
Fundamental tools and techniques for getting a job; students create a résumé, including references and updated work history; interview techniques, information gathering, thank-you letters, work-related vocabulary, appropriate behaviors and attitudes for a successful job search; role playing, demonstrations, real-world practice.
205:032 (REA:0102) Entrepreneurism 2 s.h.
Characteristics, advantages, and disadvantages of self-employment; legal aspects of forming a business, marketing, acquiring start-up funding and other resources; financial obligations and monitoring of funds required for a successful business; students write a business plan.

205:033 (REA:0200) Business Support Seminar 1 s.h.
Aspects of careers in business support; office procedures, word processing skills, oral and written communication, records management, business terminology.

205:034 (REA:0201) Creative Arts Seminar 2 s.h.
Aspects of careers in creative arts; availability of employment, professional association memberships, vocabulary used in the creative arts work environment.

205:035 (REA:0202) Education Career Seminar 1 s.h.
Aspects of careers in education; additional training typically required for careers in education, child/student needs, lesson planning.

205:036 (REA:0203) Health Services Seminar 1 s.h.
Aspects of careers in health services; office procedures and equipment, customer service skills, terminology used in health care environments.

205:037 (REA:0204) Hospitality Seminar 1 s.h.
Aspects of careers in hospitality; customer service skills, phone and counter etiquette, vocabulary used in the hospitality industry.

205:038 (REA:0205) Human Services Seminar 1 s.h.
Aspects of careers in human services; types of human services environments, interpersonal relationships and boundaries, paperwork requirements, terminology commonly used in human services environments.

205:040 (REA:0207) Marketing/Sales Seminar 1 s.h.
Aspects of careers in marketing and sales; customer service skills, use of retail equipment, marketing techniques and the importance of product appearance, pricing and advertising, vocabulary used in a retail sales environment.

205:041 (REA:0208) Parks and Natural Resources Seminar 1 s.h.
Aspects of careers in parks and natural resources management; operation and maintenance of equipment, safety procedures, customer service skills, typical vocabulary for positions involving care and management of shrubs, trees, flowers, and turf.

205:042 (REA:0209) Skilled Trades Seminar 1 s.h.
Aspects of careers in the skilled trades; occupational skill standards in specific skilled trades, apprenticeships or advanced training required, safety in the workplace, vocabulary typical for specific skilled-trade work environments.

205:043 (REA:0210) Information/Technology Seminar 1 s.h.
Aspects of careers in information technology; occupational skill requirements and standards, knowledge of typical equipment employees must operate, safety in the workplace, typical vocabulary for information technology work environments.

205:044 (REA:0211) Culinary Arts Seminar 2 s.h.
Different types of careers in the food industry; workplace skills and tasks; continuing training and education options; equipment and food safety; basic preparation steps; food presentation, place settings; field trips. Requirements: enrollment in REACH program.

205:046 (REA:0212) Community College Prep Seminar 1 s.h.
Preparation to continue education at a community college after REACH; application and admission testing requirements, how to access the services offered at Student Disability Services; exploration of associate degree and certificate; area of study requirements and courses offered.

205:047 (REA:0103) Job Search Strategies II 2 s.h.
Continuation of 205:031 (REA:0101); update résumés, references, and cover pages; appropriate behaviors and attitudes for successful job search; seek and apply for jobs with assistance from instructor.

205:050 (REA:0070) Life Skills I--Transitions 2 s.h.
Components of successful independent and community living; personal safety issues, effective communication skills for interacting with peers and college personnel, how to access broad community resources for living, work, and leisure; students develop a plan for personal daily routines; classroom activities, practical experiences on campus and in the community.

205:051 (REA:0071) Life Skills II--Community Life 2 s.h.
Review of previously learned skills for making the transition to independent living in the college environment; use of a personal planner for managing daily routines and schedules, planning for independent living after graduation; classroom activities, practical experiences on campus and in the community.

205:052 (REA:0072) Life Skills III--On Your Own 2 s.h.
Goal setting and planning for independent living after college; how to use daily living skills from college in students’ planned home communities; skills required for finding and managing a home or apartment, using community resources and agencies, and meeting basic needs; how to be interdependent and independent in the community.

205:053 (REA:0073) Life Skills IV--Transition Planning 2 s.h.
Work on transition plan during spring semester of final year—goal setting and planning for independent living after college; how to use daily living skills from college in students’ planned home communities; using community resources and agencies; meeting basic needs; how to be interdependent and independent in student’s home community; identification of transition team members; plan and lead transition meeting. Requirements: enrollment in REACH program.

205:054 (REA:0074) Household Management II 3 s.h.
Continuation of 205:055 (REA:0075); preparation for independent apartment living; experiential training, assessment to determine support needs; apartment living, personal care, value shopping and budgeting, preparing meals, successful community living.
205:055 (REA:0075) Household Management I  3 s.h.
Independent living skills introduced in the life skills and health and wellness courses; hands-on experience in room care, clothing care, food/kitchen safety, meal planning and nutrition, food preparation, simple recipes, grocery shopping, event planning.

205:056 (REA:0094) Introduction to Spanish: Language and Culture  2 s.h.
Introduction to Spanish language and culture; emphasis on basic conversational phrases, functional vocabulary, and cultural awareness; diversity of 21st-century Spanish-speaking world.

205:057 (REA:0076) Community Leasure and Advocacy  1 s.h.
Utilizing community resources while promoting self-advocacy and leadership; student support for transitioning from a university setting to community living; exploration of community resources related to recreation, entertainment, and independent living using multiple media sources for information gathering; field trips to investigate local resources; research related resources within students’ home communities. Requirements: enrollment in REACH program.

205:058 (REA:0078) Historical Documentary Making  2 s.h.
History of disabilities (learning and physical disabilities); ground work for making a historical documentary; desktop documentary software used by student teams to produce documentaries on history of disability rights movement. Requirements: enrollment in REACH program.

205:059 (REA:0079) Service Learning  2 s.h.
Classroom-based learning combined with community service; available resources and ways to better a community; assessment of community needs, research volunteer organizations, service-learning opportunities within the community.

Introduction to functional skills, job expectations, environments of the workplace; students venture out into the community and see first-hand what a specific career or job entails; role of the influencer; small groups, job shadowing, tryouts—depending on individual needs and abilities; create a résumé; summer job searching skills; preparation for Internship II—applications, interviews, contacting employers. Requirements: enrollment in REACH program.

205:061 (REA:0301) Internship II arr.
Internship experience leading to increased independence in the workplace (e.g., more independent operation of equipment, socialization, workplace safety, problem solving, conflict management); opportunity to acquire additional workplace skills in the student’s career emphasis area; employers and mentors guide students in fulfilling their job responsibilities; students maintain a journal and discuss their experience with their advisor or instructor; second of three consecutive internships.

205:062 (REA:0302) Internship III arr.
Internship experience with opportunities to develop more advanced skills for independent communication, problem solving, and workplace performance in the student’s career emphasis area; employers and mentors observe the student in the workplace; students maintain a journal and discuss their experience with their advisor or instructor; third of three consecutive internships.

205:063 (REA:0303) Internship IV arr.
Individualized community work experiences with periodic classroom seminars; building independent work skills, such as researching bus routes and e-mailing weekly journals; students, instructors, and employers evaluate student’s work performance.

205:064 (REA:0304) Internship V arr.
Continuation of 205:063 (REA:0303); community work experiences with periodic classroom seminars; emphasis on work skills in the student’s career area of choice and soft skills needed to be an independent worker.

205:075 (REA:0250) Academics and Life Skills Exploration I 1-2 s.h.
Expand basic academic and/or life skills with discovery, experiential learning, progress monitoring, and self-reflection; focus on strengthening foundational skills in practical academics and life skills, first of a two-part series.

205:076 (REA:0251) Academics and Life Skills Exploration II 1-2 s.h.
Builds on basic academic and/or life skills explored in 205:075 (REA:0250); REACH instructors and university faculty work together to enhance learning opportunities while providing explicit, interactive learning opportunities; progress monitoring, reflection, and focus on maintenance of basic academic and life skills; second of a two-part series.

205:077 (REA:0252) Academics and Life Skills Enrichment I 1-2 s.h.
Broaden and diversify academic and student life experiences; address specific interest areas of students; focus on communication, relationships, academics, and independent life; individualize, extend, and provide depth to student’s current level of knowledge and skills.

205:078 (REA:0253) Academics and Life Skills Enrichment II 1-2 s.h.
Builds on extended and diversified learning opportunities provided in 205:077 (REA:0252); transfer of skills and knowledge to new situations and environments encountered as students transition to workplace and home communities.

205:079 (REA:0254) Social Skills for Work 1 s.h.
Learning opportunities to develop appropriate social skills in the workplace.

205:090 (REA:0325) Computer and Technology Literacy I 2 s.h.
Self-paced course to improve personal, academic, and career computer literacy and skills; online learning modules and computer-based programs to increase computer skills; email and Internet searching, online learning options, online banking and purchasing, Microsoft Office programs, and online career resources. Requirements: enrollment in REACH program.

205:091 (REA:0326) Computer and Technology Literacy II 2 s.h.
Self-paced course builds on skills learned in 205:090 (REA:0325); extends and provides depth to student’s current level of skill; course work focuses on enhancing personal, academic, and career computer literacy; group discussion, demonstration, independent exploration, and practice to further develop computer skills; email, online career resources, Google Drive, social networking, and budgeting. Requirements: enrollment in REACH program.

205:092 (REA:0327) Social Networking 1 s.h.
Management of student’s social network space; instruction and practice to increase access to people online while encouraging safe practices in social media communication; types of personal information that should not be revealed online; risks of meeting strangers online; constructing online personal space by engaging in use of appropriate messages, photos, and privacy settings. Requirements: enrollment in REACH program.

205:098 (REA:0501) Special Topics arr.
Topics include leisure resources, current events, science, family life, consumerism, community involvement, self-determination, self-advocacy, leadership, assistive technology, mentoring; course assignments, instruction, and student assessment in classroom and/or community settings; may be required or elective course.

205:099 (REA:0400) Independent Study arr.
Independent study coordinated with the student’s REACH advisor.
Rehabilitation and Counselor Education

Chair
• Vilia Tarvydas

Professors
• Nicholas Colangelo, Dennis R. Maki, Leslie Margolin, Vilia Tarvydas

Associate professors
• David Duys, Noel Estrada-Hernandez, Malik Henfield, Tarrell Portman, Jodi Saunders, Volker Thomas, John Wadsworth, Susannah Wood

Assistant professor
• Carol M. Smith

Assistant in instruction
• Claudia Bischoff

Adjunct professor
• Harvey Joanning

Adjunct assistant professors
• Barbara O’Rourke, Phil Striegel, Anne Zalenski

Adjunct lecturers
• Leanne Eichinger, Kayla Hand, James Stachowiak, Peter Teahen, Orville Townsend

Professors emeriti
• Richard Dustin, Dennis Harper, Albert B. Hood, David A. Jepsen

Associate professor emeritus
• William A. Matthes

Undergraduate minor: human relations

Graduate degrees: M.A.in rehabilitation and counselor education; Ph.D. in rehabilitation and counselor education

Web site: http://www.education.uiowa.edu/rce

The Department of Rehabilitation and Counselor Education prepares students to facilitate human development across the life span, to advocate for clients and students, and to serve local, national, and international communities through the delivery and creation of state-of-the-art counseling services. The department achieves these goals by advancing knowledge, skills, and attitudes appropriate for effective and ethical professional counseling practice and by conducting and disseminating related research.

The department prepares practitioners and scholars primarily at the graduate level, through degree programs in counselor education and supervision, couple and family counseling, rehabilitation and mental health counseling, rehabilitation counselor education, and school counseling. It also offers basic courses in interviewing and interpersonal skills for students in other professional and graduate programs. In addition, it offers an undergraduate minor in human relations.

Undergraduate Program of Study
• Minor in human relations

Minor

The minor in human relations is open to all University of Iowa students enrolled in undergraduate degree programs.

The minor in human relations requires a minimum of 15 s.h. of credit, including 12 s.h. earned at The University of Iowa and 12 s.h. earned in courses numbered 100 and above. Students must maintain a g.p.a. of at least 2.50 in the minor. Courses for the minor may not be taken pass/nonpass (unless they are offered only pass/nonpass).

Transfer credit must be approved by the chair of the Department of Rehabilitation and Counselor Education in order to count toward the minor.

The minor in human relations requires the following course work.

This course:
07C:199 (RCE:4199) Counseling for Related Professions 3 s.h.
At least 12 s.h. chosen from these:
07B:150 (EPLS:4150) Leadership and Public Service I 3 s.h.
07B:151 (EPLS:4151) Leadership and Public Service II 2 s.h.
07B:180 (EPLS:4180) Human Relations for the Classroom Teacher (requires special permission for students not enrolled in TEP) 3 s.h.
07C:081 (RCE:2081) Making a Vocational-Educational Choice 2-3 s.h.
07C:130 (RCE:4130) Human Sexuality 3 s.h.
07C:131 (RCE:4131) Loss, Death, and Bereavement 3 s.h.
07C:137 (RCE:4137) Introduction to Educating Gifted Students 3 s.h.
07C:145 (RCE:4145) Marriage and Family Interaction 3 s.h.
07C:162 (RCE:4162) Introduction to Couple and Family Therapy 3 s.h.
07C:163 (RCE:4163) Couple and Family Therapy Skills 3 s.h.
07C:173 (RCE:4173) Trauma Across the Lifespan 3 s.h.
07C:174 (RCE:4174) Positive Psychology 3 s.h.
07C:175 (RCE:4175) Motivational Interviewing 3 s.h.
07C:176 (RCE:4176) Child Abuse: Assessment, Intervention, and Advocacy 3 s.h.
07C:177 (RCE:4177) Life After War: Post-Deployment Issues 3 s.h.
07C:178 (RCE:4178) Microcounseling 1-3 s.h.
07C:179 (RCE:4179) Sexuality Within the Helping Profession 3 s.h.
07C:180 (RCE:4180) Topical Seminar for Helping Professionals arr.
07C:185 (RCE:4185) Introduction to Substance Abuse 3 s.h.
07C:187 (RCE:4187) Introduction to Assistive Technology 3 s.h.
07C:190 (RCE:4190) Group Processes for Related Professions 3 s.h.
07C:191 (RCE:4191) Advocacy: Awareness, Assertiveness, and Activism arr.
07C:192 (RCE:4192) Group Leadership in Human Sexuality 0-3 s.h.
07C:193 (RCE:4193) Individual Instruction--Undergraduate arr.
07C:194 (RCE:4194) Interpersonal Effectiveness 3 s.h.
07C:195 (RCE:4195) Ethics in Human Relations and Counseling 3 s.h.
07C:197 (RCE:4197) Citizenship in a Multicultural Society 3 s.h.
07P:027 (PSQF:1027) Mindfulness Foundations in the Helping Professions 3 s.h.
07P:115 (PSQF:2115) Introduction to Counseling Psychology 3 s.h.
Contact the Department of Rehabilitation and Counselor Education for more information about the minor.

**Graduate Programs of Study**

- Master of Arts in rehabilitation and counselor education
- Doctor of Philosophy in rehabilitation and counselor education

The department offers graduate degree programs in five major areas within rehabilitation and counselor education:
- Counselor education and supervision (offered in the Ph.D.);
- Couple and family therapy (offered in the Ph.D.);
- Rehabilitation and mental health counseling (offered in the M.A.);
- Rehabilitation counselor education (offered in the Ph.D.);
- School counseling (offered in the M.A.).

Each degree program is described below.

Upon completing a degree in the department, students are evaluated and are expected to have awareness, knowledge, and skills in the following areas:

- current definitions, professional standards, and appropriate professional practices regarding multiculturalism;
- what it means to be a culturally competent helping professional;
- integration of feedback into practice and professionalism in interpersonal interactions;
- personal limitations and strengths that could ultimately support or harm a client or student;
- a personal plan for future practice in the field regarding multicultural relationships.

Prospective students must meet admission requirements for the individual programs as well as the department’s general admission requirements (see “Admission” toward the end of this section). Criminal background checks may be required. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**REQUIRED PH.D. RESEARCH COURSES**

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. outside the department, and a dissertation.

Most students complete their course work in three years and take a fourth year to complete the dissertation. Students who have not completed a master's degree program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) may need to remedy deficiencies by taking appropriate course work at the master's degree level.

The Ph.D. curriculum includes required courses in counseling and in research tools and applications, a minor outside the department, and a dissertation.

The Ph.D. program in counselor education and supervision requires the following work.

**REQUIRED COURSES**

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>07C:255</td>
<td>Advanced Career Development and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>07C:347</td>
<td>Home/School/Community: System Interventions</td>
<td>3</td>
</tr>
<tr>
<td>07C:353</td>
<td>Advanced Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>07C:357</td>
<td>Advanced Group Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>07C:360</td>
<td>Advanced Practicum in Counseling (section 002)</td>
<td>3</td>
</tr>
<tr>
<td>07C:380</td>
<td>Practicum in College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>07C:385</td>
<td>Teaching and Learning in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>07C:400</td>
<td>Seminar: Ethics and Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>07C:448</td>
<td>Integrated Developmental Theory and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>07C:451</td>
<td>Advanced Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>07C:454</td>
<td>Supervision Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>07C:455</td>
<td>Practicum in Clinical Supervision</td>
<td>3</td>
</tr>
<tr>
<td>07C:457</td>
<td>Seminar: Professional Orientation to Counselor Education and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>07C:458</td>
<td>Seminar: Current Issues and Trends in Counselor Education and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>07C:459</td>
<td>Seminar: Leadership and Advocacy in Counselor Education and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>07C:465</td>
<td>Internship in Counselor Education (at least 240 hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

At least one advanced course in psychological or educational measurement 3 s.h.
RESEARCH TOOLS AND APPLICATIONS

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses. Course selections must be consistent with the research tools and applications required for the Ph.D. degree.

The following courses are minimum requirements. Students are expected to master research tools and applications beyond the minimum requirements in order to develop research skills consistent with their professional goals.

- 07C:338 (RCE:7338) Essentials of Qualitative Inquiry: 3 s.h.
- 07C:438 (RCE:7438) Advanced Qualitative Research Seminar in Rehabilitation and Counselor Education: 3 s.h.
- 07C:444 (RCE:7444) Qualitative Research in the Multicultural Context: 3 s.h.
- 07C:460 (RCE:7460) Seminar: Research in Counseling: 3 s.h.
- 07P:243 (PSQF:6243) Intermediate Statistical Methods: 4 s.h.
- 07X:150 (EALL:5150) Introduction to Educational Research (taken during first year in program): 3 s.h.

At least one additional course (3 s.h.) in quantitative or qualitative research methods

MINOR AREA

Students take a series of courses (typically a minimum of three) in an area of study outside the Department of Rehabilitation and Counselor Education. They select course work in collaboration with their minor area advisor, a faculty member from the area, and with approval of the curriculum plan committee.

MASTER’S THESIS PROJECT OR EQUIVALENT

Students are required to submit a previously conducted master’s thesis for faculty review and approval or to complete a new supervised experiential research project before taking comprehensive exams.

COMPREHENSIVE EXAMINATION

The comprehensive examination consists of an oral defense of the student’s portfolio, which covers six professional competency domains in counselor education, and an exam on the minor area. The comprehensive exam may be taken during the student’s final semester of course work, which typically includes an internship.

DISSERTATION

The major research project culminating in the doctoral thesis may be on any topic related to counseling and counselor education. The thesis advisor and the examining committee approve the topic and procedures at a formal prospectus meeting. The final oral examination on the thesis is conducted by the examining committee. Students usually earn 10 s.h. for dissertation work, but in some instances they may earn up to 15 s.h. The dissertation committee must include at least two counselor education and supervision faculty members.

ADMISSION

Applicants to any of the department’s graduate programs must meet the department’s general admission requirements; see "Admission" toward the end of this Catalog section. In addition, applicants to the Ph.D. program in counselor education and supervision must provide evidence of successful experience in counseling or a closely related profession. Applicants without experience may be admitted if their credentials indicate exceptional strengths.

Students may be admitted for fall, spring, or summer entry, but the department strongly advises application for fall entry. Consideration of applications begins January 15 for fall entry; all application materials should be received at the University by this date.

Ph.D.: Couple and Family Therapy

The Doctor of Philosophy program in couple and family therapy (CFT) requires a minimum of 92 s.h. of graduate credit. The program prepares professionals for couple and family therapy/marriage and family therapy leadership roles in academic and research settings, administration and supervision, and clinical delivery systems. It provides couple and family therapists the opportunity to master cutting-edge theoretical knowledge; research competencies at the most innovative levels; and advanced clinical, teaching, and supervisory skills.

Ph.D. students focus on three areas of advanced training: clinical practice, quantitative and qualitative research methods, and teaching and supervision. The program is flexible within the doctoral standards of the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy. Ph.D. graduates are expected to have sufficient knowledge and skill to teach and conduct research at colleges and universities; supervise other professionals; and provide clinical services to individuals, couples, and families. They also should have competencies to engage in and evaluate theory-based qualitative and/or quantitative research.

Credit for the Ph.D. program may include credit for relevant course work completed for a COAMFTE-accredited master’s degree program in couple and family therapy/marriage and family therapy or the equivalent.

Each student is required to submit a curriculum plan during the first two years of the program, before completing the comprehensive examination. The CFT faculty reviews each student annually; students must fulfill departmental requirements in order to continue in the program.

Work for the Ph.D. includes course work, a comprehensive exam, a clinical or academic internship, and a dissertation. Most students complete the program's required course work in two or three years and take one or two years to complete the internship and dissertation.

The program is designed to meet the accreditation standards of the COAMFTE.

The Ph.D. program in couple and family therapy requires the following work.

DEPARTMENT CORE

All of these:
Students must complete a clinical or academic internship.

RESEARCH AND STATISTICS
All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. Program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative research methods course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses. Course selection must be consistent with the following required statistics and research methods courses and with the student’s dissertation research.

PROGRAM REQUIREMENTS
07C:255 (RCE:7255) Advanced Career Development and Counseling 3 s.h.
07C:353 (RCE:7353) Advanced Counseling and Psychotherapy 3 s.h.
07C:357 (RCE:7357) Advanced Group Counseling and Psychotherapy 3 s.h.
07C:400 (RCE:7400) Seminar: Ethics and Issues in Counseling 3 s.h.
07C:338 (RCE:7338) Essentials of Qualitative Inquiry 3 s.h.
07C:438 (RCE:7438) Advanced Qualitative Research Seminar in Rehabilitation and Counselor Education 3 s.h.
07C:460 (RCE:7460) Seminar: Research in Counseling 3 s.h.
07C:461 (RCE:7461) Practicum in Research 3 s.h.
07P:243 (PSQF:6243) Intermediate Statistical Methods 4 s.h.
07P:246 (PSQF:6246) Design of Experiments 4 s.h.
07X:150 (EALL:5150) Introduction to Educational Research 3 s.h.

MINOR AREA
In collaboration with the advisor and the curriculum plan committee, each student plans a minor area and selects a minimum of 9 s.h. of course work for it.

MASTER’S THESIS PROJECT OR EQUIVALENT
During the first two years of the program, students whose master’s degree did not include an empirical master’s thesis must conduct and write up an empirical project that is equivalent to a master’s thesis.

COMPREHENSIVE EXAMINATION
The comprehensive examination consists of a portfolio the student has compiled during the program and its oral defense once course work has been completed.

INTERNSHIP
Students must complete a clinical or academic internship.

DISSERTATION
Work for the doctoral dissertation employs the student’s independent skills in conducting original research. The dissertation process is supervised by the student’s advisor. Depending on the student’s research questions, the dissertation may require quantitative, qualitative, or mixed methods and may involve data collection or the secondary analysis of an existing data set. The thesis advisor and the examining committee approve the topic and procedures at a formal prospectus meeting. The final oral examination on the thesis is conducted by the examining committee.

ADMISSION
Applicants to any of the department’s graduate programs must meet the department’s general admission requirements; see “Admission” toward the end of this Catalog section.

M.A.: Rehabilitation and Mental Health Counseling
The Master of Arts program in rehabilitation and mental health counseling requires a minimum of 60 s.h. of graduate credit. The program prepares professional counselors to provide assistance in psychological wellness, employment, independent living, and personal or economic development to persons with disabilities and other individuals who encounter barriers in meeting their own functional needs. It also prepares counselors in mental health counseling/psychiatric rehabilitation to obtain licensure as professionals who provide services in mental health settings.

Rehabilitation and mental health counselors work in a variety of settings, including public agencies such as state vocational rehabilitation programs and Veterans Affairs vocational rehabilitation programs; independent living centers; community-based rehabilitation centers and supported employment programs; private for-profit worker’s compensation and insurance rehabilitation agencies; and mental health agencies. They provide interventions designed to help persons with disabilities adapt to the demands of their environments. They also prepare the environments to accommodate the individual’s needs. Assessment, personal and vocational counseling, development of rehabilitation and treatment plans, case management, service coordination, psychosocial adjustment, job development, placement, and follow-up are typical services that rehabilitation and mental health counselors provide.

The M.A. program in rehabilitation and mental health counseling is accredited by the Council on Rehabilitation
Education (CORE). The program also is accredited in clinical mental health counseling by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of the M.A. program are eligible for certification by the Commission on Rehabilitation Counselor Certification (CRC) and the National Board for Certified Counselors. By completing the program’s course work, students also complete the courses they must take in order to apply for licensure as mental health counselors in Iowa.

Full-time students can complete the program in approximately 21 months (four semesters plus two summer sessions).

The M.A. curriculum blends academic work with supervised clinical experiences. Students take three semesters of practicum concurrently with academic courses. The program concludes with a full-time internship (40 hours per week) during a spring semester. Students are assigned to rehabilitation and community mental health agencies or facilities that meet CORE and CACREP accreditation standards and that have programs or clientele who match the student’s interests and educational objectives. Clinical placements require criminal background checks.

Supervised practicums, internships, and comprehensive examinations are not offered during summer sessions.

The M.A. program in rehabilitation and mental health counseling requires the following work.

**DEPARTMENT REQUIREMENTS**

All of these:

- **07C:202 (RCE:5202) Introduction to Group Counseling** 3 s.h.
- **07C:221 (RCE:5221) Theories of Counseling and Human Development Across the Life Span** 3 s.h.
- **07C:250 (RCE:5250) Multiculturalism in Helping Professions (or equivalent)** 3 s.h.
- **07C:270 (RCE:5270) Issues and Ethics in Counseling** 3 s.h.
- **07C:276 (RCE:5276) Research in Rehabilitation and Mental Health Counseling** 3 s.h.
- **07C:278 (RCE:5278) Applied Microcounseling** 3 s.h.

**PROGRAM REQUIREMENTS**

All of these:

- **07C:210 (RCE:5210) Rehabilitation Client Assessment** 3 s.h.
- **07C:241 (RCE:5241) Introduction to Rehabilitation and Mental Health Counseling** 3 s.h.
- **07C:247 (RCE:5247) Medical Aspects of Disability** 3 s.h.
- **07C:249 (RCE:5249) Psychiatric Disorders and Interventions** 3 s.h.
- **07C:341 (RCE:6341) Job Development Placement and Follow-up** 3 s.h.
- **07C:342 (RCE:6342) Psychosocial and Developmental Aspects** 3 s.h.

**CLINICAL PRACTICE**

All of these:

- **07C:348 (RCE:6348) Prepracticum in Rehabilitation and Mental Health Counseling** 3 s.h.
- **07C:349 (RCE:6349) Practicum in Rehabilitation and Mental Health Counseling** 3 s.h.
- **07C:350 (RCE:6350) Advanced Practicum in Rehabilitation and Mental Health Counseling** 3 s.h.
- **07C:352 (RCE:6352) Internship in Rehabilitation and Mental Health Counseling** 9-12 s.h.

**COMPREHENSIVE EXAMINATION**

The comprehensive examination consists of two exams totaling six hours: a three-hour departmental comprehensive examination and a three-hour written examination on the process and practice of rehabilitation and mental health counseling. Exams are offered only during fall and spring semesters.

**ADMISSION**

Applicants to any of the department’s graduate programs must meet the department’s general admission requirements; see “Admission” toward the end of this Catalog section.

No specific undergraduate major area of study is required for the M.A. program in rehabilitation and mental health counseling, but a major in one of the social sciences is considered good preparation. Applicants should have a good academic record and relevant experience, such as assisting individuals with disabilities. Postbaccalaureate work experience relevant to the field of rehabilitation and mental health counseling is preferred. The program encourages applications from persons traditionally underrepresented in the field, particularly those with a disability and/or members of minority or ethnic groups. Applicants also must meet the department’s admission requirements (see "Admission" later in this section). A personal interview is required, either in person or by telephone.

Applications for full-time study are accepted for summer session (June) entry; application deadline for full-time study is March 1. Applications for part-time study are accepted for fall and spring semesters and are considered when class space permits.

Students pursue a sequenced plan of study that begins in summer session. Although students may be admitted for any semester, the program highly recommends that full-time students begin in summer.

**Ph.D.: Rehabilitation Counselor Education**

The Doctor of Philosophy program in rehabilitation counselor education requires a minimum of 90 s.h. of graduate credit. The program prepares professionals for leadership roles in rehabilitation counselor education, research, administration, and service delivery systems. It provides rehabilitation counselors the opportunity to master knowledge; clinical, teaching, and supervisory skills; and research competencies at the most advanced levels.

Ph.D. students focus on three areas of advanced development: rehabilitation counselor education and supervision, research, and professional practice. The program is flexible, permitting students to pursue individualized plans of study within the required curriculum. Ph.D. graduates are expected to have sufficient knowledge and skill to teach at colleges and universities, supervise other professionals, and provide clinical services to clients. They also should have competencies to engage in and evaluate theoretical, qualitative, and quantitative research.
Each student is required to submit a curriculum plan. The rehabilitation counseling faculty reviews each student annually. Students must meet the department’s requirements in order to continue in the program.

The 90 s.h. required for the degree may include credit for relevant course work completed for a master’s degree. Students who have not completed a master’s degree in rehabilitation counseling must take appropriate masters-level courses or their equivalents. This combination of master’s and doctoral course work ensures exposure to vocational rehabilitation as well as to independent living rehabilitation and community-based counseling processes, concepts, programs, and services.

Most students complete their course work and comprehensive exam in three years and take a fourth year to complete the dissertation.

The Ph.D. program in rehabilitation counselor education requires the following work.

**DEPARTMENT CORE**

All of these:

- 07C:255 (RCE:7255) Advanced Career Development and Counseling (or equivalent) 3 s.h.
- 07C:353 (RCE:7353) Advanced Counseling and Psychotherapy 3 s.h.
- 07C:357 (RCE:7357) Advanced Group Counseling and Psychotherapy 3 s.h.
- 07C:400 (RCE:7400) Seminar: Ethics and Issues in Counseling 3 s.h.

**PROGRAM REQUIREMENTS**

Students are expected to have completed core rehabilitation counseling requirements during master’s degree work (see "M.A.: Rehabilitation and Mental Health Counseling" above). The advisor and program faculty determine which master’s-level courses must be taken to correct deficiencies. Students also must complete the following.

- 07C:360 (RCE:7360) Advanced Practicum in Counseling (section 001) 3 s.h.
- 07C:369 (RCE:7369) Advanced Seminar in Rehabilitation Counseling 3 s.h.
- 07C:380 (RCE:7380) Practicum in College Teaching 1-3 s.h.
- 07C:385 (RCE:7385) Teaching and Learning in Higher Education 3 s.h.
- 07C:450 (RCE:7450) Advanced Social Psychology of Disability 3 s.h.
- 07C:454 (RCE:7454) Supervision Theory and Practice 3 s.h.
- 07C:455 (RCE:7455) Practicum in Clinical Supervision 3 s.h.
- 07C:462 (RCE:7462) Advanced Practicum in Clinical Teaching 3 s.h.
- 07P:217 (PSQF:6217) Seminar in College Teaching 1-3 s.h.

**STATISTICS AND RESEARCH DESIGN**

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses. Course selections must be consistent with the following statistics and research design requirements and with the student’s dissertation research.

All of these:

- 07C:338 (RCE:7338) Essentials of Qualitative Inquiry 3 s.h.
- 07C:438 (RCE:7438) Advanced Qualitative Research Seminar in Rehabilitation and Counselor Education 3 s.h.
- 07C:460 (RCE:7460) Seminar: Research in Counseling 3 s.h.
- 07C:461 (RCE:7461) Practicum in Research 3 s.h.
- 07P:243 (PSQF:6243) Intermediate Statistical Methods 4 s.h.
- 07P:246 (PSQF:6246) Design of Experiments 4 s.h.
- 07X:150 (EALL:5150) Introduction to Educational Research (taken during first year in program) 3 s.h.

One additional advanced quantitative or qualitative course approved by the advisor.

**MINOR AREA**

Students plan a minor area in collaboration with their major advisor and curriculum plan committee. The minor area must be outside the department. Students select a minimum of 9 s.h. of course work in the minor area, in collaboration with their minor advisor and with the approval of their curriculum plan committee.

**COMPREHENSIVE EXAMINATION**

The comprehensive examination consists of three exams that total nine hours. They cover the department core (three hours), rehabilitation counseling—theory, practice, and research (three hours), and the minor area (three hours).

**DISSERTATION**

The dissertation is a major research study planned in collaboration with the student’s major advisor. At least two rehabilitation counseling faculty members serve on the dissertation committee; one of them chairs or co-chairs the committee.


**ADMISSION**

Applicants to any of the department’s graduate programs must meet the department’s general admission requirements; see "Admission" toward the end of this Catalog section.

Applicants to the Ph.D. program in rehabilitation counselor education should have a master’s degree in rehabilitation counseling or a related area and a graduate g.p.a. of 3.00 or higher. One year of full-time work experience in rehabilitation or a related field is strongly encouraged. Applicants should submit a written statement of purpose for pursuing the Ph.D. in rehabilitation counselor education and a statement of personal career objectives, official score on the Graduate Record Exam (GRE) General Test, and three letters of recommendation. A personal interview is required.

Applications are accepted for fall, spring, or summer entry; fall entry is strongly advised. Faculty consideration of applications begins January 15 for fall entry, November 15 for spring entry, and April 1 for summer entry.

**M.A.: School Counseling**

The Master of Arts program in school counseling requires a minimum of 54 s.h. of graduate credit. The program prepares individuals to work effectively as counselors in K-12 school settings. It is accredited by the Council
for Accreditation of Counseling and Related Educational Programs (CACREP).

Successful graduates are eligible for K-12 school counselor licensure in Iowa. Students may apply to the National Board for Certified Counselors at the completion of their programs. They also may earn an endorsement in talented and gifted education or a certificate from the Belin-Blank Center for Gifted Education by taking additional course work.

The M.A. program in school counseling emphasizes gifted education. During the first few semesters, students take core cognate courses, including course work on gifted education, and the microcounseling clinical skills laboratory. Then they enter a counseling practicum followed by an internship. Students who enter without teaching licensure are required to take additional course work in education [07B:103 (EPLS:3000) Foundations of Education, 07U:100 (EDTL:4900) Foundations of Special Education, and 07P:200 (PSQF:6200) Educational Psychology or equivalent] to meet school counselor licensure standards. Students are expected to complete at least 100 clock hours in practicum and 600 clock hours in internship activities in an approved school setting, under the supervision of an experienced licensed school counselor and a University faculty supervisor.

Students must complete program and department core courses as outlined on the Department of Rehabilitation and Counselor Education website before enrolling in 07C:300 (RCE:6300) Practicum in School Counseling for the spring session of their second year in the program. All students are required to complete a background check the spring before they enroll in the practicum. Students who are not licensed teachers must complete course work in education before enrolling in the practicum.

Each student's progress is reviewed periodically by the program faculty. Students who have successfully completed all prerequisites for 07C:300 (RCE:6300) Practicum in School Counseling are reviewed in the semester before they take the practicum course, to assure that they are prepared for it. During the summer, students are evaluated to assure their readiness for the internship 07C:321 (RCE:6321) Internship in Elementary School Counseling or 07C:322 (RCE:6322) Internship in Secondary School Counseling, which requires assignment in approved schools for the fall and/or spring semesters.

The M.A. program in school counseling requires the following work.

**REQUIRED COURSES**

The following schedule of required courses reflects a three-year program of study. Students who do not have teacher licensure are required to complete at least three additional courses in education before the third year of classes.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07C:137</td>
<td>Introduction to Educating Gifted Students</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07U:140</td>
<td>Characteristics of Disabilities</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07C:200</td>
<td>Professional School Counselor</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07C:202</td>
<td>Introduction to Group Counseling</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07C:203</td>
<td>Career Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07C:204</td>
<td>School Culture and Classroom Management for School Counselors</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07B:206</td>
<td>Research Process and Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07C:221</td>
<td>Theories of Counseling and Human Development Across the Life Span</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

07C:222 (RCE:5222) Counseling Children and Adolescents 3 s.h.
07C:223 (RCE:5223) Counseling Gifted and Talented Students 3 s.h.
07C:230 (RCE:5230) School Counseling Program Leadership and Management 3 s.h.
07C:250 (RCE:5250) Multiculturalism in Helping Professions 3 s.h.
07C:254 (RCE:5254) Assessment and Appraisal 3 s.h.
07C:256 (RCE:5256) Action Research: School-Based Field Research 3 s.h.
07C:278 (RCE:5278) Applied Microcounseling 3 s.h.
07C:300 (RCE:6300) Practicum in School Counseling 3 s.h.
07C:321 (RCE:6321) Internship in Elementary School Counseling 3 s.h.
07C:322 (RCE:6322) Internship in Secondary School Counseling 3 s.h.

**COMPREHENSIVE EXAMINATION**

All students are required to take comprehensive exams for the departmental core and for school counseling during their final semester of internship. Comprehensive exams include a written six-hour exam in the departmental core and school counseling. An oral exam also is required unless waived by the comprehensive exam committee.

**ADMISSION**

Applicants to any of the department’s graduate programs must meet the department’s general admission requirements; see "Admission" below. Applicants to the M.A. program in school counseling should have an undergraduate g.p.a. of 3.00 or higher. The department prefers that applicants have one year of teaching experience or successful experiences with children and/or adolescents, which they must document in a written statement. Graduate Record Examination (GRE) General Test scores must be on file at the University.

Applications are accepted for summer and fall entry and should be submitted by January 25th.

**Admission**

Applicants to any of the department’s degree programs must satisfy the following admission requirements. Applicants also must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Applicants must submit the following:

- a completed graduate application form;
- copies of official transcripts of all previous undergraduate and graduate college work;
- official report of Graduate Record Examination (GRE) General Test verbal and quantitative scores;
- a statement of the applicant’s reasons for seeking an advanced degree in the department, including a statement of personal career objectives;
- three current letters of recommendation from persons qualified to assess the applicant’s prospects for completing the M.A. or Ph.D. and to assess the applicant’s commitment to the profession.

The department may request a personal or telephone interview.
The following admission standards are considered for individual program admission decisions.

M.A. applicants should have an undergraduate g.p.a. of at least 3.00.

Ph.D. applicants should have a graduate g.p.a. of at least 3.00; those who have not been granted a graduate degree should have an undergraduate g.p.a. of at least 3.00.

International applicants must score at least 550 (paper-based) or 80 (internet-based) on the Test of English as a foreign language (TOEFL). The department may require applicants with lower TOEFL scores to complete University of Iowa course work in English language fluency. TOEFL scores must be submitted with the application for admission.

Typically, doctoral students are not admitted unless they have completed a master's degree in counseling or a related field. Relevant work experiences are important. Students who are accepted without a related master's degree must complete core master's-level course work before taking advanced Ph.D. courses. Required remedial courses and experiences are determined in consultation with the advisor and are included in a student's curriculum plan.

The criteria listed above are minimum standards for admission. Final admission decisions are made by faculty committees. Some of the department's degree programs have additional admission requirements; see the descriptions of the individual degree programs earlier in this Catalog section.

APPLICATION

For application materials, visit Iowa Graduate Admissions and the Department of Rehabilitation and Counselor Education web site.

Applications must be complete before they can be reviewed. Applicants are responsible for providing a complete application dossier; to check on whether an application dossier is complete, contact the College of Education Office of Education Services.

Applicants are notified in writing after their applications have been reviewed. Applicants who are accepted must reply in writing in order to maintain their admission status.

MAINTAINING GOOD STANDING

All graduate students must meet the following standards in order to remain in their degree programs and advance to candidacy and remain a candidate for a degree:

- maintain a g.p.a. of at least 3.00;
- successfully complete a practicum, internship, or equivalent professional experience;
- maintain professional behavior consistent with the American Counseling Association code of ethics and any additional code of professional ethics adhered to in any agency in which the student completes a practicum or internship;
- demonstrate progress toward the degree through successful completion of semester hours specified in the curriculum plan and active registration each session (exceptions may be approved by the advisor).

Each student’s academic and professional progress is reviewed annually. A written report is provided to the student and a copy is placed in his or her department file.

PROBATIONAL STATUS

M.A. and Ph.D. students who earn a cumulative g.p.a. lower than 3.00 are placed on probational status and are notified in writing. Students on probational status have two consecutive sessions to raise their grade-point average to the established standard. If that requirement is not met, the student may be removed from the program. Each student is allowed one probational status during his or her program of study.

Financial Support

Students in the department may apply for a wide variety of graduate assistantships. For example, many of the University’s student service units award graduate assistantships. Applicants for assistantships should contact the department or the coordinator of the particular graduate program they plan to enter.

Applicants seeking fellowships or assistantships should complete their applications as early as possible.

Facilities

An on-campus counseling suite serves as a laboratory for training. In addition, a wide variety of supervised clinical experiences are available in community agencies, schools, and colleges, as well as throughout the University. Internships may be completed at approved sites nationwide.

Courses

07C:029 (RCE:1029) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities).
Requirements: first- or second-semester standing.

07C:030 (RCE:1030) Belin-Blank Center First-Year Seminar 1 s.h.
Presentations and discussions by University resource experts and Belin-Blank Center for Gifted Education staff. Requirements: Belin-Blank Center student.

07C:081 (RCE:2081) Making a Vocational-Educational Choice 2-3 s.h.
Vocational decision-making process, self-evaluation, exploration of the world of work; for students who are uncertain about their educational and vocational goals.

07C:119 (RCE:4119) Family Issues in Giftedness 1 s.h.
Family dynamics and issues that arise when one or more children are identified as gifted; parent/child, sibling, school/family relationships.

07C:120 (RCE:4120) Psychology of Giftedness 3 s.h.
Theories of learning, child development, motivation; issues unique to gifted education. Same as 07P:120 (PSQF:4120).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>07C:121</td>
<td>Identification of Students for Gifted Programs</td>
<td>3 s.h.</td>
<td>Interpretation of standardized tests and other measurement instruments used to identify academic talent and program effectively for grades K-12; ability, aptitude, achievement tests; current issues in the uses of various instruments. Same as 07P:121 (PSQF:4121).</td>
</tr>
<tr>
<td>07C:123</td>
<td>Gender Issues and Giftedness</td>
<td>1 s.h.</td>
<td>Effect of gender on development of giftedness; differential needs of girls, boys; strategies for effective teaching, gender equity.</td>
</tr>
<tr>
<td>07C:124</td>
<td>Ethnic and Cultural Issues and Giftedness</td>
<td>1 s.h.</td>
<td>Effect of ethnicity and culture on development of giftedness; special needs of Black, Hispanic, Native American, and Asian gifted students; strategies for identification, programming.</td>
</tr>
<tr>
<td>07C:125</td>
<td>Counseling and Psychological Needs of the Gifted</td>
<td>1 s.h.</td>
<td>Psychological aspects of giftedness, counseling techniques appropriate for gifted children, adolescents; socio-emotional concerns, career development, underachievement. Same as 07P:125 (PSQF:4125).</td>
</tr>
<tr>
<td>07C:126</td>
<td>Cognitive and Affective Needs of Underachieving Gifted</td>
<td>1 s.h.</td>
<td>Diagnostic strategy for identifying types of underachievement, teaching and counseling interventions appropriate for each. Same as 07P:126 (PSQF:4126).</td>
</tr>
<tr>
<td>07C:127</td>
<td>Research and Theory in Talent/Giftedness</td>
<td>1 s.h.</td>
<td>Biennial research symposium. Same as 07P:127 (PSQF:4127).</td>
</tr>
<tr>
<td>07C:128</td>
<td>Advanced Leadership Seminar in Gifted Education</td>
<td>1 s.h.</td>
<td>Development of administrative policies and programming based on empirical research; for experienced leaders in gifted education.</td>
</tr>
<tr>
<td>07C:129</td>
<td>Creativity: Issues and Applications in Gifted Education</td>
<td>1 s.h.</td>
<td>Theories that underpin contemporary definitions of creativity; instruments developed to measure creativity; activities in the school environment that enhance or inhibit student creativity. Same as 07P:129 (PSQF:4129).</td>
</tr>
<tr>
<td>07C:130</td>
<td>Human Sexuality</td>
<td>3 s.h.</td>
<td>How young adults experience, discuss, and engage in sex; short essays.</td>
</tr>
<tr>
<td>07C:131</td>
<td>Loss, Death, and Bereavement</td>
<td>3 s.h.</td>
<td>Psychological study of death, grief, loss, bereavement, and coping from a multidimensional and multidisciplinary perspective; loss and grief as natural experiences that are not often explicitly discussed; overview of topics relating to death, including multicultural attitudes toward death, death practices, theories on loss and bereavement, and grieving throughout the life cycle; hospice and palliative care, suicide, and making meaning of life out of death; development of critical thinking skills by engaging in empirically-based discussions.</td>
</tr>
<tr>
<td>07C:132</td>
<td>Introduction to Addictions and Impulse Control Disorders</td>
<td>3 s.h.</td>
<td>Exploration of addictions and impulse control disorders; legal, social, physical, and emotional issues related to addictions and impulse control disorders.</td>
</tr>
<tr>
<td>07C:135</td>
<td>Marriage and Family Interaction</td>
<td>3 s.h.</td>
<td>Contemporary American marriage, family relationships; mate selection.</td>
</tr>
<tr>
<td>07C:136</td>
<td>Introduction to Couple and Family Therapy</td>
<td>3 s.h.</td>
<td>Evolution of the family therapy movement and issues related to functional and dysfunctional family systems; significant models of family therapy and specific techniques.</td>
</tr>
<tr>
<td>07C:137</td>
<td>Couple and Family Therapy Skills</td>
<td>3 s.h.</td>
<td>Experience working with families as human systems; skills that family therapists use in their work with couples and families.</td>
</tr>
<tr>
<td>07C:138</td>
<td>Trauma Across the Lifespan</td>
<td>3 s.h.</td>
<td>Current theory and practice models related to trauma and crisis intervention; overview of multi-system level definitions of trauma experience (historical, individual, interpersonal, family, organizational, community, global); various approaches to trauma response theory; unique contributions that counselors offer (strength, resiliency, coping); commitments to multicultural and systems factors; macro- to micro-level understanding of trauma.</td>
</tr>
<tr>
<td>07C:139</td>
<td>Positive Psychology</td>
<td>3 s.h.</td>
<td>Promotion of human potential as a focus for counseling professionals that provides a supplement to diagnosis and treatment of pathology; how to achieve happiness, resilience, wellness, and life satisfaction through enhancement of human strengths and virtues.</td>
</tr>
<tr>
<td>07C:140</td>
<td>Motivational Interviewing</td>
<td>3 s.h.</td>
<td>Motivational Interviewing (Miller &amp; Rollnick) and the stages of change model.</td>
</tr>
<tr>
<td>07C:141</td>
<td>Child Abuse: Assessment, Intervention, and Advocacy</td>
<td>3 s.h.</td>
<td>Preparation for work involving abused children or child abuse issues; appropriate for careers in counseling, education, health sciences, law, psychology, social work, and so forth; interactive approach.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>07C:177</td>
<td>Life After War: Post-Deployment Issues</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequently experienced post-deployment issues from a biological</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>perspective in order to provide a deeper understanding of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>natural consequences of combat: scholastic preparedness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>component designed to enhance effective studying, academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>retention, and success; utilization of the unique nature of a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>veteran-only environment by drawing upon veteran strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>such as camaraderie and teamwork to approach group projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirements: Operation Iraqi Freedom, Operation Enduring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freedom, or Operation New Dawn veteran standing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:178</td>
<td>Microcounseling</td>
<td>1.3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic skills of listening, responding, empathy, focus; advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>skills of meaning, confrontation, reframing, directives, action</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:179</td>
<td>Sexuality Within the Helping Profession</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationship between sexuality and mental health; varied ethical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and professional issues in sex therapy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:180</td>
<td>Topical Seminar for Helping Professionals</td>
<td>arr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics for the continuing education of counselors and related</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>professionals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:181</td>
<td>ePortfolio Production</td>
<td>1-2 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience producing an ePortfolio and uploading it to the Internet;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>practical experience using digital tools, content and design related</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to ePortfolio production; experience using a web browser and access</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to the Internet and to a digital camera or scanner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirements: able to perform basic computer functions and use a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Wide Web browser.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:185</td>
<td>Introduction to Substance Abuse</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theories of addiction and pharmacology of psychoactive drugs; legal,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>familial, biological, multicultural, historical issues related to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>substance use and misuse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:187</td>
<td>Introduction to Assistive Technology</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How assistive technology can be used for attainment of goals in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>education or work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Same as 07U:187 (EDTL:4987).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:188</td>
<td>Practicum in Teaching and Curriculum Development in Gifted Education</td>
<td>1-6 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience in developing course materials for classes offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>through the Belin-Blank Center for Gifted Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Same as 07U:188 (EDTL:4188).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:190</td>
<td>Group Processes for Related Professions</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small-group procedures for personal and organizational development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in educational settings; discussions of theoretical and ethical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>issues, multicultural considerations, and research findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>supplemented with demonstrations; participation in a personal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>growth group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:191</td>
<td>Advocacy: Awareness, Assertiveness, and Activism</td>
<td>arr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to advocacy skills—communicate, convey, negotiate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or assert interests, desires, needs, and rights for self or others;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>opportunity to design and implement a plan of change; ecological</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>model of human interaction that suggests a person must be viewed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>within context of his or her environment(s); how having power on a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>personal and social level impacts one’s environment and is central</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to a person’s well-being; advocacy as a central function of helping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>professions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:192</td>
<td>Group Leadership in Human Sexuality</td>
<td>0-3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to teach human sexuality; how to help students achieve an</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>open-minded yet responsible attitude toward their own and others’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sexuality. Prerequisites: 07C:130 (RCE:4130).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:193</td>
<td>Individual Instruction--Undergraduate</td>
<td>arr.</td>
<td></td>
</tr>
<tr>
<td>07C:194</td>
<td>Interpersonal Effectiveness</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paradigms and techniques that enhance interpersonal relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:195</td>
<td>Ethics in Human Relations and Counseling</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Morality and ethics; ethical issues; models and techniques for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>effective ethical decision making in personal and professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>interactions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:197</td>
<td>Citizenship in a Multicultural Society</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human relationships in the context of societal oppressions such as</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>racism, sexism, able-bodyism, and heterosexism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:199</td>
<td>Counseling for Related Professions</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling theories and techniques; ethical and multicultural</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>considerations; small-group discussions, demonstrations, lectures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:200</td>
<td>Professional School Counselor</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional identity of school counselors, K-12 school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>counseling program delivery systems, legal and ethical issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirements: admission to school counseling program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:202</td>
<td>Introduction to Group Counseling</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research, theory, ethics, planning, and practice in group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>counseling; leadership styles and multicultural considerations;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>group participation. Prerequisites: 07C:221 (RCE:5221).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: 07C:278 (RCE:5278).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirements: rehabilitation and counselor education enrollment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:203</td>
<td>Career Development</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparation for counselors and student affairs professionals; career</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>development concepts and theories, family and work, career</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>counseling goals and objectives, exemplary techniques and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>materials, career program planning, evaluation procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirements: rehabilitation and counselor education enrollment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07C:204</td>
<td>School Culture and Classroom Management for School Counselors</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>
|             | }}
American public elementary and secondary schools and the school counselor’s role; classroom management for school counselors.

07C:210 (RCE:5210) Rehabilitation Client Assessment
3 s.h.
Process and practice of assessing persons with disabilities for rehabilitation plan development and decision making; multicultural and ethical considerations.

07C:221 (RCE:5221) Theories of Counseling and Human Development Across the Life Span
3 s.h.

07C:222 (RCE:5222) Counseling Children and Adolescents in Schools
3 s.h.
Theory and practice of school-based counseling interventions; child and adolescent development; prevention; special topics. Prerequisites: 07C:221 (RCE:5221) or 07C:278 (RCE:5278).

07C:223 (RCE:5223) Counseling Gifted and Talented Students
3 s.h.
Learning theories and best practices related to school counseling of gifted and talented students; academic, career, and personal/social development. Prerequisites: 07C:137 (RCE:4137).

07C:226 (RCE:5226) Assessment of Giftedness
3 s.h.
Training and practice in assessment of gifted children. Same as 07P:226 (PSQF:5226).

07C:230 (RCE:5230) School Counseling Program Leadership and Management
3 s.h.
Comprehensive K-12 school counseling program components and structures; program leadership, planning, accountability; behavioral consultation and collaboration; ethical, multicultural, family considerations. Corequisites: 07C:321 (RCE:6321) or 07C:322 (RCE:6322).

07C:236 (RCE:6236) Counseling and Psychotherapy for Persons with Disabilities
3 s.h.
Preparation for future psychologists and counselors to work with persons with disabilities throughout the lifespan; examination of disability issues within the context of present and past theoretical constructs. Requirements: enrollment in psychological and quantitative foundations or rehabilitation and counselor education. Same as 07P:236 (PSQF:6236).

07C:237 (RCE:5237) Seminar in Gifted Education
2-3 s.h.
Teaching and counseling needs of gifted students K-12; intensive 10-day residential program. Requirements: work as teacher with Belin Fellowship.

07C:238 (RCE:5238) Advanced Seminar in Gifted Education
1 s.h.
Supervisory, administrative, and research issues; fellowships for seminar participants. Prerequisites: 07C:237 (RCE:5237).

07C:241 (RCE:5241) Introduction to Rehabilitation and Mental Health Counseling
3 s.h.
Historical, philosophical, legislative, societal, and multicultural overview of rehabilitation and mental health process and practice in community-based settings; roles of rehabilitation and mental health professionals, nature of agencies, resources, contemporary issues and ethics.

07C:247 (RCE:5247) Medical Aspects of Disability
3 s.h.
Medical evaluation as part of the rehabilitation process; body systems, medical terminology, medical description of disabilities; functional limitations; projection of potential for rehabilitation and mental health applied to planning and placement.

07C:248 (RCE:5248) Diagnosis and Treatment Planning for Psychiatric Rehabilitation
3 s.h.
Psychiatric conditions, their diagnostic criteria using the DSM-IV-TR, treatment planning considerations; medical and psychiatric rehabilitation models, interrelationship in providing services to persons with psychiatric disabilities; functional assessment and client-driven rehabilitation planning for community reintegration. Requirements: rehabilitation and counselor education enrollment.

07C:249 (RCE:5249) Psychiatric Disorders and Interventions
3 s.h.
Description, classification, and theoretical perspectives related to psychiatric disorders; models of intervention in community-based settings.

07C:250 (RCE:5250) Multiculturalism in Helping Professions
3 s.h.
Theory and application of multicultural competency in the helping professions; ethical treatment of clients in the context of a multicultural and life-span vocational behavior; theories of vocational choice, adjustment, development in a multicultural world.

07C:254 (RCE:5254) Assessment and Appraisal
3 s.h.
Didactic experiences related to individual and group assessment and appraisal; for school professionals.

07C:255 (RCE:7255) Advanced Career Development and Counseling
3 s.h.
Major concepts and research evidence about life-span vocational behavior; theories of vocational choice, adjustment, development in a multicultural world.

07C:256 (RCE:5256) Action Research: School-Based Field Research
3 s.h.
Field-based research experiences in school settings; students conceptualize, design, conduct, and articulate school-based research findings. Prerequisites: 07C:254 (RCE:5254).

07C:262 (RCE:5262) Advanced Couple and Family Therapy
3 s.h.
Introduction to counseling theory, ethics, and techniques as applied to problems of marriage and the family over the life span; multicultural considerations. Requirements: advanced graduate standing. Recommendations: 07C:162 (RCE:4162).

07C:263 (RCE:6263) Consultation Theory and Practice
3 s.h.
Same as 07P:263 (PSQF:6263).
07C:270 (RCE:5270) Issues and Ethics in Counseling 3 s.h.
Ethical standards and decision making; current issues; ethical, legal, and multicultural considerations for counseling in agencies and schools; emphasis on professional practice.

07C:276 (RCE:5276) Research in Rehabilitation and Mental Health Counseling 3 s.h.
Current state of counseling practice and emphasis on accountability as a professional quality; need for counselors to be knowledgeable and skillful in identifying and using "what works" in counseling endeavors; introduction to major principles, concepts, and practices in social science research, including program evaluation; preparing counselors-in-training as future research consumers. Recommendations: rehabilitation and mental health counseling major.

07C:278 (RCE:5278) Applied Microcounseling 3 s.h.
Development of basic and advanced counseling skills; preparation for work in education and community settings.

07C:280 (RCE:5280) Topical Seminar in RCE arr.
Special topics dealing with contemporary problems of concern to counselors in specific settings.

07C:293 (RCE:6293) Individual Instruction--Graduate arr.

07C:300 (RCE:6300) Practicum in School Counseling 3 s.h.
Supervised experience counseling and consulting in elementary and secondary school settings. Requirements: completion of school counseling core courses.

07C:311 (RCE:7311) Practicum in Counseling and Psychological Services for Gifted Students 1-6 s.h.
Prerequisites: 07C:178 (RCE:4178). Requirements: course work in counseling education, counseling psychology, school psychology, educational psychology, or related fields. Same as 07P:311 (PSQF:7311).

07C:321 (RCE:6321) Internship in Elementary School Counseling 3 s.h.
Supervised placement in an elementary school setting; performance of tasks, responsibilities of an elementary school counselor. Prerequisites: 07C:300 (RCE:6300). Requirements: completion of all required school counseling courses.

07C:322 (RCE:6322) Internship in Secondary School Counseling 3 s.h.
Supervised placement in a secondary school setting; performance of tasks, responsibilities of a secondary school counselor. Prerequisites: 07C:300 (RCE:6300). Requirements: completion of all required school counseling courses.

07C:323 (RCE:6323) Internship in Middle School Counseling 3 s.h.
Supervised placement in a middle school setting; performance of tasks and responsibilities of a middle school counselor. Prerequisites: 07C:300 (RCE:6300). Requirements: completion of all required school counseling courses.

07C:331 (RCE:6331) Internship in Community Counseling 3 s.h.
Supervised experience counseling and consulting in community settings. Prerequisites: 07C:322 (RCE:6322). Requirements: completion of all required school counseling courses.

07C:338 (RCE:7338) Essentials of Qualitative Inquiry 3 s.h.
Principles, processes of qualitative research in education; methods of design, data collection and analysis, interpretation, trustworthiness. Requirements: Ph.D. enrollment and introductory research course.

07C:341 (RCE:6341) Job Development Placement and Follow-up 3 s.h.
Obtaining appropriate jobs for individuals with disabilities who have received rehabilitation services; client, counselor, employer, job specifications.

07C:342 (RCE:6342) Psychosocial and Developmental Aspects 3 s.h.
Dynamics of adjustment and coping for persons with chronic illness or those with disabilities through the life span; somatopsychological, psychosocial, and developmental perspectives on disability.

07C:347 (RCE:7347) Home/School/Community: System Interventions 3 s.h.
Interventions used by school and support system personnel; focus on work with parents, siblings. Same as 07P:347 (PSQF:7347).

07C:348 (RCE:6348) Prepracticum in Rehabilitation and Mental Health Counseling 3 s.h.
Counseling laboratory to promote knowledge, skills, and awareness of effective and ethical counseling methods, and fundamentals of helping relationships and case management. Prerequisites: 07C:221 (RCE:5221). Corequisites: 07C:278 (RCE:5278).

07C:349 (RCE:6349) Practicum in Rehabilitation and Mental Health Counseling arr.
Experience in a community agency serving individuals with disabilities and mental health disorders, supervised by a certified rehabilitation counselor in an approved site. Prerequisites: 07C:348 (RCE:6348).

07C:350 (RCE:6350) Advanced Practicum in Rehabilitation and Mental Health Counseling 3 s.h.
Experience to enhance competency in agencies and with persons represented in the student’s specialty area. Prerequisites: 07C:349 (RCE:6349).

07C:352 (RCE:6352) Internship in Rehabilitation and Mental Health Counseling arr.
Full-time clinical experience in rehabilitation and mental health settings; training in wide range of rehabilitation and mental health functions under supervision of a qualified M.A. counselor with appropriate credentials. Prerequisites: 07C:350 (RCE:6350).

07C:353 (RCE:7353) Advanced Counseling and Psychotherapy 3 s.h.
Theories, techniques, and ethics of counseling clients with personal and interpersonal problems; ethical and multicultural considerations.

07C:357 (RCE:7357) Advanced Group Counseling and Psychotherapy 3 s.h.
Theories and techniques of group counseling and psychotherapy; integration of theory, experience, and research in group counseling; ethical and multicultural considerations.

**07C:360 (RCE:7360) Advanced Practicum in Counseling**
Supervised practice in counseling; intensive analysis of counselor ethics, styles, methods. Advanced graduate standing in counselor education and consent of instructor required. Prerequisites: 07C:221 (RCE:5221). Requirements: Ph.D. enrollment, advanced graduate standing in counselor education, and counseling introductory practicum; and concurrent enrollment in 07C:249 (RCE:5249) for rehabilitation counselor education student.

**07C:361 (RCE:7361) Advanced Practicum in Couple and Family Therapy**
Opportunity to accumulate client contact and supervision hours towards graduation and licensure; conceptual and executive skills, observational skills and abilities to work as a member of a therapeutic team, awareness of how personal growth and development as a therapist impacts work with clients, comfort and motivation to learn multiple training levels provided, creation of collaborative and supportive atmosphere on all practicum levels. Requirements: enrollment in couple and family therapy program.

**07C:369 (RCE:7369) Advanced Seminar in Rehabilitation Counseling**
Philosophy, theory, research base, practice of rehabilitation counseling; psychology; ethical and multicultural considerations; relationship to disability studies; psychological aspects of disability, client assessment, history, systems, contemporary issues.

**07C:380 (RCE:7380) Practicum in College Teaching**
Supervised college teaching experience in counselor education courses; teaching in collaboration with faculty, observation and critiques of teaching, participation in course planning and evaluation procedures; ethical and multicultural considerations.

**07C:385 (RCE:7385) Teaching and Learning in Higher Education**
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as 07P:385 (PSQF:6235), 07B:385 (EPLS:7385), 650:385 (GRAD:7385), 07S:384 (EDTL:7385).

**07C:393 (RCE:6393) M.A. Thesis**

**07C:394 (RCE:6394) M.A. Equivalency Research**
Preparation for comprehensive examination.

**07C:400 (RCE:7400) Seminar: Ethics and Issues in Counseling**
Ethical, professional, and contemporary issues in counseling practice, education, and research. Requirements: rehabilitation and counselor education Ph.D. enrollment.

**07C:404 (RCE:7404) Seminar in Child and Adolescent Intervention Research**
Review and analysis of pertinent literature in area of child and adolescent intervention research; stage 1-3 clinical trials and federal funding process of intervention research in family therapy and family psychology fields; focus on published outcome studies in areas of childhood disorders, Filial Therapy, Functional Family Therapy, Multisystemic Therapy, and Multi-Dimensional Family Therapy; published and unpublished outcome studies of six research groups within the last ten years and their federally funded research projects. Prerequisites: 07C:262 (RCE:5262).

**07C:438 (RCE:7438) Advanced Qualitative Research Seminar in Rehabilitation and Counselor Education**
Exploration of qualitative research at advanced theoretical, practical, and technical level, inside and outside a typical classroom environment; scholarly discussions. Prerequisites: 07C:338 (RCE:7338).

**07C:440 (RCE:7440) Seminar in Family-Based Play Therapy Interventions**
Inclusion of children in family therapy sessions; varied therapeutic strategies to effectively work with young children and their parents; employment of developmental lens (therapeutic techniques largely depend on children’s age and developmental stage) and theoretical lens (many techniques are linked to certain theoretical approaches); development of therapeutic skills with application of varied therapeutic approaches in clinical work; does not train students to become play therapists and/or child therapists. Prerequisites: 07C:262 (RCE:5262).

**07C:444 (RCE:7444) Qualitative Research in the Multicultural Context**
Exploration of qualitative research in multicultural context; application of knowledge gained in introductory qualitative courses; utilization of qualitative skill sets for completion of a multicultural-focused project; multicultural field research project which may involve travel or virtual connections outside of regular class time; field experience projects with online problem-based learning activities, consultation, and virtual supervised small group work. Prerequisites: 07P:235 (PSQF:6235), 07C:250 (RCE:5250), and 07C:338 (RCE:7338).

**07C:448 (RCE:7448) Integrated Developmental Theory and Counseling**
Advanced issues, theoretical perspectives, and research in human development across the life span; influential theories in human development; related implications for counseling, supervision, and research; integrated understanding of perspectives through position papers, reflection papers, and research proposal project. Requirements: graduate standing in rehabilitation and counselor education.

**07C:450 (RCE:7450) Advanced Social Psychology of Disability**
Disability issues from individual and societal perspectives; psychosocial aspects of disability and disability studies; seminar. Requirements: Ph.D. enrollment.

**07C:451 (RCE:7451) Advanced Multiculturalism**
Impact of culture, race, ethnicity, and intersections of identity on counseling in higher education and student affairs settings. Prerequisites: 07C:250 (RCE:5250).

**07C:454 (RCE:7454) Supervision Theory and Practice**
Conceptual models, ethics, multicultural considerations, research, and program design for counselor supervision and consultation.

**07C:455 (RCE:7455) Practicum in Clinical Supervision**
Supervision of students enrolled in counseling practicum. Prerequisites: 07C:454 (RCE:7454).

**07C:457 (RCE:7457) Seminar: Professional Orientation to Counselor Education and Supervision**
Professional orientation issues in counselor education and supervision; related documents, bylaws, professional expectations.

**07C:458 (RCE:7458) Seminar: Current Issues and Trends in Counselor Education and Supervision**
Recent trends, including debates and findings in literature related to best practices for the profession.

**07C:459 (RCE:7459) Seminar: Leadership and Advocacy in Counselor Education and Supervision**
Leadership principles and theories, including applications to counselor education; student leadership potential and skills explored through self-reflective model.

**07C:460 (RCE:7460) Seminar: Research in Counseling**
Methods, examples, ethics, multicultural issues, problems of counseling research. Requirements: Ph.D. enrollment.

**07C:461 (RCE:7461) Practicum in Research**
Experience designing and implementing research relevant to student’s plan of study, under supervision of rehabilitation and counselor education faculty member.

**07C:462 (RCE:7462) Advanced Practicum in Clinical Teaching**
Preparation for doctoral students to conduct didactic and experiential learning opportunities with counselors in training. Prerequisites: 07C:454 (RCE:7454).

**07C:465 (RCE:7465) Internship in Counselor Education**
Supervised experience in professional counseling, counselor supervision, consultation, teaching counseling; field placement and seminar.

**07C:493 (RCE:7493) Ph.D. Thesis**
arr.
Science Education

Coordinator

- Brian Hand

Affiliated faculty

- Richard Cary (Teaching and Learning), George W. Cossman (Teaching and Learning), John Dunkhase (Teaching and Learning), M. Leslie Flynn (Teaching and Learning), Cory Forbes (Teaching and Learning), Brian Hand (Teaching and Learning), Ted Neal (Teaching and Learning), Soonhye Park (Teaching and Learning), Edward L. Pizzini (Teaching and Learning), Daniel S. Sheldon (Teaching and Learning), John T. Wilson (Teaching and Learning), Robert E. Yager (Teaching and Learning)

Undergraduate major: science education

Graduate degrees: M.A.T. in science education; M.S. in science education; Ph.D. in science education

Web site: http://www.education.uiowa.edu/teach/scied/home

The Science Education Program provides preparation in more than one discipline of science; a consideration of science from a philosophical, historical, and sociological perspective; an introduction to applied science (technology); and an education sequence.

Program planning in science education requires the cooperation and involvement of a variety of University departments and colleges. Most of the program's requirements are drawn from courses offered by these varied academic units.

Undergraduate Program of Study

- Major in science education (Bachelor of Science)

The major in science education is interdisciplinary. It is intended for students interested in education; it is not intended to prepare students for advanced study in one area of science. When graduates of the Science Education Program elect to pursue graduate study in a specific area of science, they often must complete additional course work in that discipline after they are admitted to the Graduate College.

Students majoring in science education earn a Bachelor of Science degree, which is awarded by the College of Liberal Arts and Sciences.

SPECIAL RULES

The Science Education Program may involve many faculty advisors and more than one college or department. Consequently, the following special rules apply to science education students.

At least 10 s.h. of graded credit in science must be earned at The University of Iowa.

No credit from the CLEP Natural Science General Examination may be applied toward the major in science education.

Courses for the major may not be taken pass/nonpass. Grades from all courses applied toward the science education major are used in computing a student's grade-point average in the major, both at The University of Iowa and overall.

Since mathematics forms an integral part of so many aspects of modern science, all-science education students are urged to complete appropriate advanced courses in both pure and applied mathematics (including statistics and computer science) so that they may be qualified to do graduate work and qualitative research later.

Bachelor of Science

The Bachelor of Science with a major in science education requires a minimum of 120 s.h., including at least 48-50 s.h. of work for the major. The curriculum includes courses offered by science departments in the College of Liberal Arts and Sciences, science applications courses, and courses in the history, philosophy, and sociology of science. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

Students who complete science education the major gain:

- knowledge in two or more areas of science;
- a specified proficiency in mathematics as a tool of science (with more mathematics study required for the physical science emphases than for the biological ones);
- a view of science from a historical/philosophical/cultural perspective; and
- experience with the application of scientific knowledge.

The major offers five emphasis areas: all-science, biology, chemistry, earth science, and physics.

The all-science emphasis area is open only to students who will earn teacher licensure and would like equal preparation in biology, chemistry, earth science, and physics. Students who choose the all-science emphasis area do not choose a secondary emphasis area. They must complete all requirements for teacher licensure in order to graduate in the all-science emphasis area.

Students who do not choose the all-science emphasis area may elect whether or not to earn teacher licensure. They choose a primary and a secondary emphasis area from biology, chemistry, earth science, and physics, acquiring depth in the primary emphasis area equivalent to six semesters of sequential study and preparation in the secondary area equivalent to four semesters of sequential study.

All science education students must complete the requirements for their emphasis area(s) plus the broad field science block. Those who wish to earn teacher licensure also must complete the College of Education's Teacher Education Program (TEP), including the 48 s.h. professional education sequence; see "B.S. with Teacher Licensure" later in this section.

The major in science education requires the following course work.

ALL-SCIENCE EMPHASIS AREA

Students who choose the all-science emphasis area do not choose a secondary emphasis area. They complete a minimum of 48 s.h. for the major, including at least 36 s.h. in the following course work (at least 9 s.h. in each of the four science disciplines—biology, chemistry, earth science, and physics), plus 12 s.h. in the broad field science block. They also must complete all requirements for teacher licensure (see "B.S. with Teacher Licensure" below).

Biology—at least 9 s.h. from these:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:031</td>
<td>BIOL:1411 Foundations of Biology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:032</td>
<td>BIOL:1412 Diversity of Form and Function</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:099</td>
<td>BIOL:2211 Genes, Genomes, and the Human Condition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:131</td>
<td>BIOL:3172 Evolution</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:134</td>
<td>BIOL:2673 Ecology</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>027:130</td>
<td>HHP:3500 Human Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>0002:031</td>
<td>CHEM:1110 Principles of Chemistry I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>0002:012</td>
<td>CHEM:1120 Principles of Chemistry II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>0004:021</td>
<td>CHEM:2011 Basic Measurements</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>0004:121</td>
<td>CHEM:2210 Organic Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>0004:122</td>
<td>CHEM:2220 Organic Chemistry II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:003</td>
<td>GEOS:1030 Introduction to Earth Science</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>012:004</td>
<td>GEOS:1040 Evolution and the History of Life</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>012:005</td>
<td>GEOS:1050 Introduction to Geology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>012:008</td>
<td>GEOS:1080 Introduction to Environmental Science</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>012:107</td>
<td>GEOS:3070 Marine Ecosystems and Conservation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:112</td>
<td>GEOS:4831 Geologic Field Methods</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>029:006</td>
<td>PHYS:1200 Physics of Everyday Experience</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>029:050</td>
<td>ASTR:1070 Stars, Galaxies, and the Universe</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>029:011</td>
<td>PHYS:1511 College Physics I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>029:027</td>
<td>PHYS:1701 Physics I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>029:081</td>
<td>PHYS:1611 Introductory Physics I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>029:012</td>
<td>PHYS:1512 College Physics II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>029:028</td>
<td>PHYS:1702 Physics II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>029:082</td>
<td>PHYS:1612 Introductory Physics II</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>004:011</td>
<td>CHEM:1110 Principles of Chemistry I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>004:012</td>
<td>CHEM:1120 Principles of Chemistry II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>004:121</td>
<td>CHEM:2210 Organic Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:122</td>
<td>CHEM:2220 Organic Chemistry II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:125</td>
<td>CHEM:3250 Inorganic Chemistry (spring)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>004:141</td>
<td>CHEM:2410 Organic Chemistry Laboratory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:111</td>
<td>CHEM:3110 Analytical Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:131</td>
<td>CHEM:4431 Physical Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:110</td>
<td>BIOL:3110 Biochemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>0002:081</td>
<td>BIOL:1311 Human Genetics in the Twenty-First Century</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>0002:128</td>
<td>BIOL:2512 Fundamental Genetics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:103</td>
<td>BIOL:2374 Biogeography</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:134</td>
<td>BIOL:2673 Ecology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:022</td>
<td>BIOL:1370 Understanding Evolution</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:131</td>
<td>BIOL:3172 Evolution</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:124</td>
<td>BIOL:3343 Animal Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:130</td>
<td>HHP:3500 Human Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:104</td>
<td>BIOL:3233 Introduction to Developmental Biology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:114</td>
<td>BIOL:2723 Cell Biology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:117</td>
<td>BIOL:3363 Plant Developmental Biology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:110</td>
<td>BIOL:3110 Biochemistry</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**CHEMISTRY EMPHASIS AREA**

Students who choose chemistry as their primary emphasis area complete a minimum of 49 s.h. for the major, including 22 s.h. in the following chemistry course work plus at least 15 s.h. in a secondary emphasis area (biology, earth science, or physics) and 12 s.h. in the broad field science block. With their advisor’s permission, students may include a science applications course in their secondary emphasis area.

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:011</td>
<td>CHEM:1110 Principles of Chemistry I</td>
<td>8 s.h.</td>
</tr>
<tr>
<td>004:121</td>
<td>CHEM:2210 Organic Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:122</td>
<td>CHEM:2220 Organic Chemistry II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:125</td>
<td>CHEM:3250 Inorganic Chemistry (spring)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>004:141</td>
<td>CHEM:2410 Organic Chemistry Laboratory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:111</td>
<td>CHEM:3110 Analytical Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:131</td>
<td>CHEM:4431 Physical Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>099:110</td>
<td>BIOL:3110 Biochemistry</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**EARTH SCIENCE EMPHASIS AREA**

Students who choose earth science as their primary emphasis area complete a minimum of 49 s.h. for the major, including at least 22 s.h. in the following earth science course work plus at least 15 s.h. in a secondary emphasis area (biology, chemistry, or physics) and 12 s.h. in the broad field science block. With their advisor’s permission, students may include a science applications course in their secondary emphasis area.

Both of these:
One of these:

012:004 (GEOS:1040) Evolution and the History of Life 4 s.h.
012:008 (GEOS:1080) Introduction to Environmental Science 4 s.h.

One of these:

012:003 (GEOS:1030) Introduction to Earth Science 3-4 s.h.
012:005 (GEOS:1050) Introduction to Geology 4 s.h.

One of these:

012:100 (GEOS:3000) Geologic Training Assignment 3 s.h.
012:112 (GEOS:4831) Geologic Field Methods 3 s.h.
012:130 (GEOS:3300) Sedimentary Geology 4 s.h.
012:132 (GEOS:3840) Structural Geology 4 s.h.

One of these:

012:102 (GEOS:3020) Earth Surface Processes 3 s.h.
012:121 (GEOS:3210) Principles of Paleontology 3 s.h.
012:136 (GEOS:3360) Soil Genesis and Geomorphology 3 s.h.

One of these:

012:114 (GEOS:3140) Energy and the Environment 3 s.h.
044:005 (GEOG:1050) Foundations of GIS 3 s.h.
044:180 (GEOG:4010) Field Methods in Physical Geography 3-4 s.h.

One of these:

012:107 (GEOS:3070) Marine Ecosystems and Conservation 3 s.h.
012:108 (GEOS:3080) Introduction to Oceanography 2 s.h.

Additional requirements for the major:

Course work in a secondary emphasis area (biology, chemistry, or physics) 15 s.h.
Course work listed under “Broad Field Science Block” below 12 s.h.

**PHYSICS EMPHASIS AREA**

Students who choose physics as their primary emphasis area complete a minimum of 48 s.h. for the major, including at least 21 s.h. in the following physics course work plus at least 15 s.h. in a secondary emphasis area (biology, chemistry, or earth science) and 12 s.h. in the broad field science block. With their advisor’s permission, students may include a science applications course in their secondary emphasis area.

One of these sequences:

029:011 (PHYS:1511)-029:012 (PHYS:1512) College Physics I-II (if physics is a secondary emphasis area) 8 s.h.
029:027 (PHYS:1701)-029:028 (PHYS:1702) Physics I-II 8 s.h.
029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.

One of these:

029:029 (PHYS:2703) Physics III 4 s.h.
029:115 (PHYS:3710) Intermediate Mechanics 3 s.h.

One of these:

029:050 (ASTR:1070) Stars, Galaxies, and the Universe (if physics is a secondary emphasis area) 3-4 s.h.
029:052 (ASTR:1080) Exploration of the Solar System (if physics is a secondary emphasis area) 3 s.h.
029:061 (ASTR:1771) General Astronomy I 4 s.h.

One of these:

029:128 (PHYS:3850) Electronics 4 s.h.
029:129 (PHYS:3811) Electricity and Magnetism I 3 s.h.

One of these:

029:006 (PHYS:1200) Physics of Everyday Experience (if physics is a secondary emphasis area) 3 s.h.
029:044 (PHYS:1410) Physics of Sound 3-4 s.h.

Additional requirements for the major:

Course work in a secondary emphasis area (biology, chemistry, or earth science) 15 s.h.
Course work listed under “Broad Field Science Block” below 12 s.h.

**BROAD FIELD SCIENCE BLOCK**

All science education students must complete the following broad field science block course work (12 s.h.) in addition to the requirements for their emphasis area(s).

This course:

097:135 (SIED:4135) The Nature of Science 4 s.h.

One of these:

097:102 (SIED:4102) Societal and Educational Applications of Earth Science and Environmental Science 4 s.h.
097:103 (SIED:4103) Societal and Educational Applications of Biological Sciences 4 s.h.

One of these:

097:105 (SIED:4105) Societal and Educational Applications of Physical Sciences 4 s.h.
097:106 (SIED:4106) Societal and Educational Applications of Chemical Concepts 4 s.h.

**B.S. with Teacher Licensure**

In order to earn licensure to teach in elementary and/or secondary schools, students must satisfy all requirements for the science education major and for graduation and must complete the College of Education’s Teacher Education Program (TEP).

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

In order to be considered for admission to the TEP, students must have completed a minimum of 30 s.h. of course work with a cumulative g.p.a. of at least 3.00. Admission decisions are based on grade-point averages in science courses and other criteria relevant to teaching. A limited number of applicants are accepted to the TEP, so having the required grade-point average does not ensure admission. Contact the Office of Education Services for information about applying to the TEP.

The TEP requires the following professional education courses, which total a minimum of 48 s.h.

07B:103 (EPLS:3000) Foundations of Education 3 s.h.
07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
07E:102 (EDTL:3002) Technology in the Classroom 2-3 s.h.
07P:075 (PSQF:1075) Educational Psychology and Measurement 3 s.h.
07S:171 (EDTL:3071) Secondary Classroom Management 2 s.h.
07S:190 (EDTL:3090) Orientation to Secondary Education 1 s.h.
07S:195 (EDTL:3095) Teaching Reading in Secondary Content Areas 1 s.h.
07U:100 (EDTL:4900) Foundations of Special Education 3 s.h.

These taken in sequence:
07S:151 (EDTL:4751) Science Teaching and Practice with Early Learners 2 s.h.
07S:152 (EDTL:4752) Methods of Teaching Science 3 s.h.
07S:157 (EDTL:4757) Assessment in the Science Classroom 2 s.h.
07S:153 (EDTL:4753) Instructional Issues in Teaching Science 3 s.h.
07S:179 (EDTL:4779) Secondary School Science Practicum (taken with 07S:153) 2 s.h.

These three taken concurrently:
07S:187 (EDTL:4087) Seminar: Curriculum and Student Teaching (section 91) 3 s.h.
07S:191 (EDTL:4091) Observation and Laboratory Practice in the Secondary School 6 s.h.
07S:192 (EDTL:4092) Observation and Laboratory Practice in the Secondary School 6 s.h.

And:
One college-level math course, excluding 22M:001 (MATH:0100), 22M:003 (MATH:0300), and 22M:008 (MATH:1005)

**Four-Year Graduation Plan**

The Four-Year Graduation Plan is not available to students majoring in science education.

**Honors in the Major**

The Science Education Program offers outstanding students the opportunity to graduate with honors in the major. Honors students in science education must maintain a cumulative University of Iowa g.p.a. of at least 3.33 and fulfill other requirements; contact the Science Education Program for more information about graduating with honors in the science education major.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

**Graduate Programs of Study**

- Master of Arts in Teaching in science education
- Master of Science in science education
- Doctor of Philosophy in science education

For information about graduate programs in science education, see Teaching and Learning (p. 774) (College of Education) in the Catalog. The M.A.T., M.S., and Ph.D. are described under "Graduate Programs: Secondary Education."

**Research**

Each faculty member in science education is responsible for one or more areas of research. Major interests include studies of effective teaching and learning, science through writing, philosophy and sociology of science, individualized learning, social issues in science and technology, curriculum planning and development, professional development, intellectual development related to teaching and learning science, studies of effective use of hands-on activities, and evaluation and assessment of science instruction and programs.

**Programs and Projects**

A wide range of funded programs provides ample opportunity for students to be involved in innovative development and research in science education.

Science education faculty members collaborate on a number of international research projects in many countries. Activities include faculty exchanges and cross-national studies.

International students enrich the opportunities for graduate studies in Science Education. New international collaborative efforts are under way each year.

**Courses**


Major ideas and principles of earth and environmental sciences; emphasis on common applications in today’s world.

097:103 (SIED:4103) Societal and Educational Applications of Biological Sciences arr.

Basic conceptual themes of biology, how they have been derived; emphasis on a current social issue related to biology.

097:105 (SIED:4105) Societal and Educational Applications of Physical Sciences arr.

Major ideas of physics and how they have been derived; emphasis on how such ideas affect modern society.

097:106 (SIED:4106) Societal and Educational Applications of Chemical Concepts arr.

Principles of chemistry as applied in industry, communication, daily living.

097:107 (SIED:4107) Textile Science 3 s.h.

Fiber, yarn, and fabric science; fabric painting, dyeing, and other laboratories. Same as 049:142 (THTR:4207).

097:115 (SIED:3001) Introduction to Museum Studies 3 s.h.

Overview of museum history, function, philosophy, collection, and curatorial practices; governance and funding issues; exhibition evaluation and audience studies; examples from Museum of Art, Museum of Natural History, Old Capitol Museum, and Medical Museum. GE: Social Sciences. Same as 07S:112 (EDTL:3001), 113:103 (ANTH:3001), 024:102 (MUSM:3001).

097:135 (SIED:4135) The Nature of Science 4 s.h.
Ideas on understanding and ways of thinking that are essential in a world shaped by science, technology, engineering, and mathematics; focus on increasing science literacy by examining the nature of science; comparison of characteristics specific to individual science disciplines; identification of great episodes and debates in history of science and habits that are essential for science literacy; scope and sequence of content and process skills for K-12 curriculum, instruction, and assessment.
Teaching and Learning

Chair
• John Hosp

Professors
• Greg Hamot, Brian Hand, Jo M. Hendrickson, Ellen Herman, John Hosp, Paul M. Retish, Pamela Ries, Bonnie Sunstein

Associate professors

Assistant professors
• Allison Bruhn, Kyong Mi Choi, Leslie Flynn, Cory Forbes, Youjia Hua, Lia Plakens, Pamela Wesely, Suzanne Woods-Groves

Instructors
• Jane Cranston, Leslie Flynn, Carol Girdler, Ted Neal

Adjunct associate professors
• John Achrazoglou, Laurie Croft

Professors emeriti

Associate professors emeriti
• Alice M. Atkinson, George W. Cossman, John Dunkhase, Richard Elardo, Michael Everson, Bruce Fehr, Gary F. Hansen, John Kiraly Jr., Daniel S. Sheldon, John T. Wilson

Undergraduate major: elementary education (B.A., B.S., granted by the College of Liberal Arts and Sciences)

Graduate degrees: M.A.T. in science education; M.S. in science education; Ph.D. in science education; M.A. in teaching and learning; M.A.T. in teaching and learning; Ph.D. in teaching and learning

Web site: http://www.education.uiowa.edu/teach

Department of Teaching and Learning programs prepare graduates for positions in public schools, local and state education agencies, clinical settings, and institutions of higher education. All licensure programs are approved by the Iowa Department of Education. Undergraduate students pursuing a major in elementary education must meet the College of Liberal Arts and Sciences requirements for the Bachelor of Arts or Bachelor of Science; see the CLAS Academic Policies Handbook.

Teacher Education Program and Licensure/Certification

Undergraduate students must be admitted to the Teacher Education Program (TEP) before they may take required professional education courses. The application for admission should be submitted to the College of Education Office of Education Services. Deadlines for application are March 1 and October 1 for admission to restricted course work in the following semester. Each program reviews applications and chooses a limited number of students for admission.

In order to be considered for admission, students must complete a minimum of 33 s.h. of course work and must have a University of Iowa g.p.a. of at least 3.00 and a cumulative g.p.a. of at least 3.00. Some subject areas have additional admission criteria. A limited number of applicants are accepted into each Teacher Education Program, so a 3.00 g.p.a. does not ensure admission. Admission decisions are based on grade-point average in the major and other criteria relevant to teaching success.

The application process includes submission of an application form, a writing sample, two letters of recommendation, and an Iowa criminal history check request form. Applicants are required to submit PRAXIS I test scores in mathematics, reading, and writing. Scores from either the PRAXIS computer-based tests (CBT) or the PRAXIS Pre-Professional Skills Tests (PPST) are accepted. Applicants must have a composite score of at least 522, with a minimum score of 170 on any single portion of the test. Applicants must also submit verification of completion of a 10-hour volunteer experience in a K-12 classroom setting.

If at any time after admission a student’s University of Iowa and/or cumulative g.p.a. falls below 2.70, he or she is placed on probation for one semester. Students who do not attain a 2.70 g.p.a. during the probationary semester are dropped from the TEP. Students should consult a College of Education advisor in their program area or contact the Office of Education Services for more information on admission criteria.

Graduate students who apply to the Graduate College for a teacher licensure program must apply separately for admission to the Teacher Education Program. Deadlines for application to either program are October 1 or March 1 for admission to restricted course work in the following semester. Graduate and postbaccalaureate students may submit Graduate Record Exam (GRE) General Test scores instead of PRAXIS I scores. Applicants must have a verbal and quantitative score of at least 900 and an analytical writing score of at least 3.5.

A limited number of applicants are accepted into each Teacher Education Program, so meeting the Graduate College admission requirements does not ensure admission. Admission decisions are based on grade-point average in the undergraduate major and other criteria relevant to teaching. Upon admission to the TEP, students are assigned an education advisor.

Admission to Student Teaching

Admission to the student teaching semester requires a separate application. Applications must be submitted one year before the student teaching semester. Applicants’ credentials and academic and professional progress are reviewed to ensure that the student is qualified for placement in the profession. Verification that the student meets all specific program area requirements is made when the student applies for student teaching.

Consult a College of Education advisor or the Office of Education Services for information about admission and requirements for student teaching in specific licensure programs.
TEP: Elementary Education (Undergraduate)

• Major in elementary education (Bachelor of Arts, Bachelor of Science)

The College of Education offers the undergraduate major in elementary education for students earning a Bachelor of Arts or a Bachelor of Science degree from the College of Liberal Arts and Sciences. The program prepares students to teach kindergarten through grade 6. In Iowa, the elementary specialization areas are designated as kindergarten through grade 8.

The Bachelor of Arts or Bachelor of Science with a major in elementary education requires a minimum of 120 s.h., including at least 83-85 s.h. of credit for the major. Students must complete all requirements for graduation from the College of Liberal Arts and Sciences, including the General Education Program (p. 306). They also must complete all requirements for the elementary education major and the Teacher Education Program (TEP), including student teaching.

As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on two tests: a test that measures pedagogy and a test that measures knowledge of at least one content area. Current requirements are for Praxis II tests that are specific to a student’s program. The tests are required before recommendation for licensure or certification to any state.

The major in elementary education (B.A. or B.S.) requires the following work.

FOUNDATION COURSES

Students may complete the foundation courses before being admitted to the major in elementary education, but the courses are not prerequisite to admission to the major.

07B:103 (EPLS:3000) Foundations of Education 3 s.h.
07E:122 (EDTL:3122) Creativity, Imagination, Play, and Human Development through the Arts 3 s.h.
07P:075 (PSQF:1075) Educational Psychology and Measurement 3 s.h.
07U:100 (EDTL:4900) Foundations of Special Education 3 s.h.
22M:006 (MATH:1120) Logic of Arithmetic 4 s.h.

COURSES FOR THE MAJOR

First Semester

07E:090 (EDTL:3190) Orientation to Elementary Education 1-2 s.h.
07E:102 (EDTL:3002) Technology in the Classroom 2-3 s.h.
07E:103 (EDTL:3103) Assessment for Instructional Planning and Practice 3 s.h.
07E:123 (EDTL:3123) Reading and Responding to Children’s Literature 3 s.h.

Second Semester

07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
07E:160 (EDTL:3160) Literacy Learning and Teaching I 3 s.h.
07E:163 (EDTL:3163) Methods: Elementary School Mathematics 2-3 s.h.
07E:170 (EDTL:3170) Elementary Classroom Management 1-3 s.h.

Third Semester

One of these:
07E:154 (EDTL:3154) Teaching and Learning in the Earth Sciences 3 s.h.
07E:158 (EDTL:3158) Teaching and Learning in the Biological Sciences 3 s.h.
07E:159 (EDTL:3159) Teaching and Learning in the Chemical/Physical Sciences 3 s.h.

All of these:
07E:120 (EDTL:3120) Methods and Materials: Music for the Classroom Teacher 2 s.h.
07E:161 (EDTL:3161) Social Studies for the Elementary Classroom Teacher 3 s.h.
07E:164 (EDTL:3164) Literacy Learning and Teaching II 3 s.h.
22M:081 (MATH:1140) Geometry for Elementary Teachers 3 s.h.

Fourth Semester

One of these:
07E:154 (EDTL:3154) Teaching and Learning in the Earth Sciences 3 s.h.
07E:158 (EDTL:3158) Teaching and Learning in the Biological Sciences 3 s.h.
07E:159 (EDTL:3159) Teaching and Learning in the Chemical/Physical Sciences 3 s.h.

All of these:
07E:171 (EDTL:4171) Literacy Learning and Teaching III 3 s.h.
07E:172 (EDTL:3172) Elementary Reading Practicum 3-4 s.h.
22S:002 (STAT:1010) Statistics and Society 3 s.h.

STUDENT TEACHING

Students seeking initial licensure must complete a minimum of 14 s.h. of student teaching.

07E:190 (EDTL:4190) Supervised Teaching in the Elementary School: Interactive Phase 7 s.h.
07E:191 (EDTL:4191) Supervised Teaching in the Elementary School: Pre- and Post-Active Phase 7 s.h.

ENDORSEMENTS

Students have the option of completing an endorsement in one of the following areas: art, English language arts, English as a Second Language (ESL), hearing impaired, mathematics, middle school, music, physical education, reading, science, social sciences (history, social studies), special education (Instructional Strategist I: Mild/Moderate), and speech communication/theatre. Courses in the endorsement area may be taken pass/nonpass if they are offered with the pass/nonpass option. Requirement lists for each endorsement area are available from the Teacher Leader Center.

The University of Iowa also offers an added endorsement in talented and gifted education.

TRANSFER STUDENTS

Before they student teach, transfer students must complete the following courses at The University of Iowa.

All of these:
preparation programs in the following areas.

The College of Education offers secondary school teacher certification to any state. Praxis II tests that are specific to a student's program. The College of Education Program for initial teaching licensure, the state of at least one content area. Current requirements are for measures pedagogy and a test that measures knowledge of Iowa requires a passing score on two tests: a test that measures pedagogy and a test that measures knowledge of Iowa requires a passing score on two tests: a test that measures pedagogy and a test that measures knowledge of the same subject area as the secondary certification. *Coaching *English as a second language *Hearing impaired *Journalism Mathematics *Middle school Music

Two of these:

- 07E:123 (EDTL:3123) Reading and Responding to Children’s Literature 3 s.h.
- 07E:160 (EDTL:3160) Literacy Learning and Teaching I 3 s.h.
- 07E:161 (EDTL:3161) Social Studies for the Elementary Classroom Teacher 3 s.h.
- 07E:164 (EDTL:3164) Literacy Learning and Teaching II 3 s.h.

Transfer students must follow the normal application procedures. In addition, they are asked to complete a disclosure statement describing all practicum experiences they have taken at other institutions and a release statement allowing the College of Education Office of Education Services to contact all institutions where they have done professional preparatory work.

**TEP: Secondary Education (Undergraduate and Graduate)**

The College of Education offers the Teacher Education Program in secondary education for undergraduate students in the College of Liberal Arts and Sciences. Students must complete all requirements for graduation from the College of Liberal Arts and Sciences, including the General Education Program (p. 306) and the requirements for their majors (see College of Liberal Arts and Sciences (p. 22) in the Catalog). They also must complete all requirements of the College of Education’s Teacher Education Program.

Graduate students may be admitted to a program leading to teacher licensure/certification as *certification only* candidates in the Graduate College. They are subject to all Graduate College policies; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. Eligible graduate students also may complete initial teacher licensure/certification requirements by earning an M.A.T. in English education, foreign language education, or science education, or an M.A. in social studies (program B).

Licensure/certification requires a major of at least 30 s.h. of course work in one of the secondary school subject areas listed below. Licensure/certification course requirements for each major are available from the Department of Teaching and Learning office. Candidates for secondary school teaching licensure/certification also may receive approval to teach in additional subject areas by completing an approved program of 12-24 s.h. or more of course work in those areas.

As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on two tests: a test that measures pedagogy and a test that measures knowledge of at least one content area. Current requirements are for Praxis II tests that are specific to a student’s program. The tests are required before recommendation for licensure or certification to any state.

The College of Education offers secondary school teacher preparation programs in the following areas.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>07E:090</td>
<td>Orientation to Elementary Education</td>
<td>1-2 s.h.</td>
</tr>
<tr>
<td>07E:102</td>
<td>Technology in the Classroom</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

A practicum

Two of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>07E:123</td>
<td>Reading and Responding to Children’s Literature</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07E:160</td>
<td>Literacy Learning and Teaching I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07E:161</td>
<td>Social Studies for the Elementary Classroom Teacher</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07E:163</td>
<td>Methods: Elementary School Mathematics</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>07E:164</td>
<td>Literacy Learning and Teaching II</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Transfer students must follow the normal application procedures. In addition, they are asked to complete a disclosure statement describing all practicum experiences they have taken at other institutions and a release statement allowing the College of Education Office of Education Services to contact all institutions where they have done professional preparatory work.

**TEP: Secondary Education (Undergraduate and Graduate)**

The College of Education offers the Teacher Education Program in secondary education for undergraduate students in the College of Liberal Arts and Sciences. Students must complete all requirements for graduation from the College of Liberal Arts and Sciences, including the General Education Program (p. 306) and the requirements for their majors (see College of Liberal Arts and Sciences (p. 22) in the Catalog). They also must complete all requirements of the College of Education’s Teacher Education Program.

Graduate students may be admitted to a program leading to teacher licensure/certification as *certification only* candidates in the Graduate College. They are subject to all Graduate College policies; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. Eligible graduate students also may complete initial teacher licensure/certification requirements by earning an M.A.T. in English education, foreign language education, or science education, or an M.A. in social studies (program B).

Licensure/certification requires a major of at least 30 s.h. of course work in one of the secondary school subject areas listed below. Licensure/certification course requirements for each major are available from the Department of Teaching and Learning office. Candidates for secondary school teaching licensure/certification also may receive approval to teach in additional subject areas by completing an approved program of 12-24 s.h. or more of course work in those areas.

As a requirement for completion of an approved Teacher Education Program for initial teaching licensure, the state of Iowa requires a passing score on two tests: a test that measures pedagogy and a test that measures knowledge of at least one content area. Current requirements are for Praxis II tests that are specific to a student’s program. The tests are required before recommendation for licensure or certification to any state.

The College of Education offers secondary school teacher preparation programs in the following areas.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>22M:001</td>
<td>(MATH:0100)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22M:003</td>
<td>(MATH:0300)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22M:008</td>
<td>(MATH:1005)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07S:171</td>
<td>(EDTL:3071) Secondary Classroom Management (required for art, mathematics, science, social studies education)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>07S:190</td>
<td>(EDTL:3090) Orientation to Secondary Education (must be taken during student’s first semester in the college)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>07S:195</td>
<td>(EDTL:3095) Teaching Reading in Secondary Content Areas (must be taken during student’s first semester in the college)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>07U:100</td>
<td>(EDTL:4900) Foundations of Special Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07V:100</td>
<td>(EDTL:5900) Foundations of Special Education</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
For initial licensure in all subject areas, student teaching must be an all-day, full-semester experience. Most students are placed in a district within a 60-mile radius of Iowa City. Placements outside this area require special approval and are considered on an individual basis. Special programs provide experience in districts with diverse populations, including Aldine, Texas (Houston area); Adams County, Colorado (Denver area); Rialto, California; and Clark County, Nevada (Las Vegas area). In most program areas, students also may apply to student teach at international sites for the second half of the semester.

Additional information about options for student teaching and application procedures is available from the Office of Education Services. Applications for student teaching must be submitted during the calendar year before the student teaching semester. The deadline is November 15 for students planning to student teach the following fall semester and February 15 for students planning to student teach the following spring semester.

TRANSFER STUDENTS

Transfer students must complete the following work before they student teach.

07E:102 (EDTL:3002) Technology in the Classroom 2-3 s.h.
07S:190 (EDTL:3090) Orientation to Secondary Education 1 s.h.
07S:195 (EDTL:3095) Teaching Reading in Secondary Content Areas 1 s.h.

Appropriate methods courses
A practicum at The University of Iowa
All course work in the major

Transfer students must follow the normal application procedures. In addition, they are asked to complete a disclosure statement describing all practicum experiences they have taken at other institutions and a release statement allowing the College of Education Office of Education Services to contact all institutions where they have done professional preparatory work.

Graduate Programs of Study:

Overview

• Master of Arts in Teaching in science education
• Master of Science in science education
• Doctor of Philosophy in science education
• Master of Arts in teaching and learning
• Master of Arts in Teaching in teaching and learning
• Doctor of Philosophy in teaching and learning

The department offers graduate degree programs in three major areas: elementary education, secondary education, and special education.

Elementary education programs:

Developmental reading (offered in the M.A. in teaching and learning); and
Language, literacy, and culture (offered in the Ph.D. in teaching and learning).

Secondary education programs:

Art education (offered in the M.A. in teaching and learning) Curriculum and supervision (offered in the M.A. and Ph.D. in teaching and learning; both programs are closing; admission is suspended); English education (offered in the M.A. and M.A.T. in teaching and learning); and

Foreign language and English as a Second Language (ESL) education (offered in the M.A., M.A.T. and Ph.D. in teaching and learning); Language, literacy, and culture (offered in the Ph.D. in teaching and learning); Mathematics education (offered in the M.A., M.A.T., and Ph.D. in teaching and learning); Science education (offered in the M.A., M.A.T., and Ph.D. in science education); and Social studies education (offered in the M.A. and Ph.D. in teaching and learning).

The secondary education area also collaborates with the College of Liberal Arts and Sciences to offer an education option for graduate students earning an M.S. in mathematics; an M.A. and Ph.D. in music with a concentration in music education; and a joint B.A./M.A.T. in science education for undergraduates majoring in biology, chemistry, environmental sciences, or physics. In addition, the area offers an ESL endorsement for individuals who are enrolled in a Department of Teaching and Learning graduate degree program or who are licensed in-service teachers.

Special education:

Special education (offered in the M.A. and Ph.D. in teaching and learning); and
A program leading to special education consultant authorization.

Each degree program is described below.

Applicants for admission to University of Iowa graduate degree programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

REQUIRED PH.D. RESEARCH COURSES

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

REQUIRED PH.D. CORE COURSES

All Ph.D. students in the Department of Teaching and Learning must complete one or both of the following Ph.D. core courses, depending upon program requirements.

07E:304 (EDTL:7004) Schooling in the United States 3 s.h.
07S:333 (EDTL:7033) Seminar on Teacher Education 3 s.h.

REQUIRED PH.D. COGNATES

All Ph.D. students in the Department of Teaching and Learning must complete two approved cognate areas as part of their doctoral study plan. Most comprehensive exams in the department are designed to cover the student’s core area plus two cognate areas, so selection of cognate areas is important. Cognates also may enhance students’ employment possibilities, since they represent a minor area of study.

The following list of cognates offered by program areas in the department is not exhaustive; students may select cognates from this list, or they may customize their own cognate areas in consultation with their advisors.
Curriculum Theory and Development
Both of these:
07E:300 (EDTL:7100) Design and Organization of Curriculum 3 s.h.
07S:186 (EDTL:5086) Curriculum Foundations 2-3 s.h.
One of these:
07B:265 (EPLS:6265) Standards-Based Education and Accountability 3 s.h.
07B:381 (EPLS:6381) Analysis and Appraisal of Curriculum 3 s.h.
07P:255 (PSQF:6255) Construction and Use of Evaluation Instruments 3 s.h.

Foreign Language and ESL Education
Both of these:
07S:183 (EDTL:6483) Second Language Classroom Learning 3 s.h.
07S:200 (EDTL:6400) Fundamentals of Second Language Assessment 3 s.h.
One of these, chosen in consultation with faculty:
07S:180 (EDTL:6480) Issues in Foreign Language Education 3 s.h.
07S:184 (EDTL:6484) Reading in a Second Language 3 s.h.
07S:197 (EDTL:6497) Principles of Course Design for Second Language Instruction 3 s.h.
07S:203 (EDTL:6403) Second Language Planning in Education 3 s.h.

Gifted Education
Administrative strand—two of these, chosen in consultation with faculty:
07B:110 (EPLS:4110) Administration and Policy in Gifted Education 2 s.h.
07B:111 (EPLS:4111) Evaluation of Gifted Programs 1 s.h.
07B:113 (EPLS:4113) Staff Development for Gifted Programs 1 s.h.
07C:127 (RCE:4127) Research and Theory in Talent/Giftedness 1 s.h.
Programming strand:
07E:166 (EDTL:4066) Curriculum Concepts in Gifted Education 3 s.h.
07E:199 (EDTL:4199) Program Models in Gifted Education 3 s.h.
Psychology strand—two of these, chosen in consultation with faculty:
07C:120 (RCE:4120) Psychology of Giftedness 3 s.h.
07C:121 (RCE:4121) Identification of Students for Gifted Programs 3 s.h.
07C:137 (RCE:4137) Introduction to Educating Gifted Students 3 s.h.
07C:226 (RCE:5226) Assessment of Giftedness 3 s.h.
07C:237 (RCE:5237) Seminar in Gifted Education 2-3 s.h.

Global Education
All of these:
07B:104 (EPLS:5104) Education in the Third World 2-3 s.h.
07B:195 (EPLS:5195) Research in Cross-Cultural Settings 3 s.h.
07S:341 (EDTL:6841) Infusing a Global Perspective into the Curriculum 3 s.h.

Language, Literacy, and Culture
Both of these:
07S:415 (EDTL:7015) Ph.D. Seminar in Language, Literacy, and Culture (with a topic chosen in consultation with advisor) arr.
General emphasis—one of these:
07E:308 (EDTL:7008) Seminar: Research and Current Issues arr.
07E:308 (EDTL:7008) Seminar: Research and Current Issues (with a topic chosen in consultation with advisor) arr.
Elementary emphasis—one of these:
07E:204 (EDTL:6104) Literature for Children II 3 s.h.
07E:264 (EDTL:6164) Early Literacy Development and Instruction 2-3 s.h.
07E:265 (EDTL:6165) Reading and Writing Across Intermediate Grades 3 s.h.
Secondary emphasis—one of these:
07S:193 (EDTL:3393) Reading and Teaching Adolescent Literature 3 s.h.
07S:315 (EDTL:6315) M.A. Seminar: English Education arr.

Mathematics Education
Both of these:
07S:235 (EDTL:5535) Current Issues in Mathematics Education 1-3 s.h.
07S:335 (EDTL:7535) Seminar: Research in Mathematics Education arr.
Two of these:
07S:230 (EDTL:6530) Workshop in School Mathematics 1-3 s.h.
07S:231 (EDTL:6531) Technology in School Mathematics 1-3 s.h.
07E:234 (EDTL:6534) Foundations of Mathematics Education 2-3 s.h.
07S:236 (EDTL:6536) Teaching of Geometry 2-3 s.h.
07S:239 (EDTL:6539) Teaching of Algebra 2-3 s.h.

Science Education
All of these:
07S:257 (EDTL:6757) Learning in the Science Classroom 2-3 s.h.
07S:259 (EDTL:6759) Advanced Pedagogy 3 s.h.

Special Education
Three or four of these, depending on requirements of the major program:
07U:345 (EDTL:7945) Current Issues and Trends in Learning Disabilities 3 s.h.
07U:348 (EDTL:7948) Contemporary Research in Behavioral Disorders 3 s.h.
07U:353 (EDTL:7953) Seminar: Single Subject Design Research 3 s.h.
Graduate Programs of Study: Elementary Education

M.A.: Developmental Reading

The Master of Arts program in developmental reading requires a minimum of 33 s.h. of graduate credit with thesis and a minimum of 35 s.h. of graduate credit without thesis. The program prepares graduate students for positions as reading specialists in kindergarten and grades 1-12. The required course work develops the skills, knowledge, and competence needed for supervisory, curricular, and remedial teaching positions in reading. The program also builds a background in reading for students who want to specialize further in the area and eventually to teach and/or conduct research at a college or university.

Successful completion of this program, combined with one year of successful teaching experience that includes teaching reading as a significant part of the responsibility, qualifies the student for certification as a reading specialist.

The M.A. program in developmental reading requires the following work.

REQUIRED COURSES

All of these:
- 07E:171 (EDTL:4171) Literacy Learning and Teaching III 3 s.h.
- 07E:264 (EDTL:6164) Early Literacy Development and Instruction 2-3 s.h.
- 07E:265 (EDTL:6165) Reading and Writing Across Intermediate Grades 3 s.h.
- 07E:271 (EDTL:6171) Advanced Reading Clinic Techniques 2-3 s.h.
- 07E:272 (EDTL:6172) Advanced Reading Clinic Practicum 2-3 s.h.
- 07E:308 (EDTL:7008) Seminar: Research and Current Issues (Reading) 3 s.h.
- 07S:194 (EDTL:4394) Methods: Secondary Reading 2-3 s.h.

One of these:
- 07P:106 (PSQF:5106) Child Development 3 s.h.
- 07P:130 (PSQF:4130) Early Adolescent Development 3 s.h.
- 07P:133 (PSQF:4133) The Adolescent and Young Adult 3 s.h.
- 07P:200 (PSQF:6200) Educational Psychology 3 s.h.

Students who have completed educational psychology and/or human growth and development course work relating only to grades K-8 should choose
- 07P:130 (PSQF:4130), 07P:133 (PSQF:4133), or 07P:200 (PSQF:6200) from the list above. Those who have completed work relating only to grades 5-12 should choose
- 07P:106 (PSQF:5106) or 07P:200 (PSQF:6200).

One of these:
- 07P:150 (PSQF:5150) Introduction to Educational Measurement 3 s.h.
- 07U:138 (EDTL:3938) Assessment of Learning Problems 3 s.h.

An approved literacy assessment course

One of these:
- 07E:267 (EDTL:6167) Inquiry-Based Curriculum Development in Early Childhood and Elementary Classrooms 3 s.h.
- 07E:300 (EDTL:7100) Design and Organization of Curriculum 3 s.h.
- 07S:186 (EDTL:5086) Curriculum Foundations 2-3 s.h.

One of these:
- 07B:383 (EPLS:6383) Supervision and Evaluation 3 s.h.
- 07E:365 (EDTL:7165) Reading Clinic: Supervision 3 s.h.

Thesis (required for thesis option):
- 07S:393 (EDTL:6393) Master’s Thesis arr.

ELECTIVES

Students, in consultation with their advisors, may select the remaining required semester hours as electives from areas such as curriculum, supervision, language arts, testing and evaluation, linguistics, or speech pathology.

COMPREHENSIVE EXAMINATION

The comprehensive examination consists of two three-hour exams. Each three-hour exam is based on an aspect of reading or literacy. With agreement of the student’s advisor and committee, a comprehensive project may be substituted for the written examination in one or both areas.

ADMISSION

Applicants to the M.A. program in developmental reading must meet the admission requirements of the Graduate College. They must have an undergraduate g.p.a. of at least 3.00; hold an early childhood, elementary, or secondary school teaching certificate; and show evidence of completing two years of successful teaching experience.

Ph.D.: Language, Literacy, and Culture

The Doctor of Philosophy program in language, literacy, and culture requires a minimum of 88-90 s.h. of graduate credit. The program brings together scholarly traditions and contemporary theory in literacy and cultural studies. Course work provides both a broad background in relevant theoretic and research literature and opportunities to conduct original studies that explore the nature of literacy practices both in and out of school. Graduates find employment in university and college teaching, research, curriculum development, and administration of literacy programs.

REQUIRED COURSES

Course work for the Ph.D. includes an introductory seminar in language, literacy, and culture; at least 9 s.h. of additional doctoral seminars in the program; an approved cognate area (see “Required Ph.D. Cognates” under “Graduate Programs: Overview” above); and 9-12 s.h. of graduate course work outside the Department of Teaching and Learning (6 s.h. of that outside the College of Education). Students also earn 10-12 s.h. of dissertation credit.

All College of Education Ph.D. students must complete
- 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

Students who have completed educational psychology and/or human growth and development course work relating only to grades K-8 should choose
- 07P:130 (PSQF:4130), 07P:133 (PSQF:4133), or 07P:200 (PSQF:6200) from the list above. Those who have completed work relating only to grades 5-12 should choose
- 07P:106 (PSQF:5106) or 07P:200 (PSQF:6200).

One of these:
- 07P:150 (PSQF:5150) Introduction to Educational Measurement 3 s.h.
- 07U:138 (EDTL:3938) Assessment of Learning Problems 3 s.h.

An approved literacy assessment course

One of these:
- 07E:267 (EDTL:6167) Inquiry-Based Curriculum Development in Early Childhood and Elementary Classrooms 3 s.h.
In addition, all language, literature, and culture students must complete one of the following Department of Teaching and Learning core courses.

07E:304 (EDTL:7004) Schooling in the United States 3 s.h.
07S:333 (EDTL:7033) Seminar on Teacher Education 3 s.h.

**COMPREHENSIVE EXAMINATION AND DISSERTATION**

As students near the completion of their course work, they identify several key strands for review and synthesis. With guidance from their advisors, students prepare three forms of written and oral exams: they answer take home questions in two areas of literacy; they submit a substantive issues paper, typically a report of an exploratory study or a review of research literature on a topic of special interest; and they design a syllabus for a literacy course and write a reflective commentary that demonstrates understanding of the relationship between theory and practice.

Following successful completion of all components of the comprehensive exam, students work with a faculty member to develop a proposal for a study that will make an original contribution to the understanding of some aspect of literacy. After the proposal has been approved, students conduct research and report their findings under the primary guidance of a dissertation chair.

For detailed information on the Ph.D. in language, literacy, and culture, see Our Programs on the Department of Teaching and Learning web site.

**ADMISSION**

Applicants to the Ph.D. program in language, literacy, and culture must meet the admission requirements of the Graduate College. They should have at least three years of experience teaching or tutoring language or literacy (reading, writing, English, language arts) and should have earned a master's degree in a literacy-related field. Application materials should include a statement of purpose explaining the applicant's reasons for pursuing graduate study and describing his or her future goals; transcripts of all undergraduate and graduate course work; Graduate Record Exam (GRE) General Test scores; a sample of academic writing; and three letters of recommendation.

Applications for admission and for financial aid are reviewed by December 1 each year.

**Graduate Programs of Study: Secondary Education**

The Department of Teaching and Learning offers, or jointly administers with departments in the College of Liberal Arts and Sciences, advanced degree programs in the following fields of professional interest: art education; curriculum and supervision; English education; foreign language, second language, and English as a Second Language education; mathematics education; music education; science education; and social studies education.

**M.A.: Art Education**

The Master of Arts program in art education requires a minimum of 38 s.h. of graduate credit. The program prepares highly qualified teachers of art for elementary and secondary schools and community colleges. Its strong academic emphasis helps teachers who are creative artists to become highly literate in the history and language of art.

**REQUIREMENTS**

The M.A. plan of study includes a total of 18 s.h. in studio art and art history (either 12 s.h. of studio art and 6 s.h. of art history, or 12 s.h. of art history and 6 s.h. of studio art); a total of 8 s.h. in 07S:367 (EDTL:6267) Seminar; Current Issues in Art Education; and a total of 12 s.h. in additional course work, specified after the student begins the program.

M.A. students also must complete a studio thesis or a written thesis.

**ADMISSION**

Applicants to the M.A. program in art education must meet the admission requirements of the Graduate College. They must have completed the equivalent of the minimum course work in art required for a University of Iowa B.A. or B.F.A. in art and must have a license/certificate to teach art. Applications must include a representative portfolio of the applicant’s work, consisting of eight slide reproductions of artwork and one example of written work, which may be a paper previously written for a course or an original paper. Deficiencies in undergraduate art or courses recommended for teacher licensure/certification are evaluated following admission so that students can make up required course work concurrent with work for the degree.

**M.A.: Curriculum and Supervision**

The Master of Arts program in curriculum and supervision is closing; admission is suspended. For degree requirements, see the 2012-13 General Catalog.

**Ph.D.: Curriculum and Supervision**

The Doctor of Philosophy program in curriculum and supervision is closing; admission is suspended. For degree requirements, see the 2012-13 General Catalog.

**M.A.: English Education**

The Master of Arts program in English education requires a minimum of 30 s.h. of graduate credit. The program is intended for experienced teachers of English. It provides opportunities for professional development and preparation for department chairs, supervisors of English, and curriculum specialists for secondary schools.

M.A. students specialize in English education and in one or two other areas. The other area(s) may include reading, writing, curriculum, adolescent literature, or a literary area. Students and their advisors plan the program of study together. The only required course is 07S:315 (EDTL:6315) M.A. Seminar: English Education. At the end of the program, students take a comprehensive examination in English education and in their chosen area(s), or they may choose to write a thesis.

Students must maintain a g.p.a. of at least 3.00 while enrolled in the program.

**ADMISSION**

Applicants to the M.A. program in English education must meet the admission requirements of the Graduate College.
They should have taken extensive course work in English and should have taught English for at least two years. Application should be made to the College of Education.

M.A.T.: English Education

The Master of Arts in Teaching program in English education requires a minimum of 45 s.h. of graduate credit. The program is designed for students who have an undergraduate degree in English and few or no professional education courses. Successful completion of the program enables students to receive a credential to teach English in secondary schools.

The M.A.T. program in English education requires the following work.

ENGLISH

All of these:

07S:315 (EDTL:6315)/08P:405 (ENGL:6315) M.A. Seminar: English Education 3 s.h.
08N:141 (CNW:4355) Approaches to Teaching Writing 3 s.h.
08P:182 (ENGL:3190) Language and Learning 2-3 s.h.
08P:198 (ENGL:3191) Reading and Teaching Adolescent Literature 3 s.h.

Students may take the following English courses as part of the M.A.T. program or as part of their undergraduate program.

A course in Shakespeare
Three courses in American literature
A course in British literature
A course in nonfiction or creative writing, in addition to 08N:141 (CNW:4355)

EDUCATION

All of these:

07B:103 (EPLS:3000) Foundations of Education 3 s.h.
07B:180 (EPLS:4810) Human Relations for the Classroom Teacher 3 s.h.
07E:102 (EDTL:3002) Technology in the Classroom (must be taken during student’s first semester in the college) 2 s.h.
07P:200 (PSQF:6200) Educational Psychology 3 s.h.
07S:114 (EDTL:4091) Observation and Laboratory Practice in the Secondary School 2-3 s.h.
07S:315 (EDTL:6315)/08P:405 (ENGL:6315) M.A. Seminar: English Education 3 s.h.

A course in nonfiction or creative writing, in addition to 08N:141 (CNW:4355)

ADMISSION

Each applicant to the ESL endorsement program must submit a one-page essay explaining why he or she wishes to teach ESL; a transcript of all university-level course work; and evidence of having completed two semesters of foreign language beyond the language component of the College of Liberal Arts and Sciences General Education Program (p. 306) or a documented score of “advanced plus” on the oral proficiency interview (OPI) given in the language department. Applicants whose first language is not English must provide evidence of scoring 55 or higher on the Test of Spoken English (TSE) or 26 (Internet-based) on the speaking section of the Test of English as a Foreign Language (TOEFL).

Applicants are admitted to the ESL endorsement program twice a year; application deadlines are October 15 and March 15.

M.A.: Foreign Language and ESL Education

The Master of Arts program in foreign language and English as a Second Language (ESL) education requires a minimum of 33-36 s.h. of graduate credit. The program is designed for students who would like to pursue a foreign language and ESL education specialization in teaching (kindergarten through college) or in related fields (e.g., language laboratory directors, instructional materials designers, or evaluation specialists). It also offers enrichment in foreign language pedagogical knowledge for practicing teachers. Students may design programs with a special focus.

The program offers three specializations: second languages and ESL education; a target language area (may subsume language, linguistics, literature, history, geography, or civilization); and a cognate area. The cognate area may be teacher education, reading, instructional design, measurement and statistics, or another area selected in consultation with the advisor.

Students take at least 15 s.h. in second language education course work, 9 s.h. in graduate language or linguistics, and 9 s.h. in the cognate area. They must earn 9 s.h. in courses numbered 200 or above. They also must complete a capstone project in consultation with the advisor.

Students must maintain a g.p.a. of at least 3.00 while enrolled in the program. Candidacy for the master’s degree is reevaluated annually.
The M.A. program in foreign language and ESL education requires the following work, including these suggested courses.

**FOREIGN AND SECOND LANGUAGES EDUCATION**

Total of 15 s.h.

- 07S:183 (EDTL:6483) Second Language Classroom Learning 3 s.h.
- 07S:197 (EDTL:6497) Principles of Course Design for Second Language Instruction 3 s.h.
- 07S:200 (EDTL:6400) Fundamentals of Second Language Assessment 3 s.h.

At least 6 s.h. from these:

- 07S:180 (EDTL:6480) Issues in Foreign Language Education 3 s.h.
- 07S:184 (EDTL:6484) Reading in a Second Language 3 s.h.
- 07S:202 (EDTL:6402) Second Language Program Management 3 s.h.
- 07S:203 (EDTL:6403) Second Language Planning in Education 3 s.h.
- 07S:207 (EDTL:6407) Reading in Non-Roman Scripts 3 s.h.
- 07S:208 (EDTL:6408) Designing Materials for Second Language Instruction 3 s.h.
- 07S:209 (EDTL:6409) Cultural Curriculum 3 s.h.

**TARGET LANGUAGE**

In consultation with the advisor, students select at least 9 s.h. of graduate language courses in their area of interest.

**COGNATE AREA**

Students complete at least 9 s.h. of course work chosen in consultation with the advisor.

**MASTER’S EXAMINATION**

Students take a written exam during the semester in which they plan to graduate. The exam covers second language education and the two study areas selected by the student. It is written by the graduate committee, which consists of at least three faculty members, two of whom must be from foreign language education. The candidate and his or her advisor discuss and formalize the exam’s content and process eight months before the exam.

**ADMISSION**

Applicants to the M.A. program in foreign language and ESL education must meet the admission requirements of the Graduate College. They must be proficient in English and in another language and must have earned at least 20 s.h. in undergraduate, upper-division foreign language course work. Applicants should submit a statement of purpose explaining their graduate study goals. A g.p.a. of at least 3.00 in undergraduate course work and some experience living, working, and/or studying in the culture of the applicant’s chosen target language are preferred. International applicants whose first language is not English must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL) with a speaking score of 26 and a writing score of 25.

**M.A.T.: Foreign Language and ESL Education**

The Master of Arts in Teaching program in foreign language and English as a Second Language (ESL) education requires a minimum of 67 s.h. of graduate credit. The program is designed for superior liberal arts and sciences graduates who have had few or no professional education courses. Successful completion of the program leads to elementary and/or secondary teacher licensure. The M.A.T. is available in Chinese, French, German, Japanese, Latin, Spanish, and Russian.

M.A.T. students must complete at least 18 s.h. in graduate course work in the collaborating foreign language department in addition to professional education courses. The M.A.T. in foreign language and ESL education requires the following work.

**PROFESSIONAL EDUCATION**

All of these:

- 07B:103 (EPLS:3000) Foundations of Education 3 s.h.
- 07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
- 07E:102 (EDTL:3002) Technology in the Classroom (must be taken during student’s first semester in the college) 2 s.h.
- 07P:200 (PSQF:6200) Educational Psychology 3 s.h.
- 07S:190 (EDTL:3090) Orientation to Secondary Education (must be taken during student’s first semester in the college) 1 s.h.
- 07S:195 (EDTL:3095) Teaching Reading in Secondary Content Areas (must be taken during student’s first semester in the college) 1 s.h.
- 07U:100 (EDTL:4900) Foundations of Special Education 3 s.h.

**FOREIGN LANGUAGE TEACHING**

All of these:

- 07S:183 (EDTL:6483) Second Language Classroom Learning 3 s.h.
- 07S:197 (EDTL:6497) Principles of Course Design for Second Language Instruction 3 s.h.
- 07S:200 (EDTL:6400) Fundamentals of Second Language Assessment 3 s.h.

Total of 21-27 s.h. from these:

- 07S:106 (EDTL:4406) Foreign Language Education Practicum I 3 s.h.
- 07S:107 (EDTL:4407) Foreign Language Education Practicum II 3 s.h.
- 07S:116 (EDTL:4416) Learning to Teach Second Languages I 3 s.h.
- 07S:117 (EDTL:4417) Learning to Teach Second Languages II 3 s.h.
- 07S:187 (EDTL:4087) Seminar: Curriculum and Student Teaching 1 s.h.

**K-12 LICENSURE**

The K-12 licensure option requires the following course.

- 07S:189 (EDTL:4089) Elementary School Special Subject Area Student Teaching 1-4 s.h.

**COMPREHENSIVE EXAMINATION**

A comprehensive examination is required. The examination reflects candidate’s depth and breadth of knowledge in foreign language and ESL education, including but not limited to theory and practice as well as knowledge of and proficiency in the target language and/or
literature of the candidate’s choice. The candidate and his or her advisor discuss the exam’s content and format eight months before the exam.

ADMISSION

Applicants must meet the admission requirements of the Graduate College. They must have been granted a bachelor’s degree with a major or a strong concentration in a second language and must have an undergraduate g.p.a. of at least 3.00. They also must meet all TEP application requirements.

Ph.D.: Foreign Language and ESL Education

The Doctor of Philosophy program in foreign language and English as a Second Language (ESL) education requires a minimum of 80 s.h. of graduate credit. The program provides students with the necessary content-area knowledge and research skills for independent research, program administration, and varied leadership positions in foreign language and ESL education. It is designed for individuals who have demonstrated success in foreign language and ESL teaching and who wish to prepare for positions in academia, government, or the private sector where in-depth knowledge of foreign language educational issues is required.

Most course work for the Ph.D. should be taken at the 200 level or above. At least 30 s.h. must be taken in the core area of foreign language education. The student and his or her advisor discuss core area course work and cognate area specializations. The student’s progress toward the degree and his or her scholarship development is reviewed by the program’s faculty and discussed by the student and his or her advisor each year.

The Ph.D. program in foreign language and ESL education requires the following work. Students may be able to count some courses completed for the master’s degree toward the 80 s.h. required for the Ph.D.

DEPARTMENT PH.D. REQUIREMENTS

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

All Ph.D. students in the foreign language and ESL education must complete both of the following Ph.D. core courses.

07E:304 (EDTL:7004) Schooling in the United States 3 s.h.
07S:333 (EDTL:7033) Seminar on Teaching Education 3 s.h.

In addition, all doctoral students in the Department of Teaching and Learning must complete an approved cognate area; see “Required Ph.D. Cognates” under “Graduate Programs: Overview” above.

FOREIGN LANGUAGE EDUCATION CORE

All students must complete these (21 s.h.):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07S:183</td>
<td>(EDTL:6483) Second Language Classroom Learning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07S:184</td>
<td>(EDTL:6484) Reading in a Second Language</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

07S:197 (EDTL:6497) Principles of Course Design for Second Language Instruction 3 s.h.
07S:200 (EDTL:6400) Fundamentals of Second Language Assessment 3 s.h.
07S:203 (EDTL:6403) Second Language Planning in Education 3 s.h.
07S:209 (EDTL:6409) Cultural Curriculum 3 s.h.

CORE ELECTIVES

Students may take the following courses in addition to, but not instead of, the courses listed under “Foreign Language Education Core” above. Students must have their advisor’s consent to substitute other courses as electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07S:180</td>
<td>(EDTL:6480) Issues in Foreign Language Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07S:202</td>
<td>(EDTL:6402) Second Language Program Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07S:207</td>
<td>(EDTL:6407) Reading in Non-Roman Scripts</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07S:208</td>
<td>(EDTL:6408) Designing Materials for Second Language Instruction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:211</td>
<td>(SLA:6920) Multimedia and Second Language Acquisition</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

COMPREHENSIVE EXAMINATION

In order to qualify to take the comprehensive examination, students must successfully complete the required course work and an extended research activity. After successful completion of the required course work and the research activity, and upon recommendation of the program’s faculty, the student is eligible to sit for the comprehensive examination. Completion of the required course work and research activities does not guarantee advancement to the examination.

After passing the comprehensive examination, students consult with their advisor to choose a Ph.D. dissertation committee of at least five faculty members, who approve the dissertation proposal. The student then conducts research under the primary guidance of the advisor.

ADMISSION

Applicants to the Ph.D. program in foreign language and ESL education meet the admission requirements of the Graduate College. They should have at least two years of experience teaching foreign language or ESL and should hold a master’s degree or have completed a significant amount of graduate course work in a foreign language or foreign language education. Applicants must have a g.p.a. of at least 3.00 in graduate course work. International applicants whose first language is not English must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL) with a speaking score of 26 and a writing score of 25.

Application materials should include a statement of purpose explaining the applicant’s professional goals, transcripts of all undergraduate and graduate work, Graduate Record Exam (GRE) General Test scores, a sample of academic writing, and three letters of recommendation.

Ph.D.: Language, Literacy, and Culture

The Doctor of Philosophy program in language, literacy, and culture requires a minimum of 88-90 s.h. of graduate
credit. The program brings together scholarly traditions and contemporary theory in literacy and cultural studies. Course work provides a broad background in relevant theoretical and research literature and opportunities to conduct original studies that explore the nature of literacy practices both in and out of school. Graduates find employment in university and college teaching, research, curriculum development, and administration of literacy programs.

REQUIRED COURSES
Ph.D. students complete an introductory seminar in language, literacy, and culture; at least 9 s.h. of additional doctoral seminars in the program; approved cognate areas (see "Required Ph.D. Cognates" under “Graduate Programs: Overview” above); and 9-12 s.h. of graduate course work outside the Department of Teaching and Learning (6 s.h. of that outside the College of Education). Students also earn 10-12 s.h. of dissertation credit.

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

In addition, all language, literacy, and culture students must complete one of the following Department of Teaching and Learning core courses.

07E:304 (EDTL:7004) Schooling in the United States 3 s.h.
07S:333 (EDTL:7033) Seminar on Teacher Education 3 s.h.

COMPREHENSIVE EXAMINATION AND DISSERTATION
As students near the completion of their course work, they identify several key strands for review and synthesis. With guidance from their advisors, students prepare for three forms of written and oral exams: they answer take-home questions in two areas of literacy; they submit a substantive issues paper, typically a report of an exploratory study or a review of research literature on a topic of special interest; and they design a syllabus for a literacy course and write a reflective commentary that demonstrates understanding of the relationship between theory and practice.

Following successful completion of all components of the comprehensive exam, students work with a faculty member to develop a proposal for a study that will make an original contribution to the understanding of some aspect of literacy. After the proposal has been approved, students conduct research and report their findings under the primary guidance of a dissertation chair.

For detailed information on the Ph.D. program in language, literacy, and culture, see Our Programs on the Department of Teaching and Learning web site.

ADMISSION
Applicants to the Ph.D. program in language, literacy, and culture must meet the admission requirements of the Graduate College. They should have at least three years of experience teaching or tutoring language or literacy (reading, writing, English, language arts) and should have earned a master’s degree in a literacy-related field. Application materials should include a statement of purpose explaining the applicant’s reasons for pursuing graduate study and describing his or her future goals; transcripts of all undergraduate and graduate course work; Graduate Record Exam (GRE) General Test scores; a sample of academic writing; and three letters of recommendation.

Applications for admission and for financial aid are reviewed December 1 each year.

M.A.: Mathematics Education
The Master of Arts program in mathematics education requires a minimum of 32 s.h. of graduate credit. The program provides students with advanced specialization in mathematics and education as a better foundation for K-12 teaching.

REQUIRED COURSES
M.A. students take a minimum of 9 s.h. of course work in mathematics approved by the advisor. They also take a minimum of four courses in mathematics education, which must include 07S:235 (EDTL:5535) Current Issues in Mathematics Education and three courses chosen in consultation with the advisor.

Students choose a cognate area, usually enrolling in three or more courses in the area. Suggested areas include educational psychology, educational statistics and measurement, history or philosophy of education, pure or applied mathematics, instructional design and technology, counselor education, curriculum, administration, and special education. Courses are chosen in consultation with a faculty member from the cognate area.

Students also complete a sufficient number of electives in mathematics and education, chosen with the approval of the advisor, to complete 32 s.h. of credit.

COMPREHENSIVE EXAMINATION
Students take three 2-hour comprehensive exams: one in mathematics education, the second in mathematics, and the third in the cognate area.

ADMISSION
Applicants to the M.A. program in mathematics education must meet the admission requirements of the Graduate College. Except in unusual cases, they should hold a professional license/certificate to teach school mathematics. A combined score of 1000 on the verbal and quantitative sections of the Graduate Record Examination (GRE) General Test is preferred.

M.S.: Mathematics with Education Option
The Master of Science in mathematics with education option requires a minimum of 32 s.h. of graduate credit. The program prepares licensed/certified teachers with advanced specialization in mathematics and mathematics education. It is administered by the Department of Mathematics (p. 436) (College of Liberal Arts and Sciences).

M.S. students must earn a minimum of 24 s.h. in the Department of Mathematics, including the core master’s program for either pure mathematics or applied mathematics as described below. They also must complete two courses in mathematics education.
PURE MATHEMATICS
One of these sequences:
22M:115 (MATH:5200)-22M:116 (MATH:5210) 8 s.h.
Introduction to Analysis I-II
22M:210 (MATH:6200)-22M:211 (MATH:6210) Analysis I-II 6 s.h.
One of these sequences:
22M:120 (MATH:5000)-22M:121 (MATH:5010) Abstract Algebra I-II 8 s.h.
22M:205 (MATH:6000)-22M:206 (MATH:6010) Introduction to Algebra I-II 6 s.h.
And:
22M:132 (MATH:5400) General Topology 4 s.h.

APPLIED MATHEMATICS
All of these:
22M:140 (MATH:4610) Continuous Mathematical Models 3 s.h.
22M:142 (MATH:5600) Nonlinear Dynamics with Numerical Methods 4 s.h.
22M:144 (MATH:5700) Partial Differential Equations with Numerical Methods 4 s.h.
22M:151 (MATH:4060) Discrete Mathematical Models 3 s.h.
22M:174 (MATH:4820) Optimization Techniques 3 s.h.

COMPREHENSIVE EXAMINATION
Students take a comprehensive examination of six hours over the required courses in either pure mathematics or applied mathematics, and education. The examination assesses the candidate’s knowledge of mathematics and of the relevance of specific concepts in teaching secondary school mathematics.

ADMISSION
Application should be made to the Department of Mathematics.

M.A.T.: Mathematics Education
The Master of Arts in Teaching program in mathematics education requires a minimum of 49 s.h. of graduate credit. The program is designed primarily for students who decide they would like to become teachers and have already completed a B.S. or B.A. in mathematics. It features advanced work in mathematics along with the courses required for certification. It is a means by which students can obtain both a Master’s degree and certification. This degree program assumes the student has completed a baccalaureate degree in mathematics equivalent to one that would be completed at The University of Iowa, but has no previous course work in education. More course work may be advised if there are mathematics courses the students has not taken as part of their undergraduate mathematics baccalaureate degree program to render their degree equivalent to one from The University of Iowa.

The M.A.T. program in mathematics education requires the following work.

EDUCATION
The first three courses should be taken during the first semester of registration.

- 07E:102 (EDTL:3002) Technology in the Classroom 2-3 s.h.
- 07S:190 (EDTL:3090) Orientation to Secondary Education 1 s.h.
- 07S:195 (EDTL:3095) Teaching Reading in Secondary Content Areas 1 s.h.

All of these:
- 07B:103 (EPLS:3000) Foundations of Education 3 s.h.
- 07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
- 07P:200 (PSQF:6200) Educational Psychology 3 s.h.
- 07S:133 (EDTL:3532) Introduction and Practicum: Mathematics 3 s.h.
- 07S:134 (EDTL:3534) Methods: Middle School Mathematics 3 s.h.
- 07S:135 (EDTL:4535) Methods: High School Mathematics 3 s.h.
- 07S:171 (EDTL:3071) Secondary Classroom Management 2-3 s.h.
- 07U:100 (EDTL:4900) Foundations of Special Education 3 s.h.

The following courses are taken concurrently and constitute the student teaching semester:

- 07S:175 (EDTL:4087) Seminar: Curriculum and Student Teaching 1-3 s.h.
- 07S:191 (EDTL:4091) Observation and Laboratory Practice in the Secondary School
- 07S:192 (EDTL:4092) Observation and Laboratory Practice in the Secondary School

And:

One additional graduate-level mathematics education course in consultation with an advisor

GRADUATE MATHEMATICS REQUIREMENTS
If necessary, courses fulfilling The University of Iowa mathematics major with at least one additional mathematics graduate course (one of the following).

- 22M:107 (MATH:4120) History of Mathematics 3 s.h.
- 22M:150 (MATH:4050) Introduction to Discrete Mathematics 3 s.h.
- 22M:151 (MATH:4060) Discrete Mathematical Models 3 s.h.

COMPREHENSIVE EXAMINATION
The comprehensive exam includes a required two-part Master's level exam in mathematics and mathematics education. At the discretion of the examining committee, this exam may consist of two parts and is both written and oral. The mathematics and mathematics education comprehensive examinations will not duplicate course examinations, but will assess both mathematics education and the mathematics specialization area chosen by the student.

ADMISSION
Applicants to the M.A.T. program in mathematics education must meet the admission requirements of the Graduate College. They also much take the Graduate Record Exam and meet all TEP application requirements. Candidates should have completed a baccalaureate degree program in mathematics equivalent to that which is offered through the College of Liberal Arts and Sciences at The University of Iowa. An undergraduate g.p.a. of at least 3.00 is required for admission and must be maintained throughout the enrollment period.
Ph.D.: Mathematics Education

The Doctor of Philosophy program in mathematics education requires a minimum of 80-90 s.h. of graduate credit. The program prepares supervisors, teacher education personnel, community college personnel, and researchers in mathematics education. It is administered by the College of Education.

The Ph.D. program in mathematics education requires the following work. Students must update graduate course work done more than 10 years before admission to the program.

REQUIRED COURSES

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

All doctoral students in mathematics education must complete one of the following Ph.D. core courses.

- 07E:304 (EDTL:7004) Schooling in the United States 3 s.h.
- 07S:333 (EDTL:7033) Seminar on Teacher Education 3 s.h.

In addition, all doctoral students in the Department of Teaching and Learning must complete an approved cognate area; see "Additional Requirements" below.

Ph.D. students in mathematics education must complete a minimum of 24 s.h. of graduate work in the Departments of Computer Science, Mathematics, and Statistics and Actuarial Science, as approved by the advisor. Electives are encouraged in the pure mathematics and applied mathematics sequences.

Students who completed their mathematics requirement at another institution must complete at least 6 s.h. of additional course work in mathematics at The University of Iowa, chosen with the advisor's approval.

Students also must complete at least six courses in mathematics education, including 07S:235 (EDTL:5535) Current Issues in Mathematics Education and 07S:335 (EDTL:7535) Seminar: Research in Mathematics Education.

ADDITIONAL REQUIREMENTS

Students concentrate in two additional comprehensive examination areas in either the mathematical sciences or education. A minimum of three courses usually are required for a comprehensive examination area, but candidates should consult with faculty members in the areas selected to determine which courses they should take in order to adequately prepare for the examinations.

Students must complete a total of at least 36 s.h. in College of Education courses; this include the course work listed above. All Ph.D. students must complete an approved cognate area; a partial list of potential cognate areas is available from the M.A. program in mathematics education.

Upon completing the program, the student must have a cumulative g.p.a. of 3.00 or higher on all graduate work in mathematics, all University of Iowa graduate work in mathematics, all graduate work, and all University of Iowa graduate work.

COMPREHENSIVE EXAMINATION

Students take three written comprehensive examinations, one in mathematics education and two in other fields of education or mathematics; an oral examination follows the written examinations.

DISSERTATION

Students must earn 10 s.h. of dissertation credit in 07S:493 (EDTL:7493) Ph.D. Thesis. Each candidate completes a dissertation on a research problem in mathematics education. A prospectus of the proposed research must be presented to the dissertation committee before the candidate undertakes the study. Upon completion of the dissertation, the candidate defends the dissertation in an oral examination.

ADMISSION

Applicants to the Ph.D. program in mathematics education must meet the admission requirements of the Graduate College. They must have an undergraduate major in mathematics or the equivalent; a current teaching license/certificate and at least two years of teaching experience are strongly preferred. A faculty review committee makes admission decisions.

M.A.: Music Education

The Master of Arts in music with concentration in music education provides students with deeper insights into music, the theory and practice of music education, and the role of music in the school curriculum. The degree requires 33 s.h. of graduate credit and is offered with or without thesis.

The program is administered by the School of Music (p. 460) (College of Liberal Arts and Sciences) in cooperation with the College of Education. Application should be made to the School of Music.

Ph.D.: Music Education

The Doctor of Philosophy in music with concentration in music education prepares students for teaching, research, and administrative posts. Graduates find employment as college teachers of music education classes and activities; as band, chorus, and orchestra directors; and as administrators of music departments and schools of music. Some apply their skills in public schools as music supervisors, research and curriculum consultants, and directors of city or district school music programs.

The program is administered by the School of Music (p. 460) (College of Liberal Arts and Sciences) in cooperation with the College of Education. Application should be made to the School of Music.

M.A.T.: Science Education

The Master of Arts in Teaching program in science education requires a minimum of 48 s.h. of graduate credit. The program is designed primarily for graduates of bachelor’s degree programs in science who decide that they would like to become teachers. It features advanced work in science along with the courses required for certification, enabling students to earn a master's degree and teaching certification at the same time.
The program assumes students have completed considerable course work in science (at least 56 s.h.) as undergraduates, but no previous course work in education. Students’ science course work should be equivalent to that required by the University of Iowa Science Education (p. 769) Program (College of Liberal Arts and Sciences).

The M.A.T. program in science education requires the following work.

**PROFESSIONAL EDUCATION FOUNDATION SEQUENCE**

All of these:

07B:103 (EPLS:3000) Foundations of Education 3 s.h.
07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
07E:102 (EDTL:3002) Technology in the Classroom (must be taken during student’s first semester in the college) 2 s.h.
07P:200 (PSOF:6200) Educational Psychology 3 s.h.
07S:171 (EDTL:3071) Secondary Classroom Management 2 s.h.
07S:190 (EDTL:3090) Orientation to Secondary Education (must be taken during student’s first semester in the college) 1 s.h.
07S:195 (EDTL:3095) Teaching Reading in Secondary Content Areas (must be taken during student’s first semester in the college) 1 s.h.
07U:100 (EDTL:4900) Foundations of Special Education 3 s.h.

Science education courses are taken in the following sequence.

07S:151 (EDTL:4751) Science Teaching and Practice with Early Learners 2 s.h.
07S:152 (EDTL:4752) Methods of Teaching Science 3 s.h.
These two taken concurrently:

07S:153 (EDTL:4753) Instructional Issues in Teaching Science 3 s.h.
07S:179 (EDTL:4779) Secondary School Science Practicum 2 s.h.
These three taken concurrently:

07S:187 (EDTL:4087) Seminar: Curriculum and Student Teaching 3 s.h.
07S:191 (EDTL:4091) Observation and Laboratory Practice in the Secondary School 6 s.h.
07S:192 (EDTL:4092) Observation and Laboratory Practice in the Secondary School 6 s.h.

**ELECTIVES**

A minimum of one graduate course in biology, chemistry, earth science, or physics is required. Students who have satisfied portions of the required science course work listed above must take additional science course work to meet the minimum requirement of 48 s.h.

**COMPREHENSIVE EXAMINATION**

Students complete comprehensive examinations before their student teaching semester. Two comprehensive exams, one in science education and one in a science specialization area, are required. They may not duplicate course examinations in these areas. The science education exam, under the guidance and supervision of the examining committee, consists of two parts, written and oral. Detailed requirements for the science education comprehensive examination are available from the Department of Teaching and Learning office.

**ADMISSION**

Applicants to the M.A.T. program in science education must meet the admission requirements of the Graduate College. They must have a bachelor's degree with a major or equivalent in one of the sciences. A g.p.a. of at least 3.00 is required for admission and must be maintained throughout the program. Applicants must meet all TEP application requirements.

**Joint B.A./M.A.T.: Science Education**

College of Liberal Arts and Sciences students who want to teach science and are working toward a Bachelor of Arts degree with a major in biology, chemistry, environmental sciences, or physics may apply to the joint Bachelor of Arts/Master of Arts in Teaching program offered by the College of Liberal Arts and Sciences and the College of Education. The joint program enables students to earn a B.A. and an M.A.T. in five years by beginning to earn graduate credit during their fourth year of undergraduate study and by counting up to 18 s.h. of qualifying credit toward both degrees.

B.A. students are admitted to the joint program before their fourth year. They may begin taking education courses during their third year, but they may not earn graduate credit for them until their fourth and fifth years, after they have been admitted to the joint program. Students take 30 s.h. of course work during the fifth year and must complete all remaining requirements for both degrees that year.

**SCIENCE SPECIALIZATION (BROAD FIELD SCIENCE BLOCK)**

The following courses are required for the undergraduate degree in science education at The University of Iowa. They need not be repeated by M.A.T. candidates who need one or more advanced courses in their major science area, or by students from other interdisciplinary science discipline programs that prepare teachers for grades 6-9.

097:135 (SIED:4135) The Nature of Science 4 s.h.

Two of these (unless completed during undergraduate study):

097:102 (SIED:4102) Societal and Educational Applications of Earth Science and Environmental Science 3 s.h.
097:103 (SIED:4103) Societal and Educational Applications of Biological Sciences 3 s.h.
097:105 (SIED:4105) Societal and Educational Applications of Physical Sciences 3 s.h.
097:106 (SIED:4106) Societal and Educational Applications of Chemical Concepts 3 s.h.

Education courses required for the joint program are listed under "M.A.T.: Science Education" above. Requirements for the B.A. degree are listed under Biology (p. 118), Chemistry (p. 132), Environmental Sciences (p. 275), and Physics and Astronomy (p. 490) (College of Liberal Arts and Sciences) in the Catalog.

**M.S.: Science Education**

The Master of Science program in science education requires a minimum of 38 s.h. of graduate credit. The program is designed for teachers and supervisors (K-college) and professionals in related fields, such as medical education, college teaching, museum program
management, and outreach programs. It is intended to provide experience in understanding teaching and learning and the research processes required to advance the field. M.S. students complete course work in four areas: science education, education, research, and science. Their individual programs of study are approved by the science education faculty.

The M.S. program in science education requires the following work.

**REQUIRED COURSES**

All of these:

- 07S:255 (EDTL:6755) Practices of Inquiry in Science Learning Environments (no substitute for this course) 3 s.h.
- 07S:257 (EDTL:6757) Learning in the Science Classroom (no substitute for this course) 3 s.h.
- 07S:259 (EDTL:6759) Advanced Pedagogy (no substitute for this course) 3 s.h.
- 07S:355 (EDTL:7755) Independent Study in Science Education Research (taken twice for 3 s.h. each) 6 s.h.
- Two science content courses chosen with the advisor 6 s.h.

A minimum of 13 s.h. chosen from these:

- 07E:304 (EDTL:7004) Schooling in the United States 3 s.h.
- 07S:333 (EDTL:7033) Seminar on Teacher Education 3 s.h.
- 07C:338 (RCE:7338) Essentials of Qualitative Inquiry 3 s.h.
- 07S:300 (EDTL:7100) Design and Organization of Curriculum 3 s.h.
- 07P:143 (PSQF:5143) Introduction to Statistical Methods 3 s.h.
- 07P:200 (PSQF:6200) Educational Psychology 3 s.h.
- 07P:275 (PSQF:6275) Constructivism and Design of Instruction 3 s.h.
- 07S:256 (EDTL:6756) Science Education: The Nature of Science 3 s.h.
- 07S:258 (EDTL:6758) Writing in the Science Classroom 3 s.h.
- 160:250 (PORO:6250) Introduction to Rhetoric of Science 3 s.h.

One additional qualitative or quantitative research methods course chosen in consultation with the advisor 3 s.h.

**MASTER OF SCIENCE EXAMINATION**

Students must complete a thesis [07S:393 (EDTL:6393) Master’s Thesis], for which they earn 2-4 s.h. of credit. A final oral examination is administered on campus in which the candidate defends his or her thesis. This examination includes a critical inquiry into the purposes, methods, and results of the thesis research investigation.

The final examination is conducted by a committee of no fewer than three members of the graduate faculty. In some cases, the committee must include a member from outside science education; consult the department.

**ADMISSION**

Applicants to the M.S. program in science education must meet the admission requirements of the Graduate College. They should hold an undergraduate major in a science area (or combination of science areas), in science education, or in elementary education with a science emphasis. The department recommends that applicants have teaching licensure/certification unless they are preparing for careers in allied health, museums, or community colleges.

---

**Ph.D.: Science Education**

The Doctor of Philosophy program in science education requires a minimum of 85 s.h. of graduate credit. The program is designed for individuals who aspire to positions as college and university science educators; major supervisors in national, state, and local systems; teachers in small liberal arts colleges; instructors of general education science courses at major universities; research directors in science education; and professionals in medical and/or allied health education.

The Ph.D. program in science education requires the following work.

**DEPARTMENT PH.D. REQUIREMENTS**

All College of Education Ph.D. students must complete:

- 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses. Course selections must be consistent with other requirements for the degree.

All doctoral students in science education must complete one or both of the following Ph.D. core courses. Students may not substitute other courses for these:

- 07E:304 (EDTL:7004) Schooling in the United States 3 s.h.
- 07S:333 (EDTL:7033) Seminar on Teacher Education 3 s.h.

In addition, all doctoral students in the Department of Teaching and Learning must complete an approved cognate area; see "Required Ph.D. Cognates" under "Graduate Programs: Overview" above.

**SCIENCE EDUCATION**

All of these (15 s.h.):

- 07S:254 (EDTL:6754) Theory and Research on Curriculum Materials in Science (no substitute for this course) 3 s.h.
- 07S:257 (EDTL:6757) Learning in the Science Classroom 2-3 s.h.
- 07S:259 (EDTL:6759) Advanced Pedagogy 3 s.h.
- Graduate-level science education courses chosen in consultation with advisor 6 s.h.

**EDUCATION**

All of these (12 s.h.):

- 07E:300 (EDTL:7100) Design and Organization of Curriculum 3 s.h.
- 07P:200 (PSQF:6200) Educational Psychology 3 s.h.
- 07P:275 (PSQF:6275) Constructivism and Design of Instruction 3 s.h.
- 07X:150 (EALL:5150) Introduction to Educational Research 3 s.h.

**RESEARCH IN SCIENCE EDUCATION**

Both of these (21 s.h.):

- 07S:350 (EDTL:7750) Seminar: Science Education (taken three times for 1 s.h. each) 3 s.h.
- 07S:355 (EDTL:7755) Independent Study in Science Education Research (taken six times for 3 s.h. each) 18 s.h.
SCIENCE AREA
Students complete a family of courses (total of 12 s.h.) in a major science area.

DISSERTATION

ADMISSION
Applicants to the Ph.D. program in science education must meet the admission requirements of the Graduate College. They should have completed a bachelor’s degree in a science area (or combination of science areas), in science education, or in elementary education with a science emphasis; have a cumulative g.p.a. of at least 3.00 on undergraduate and graduate work; and have a combined score of at least 1000 on the verbal and quantitative portions of the Graduate Record Exam (GRE) General Test. Applicants must submit three letters of recommendation; a statement of purpose describing their reasons for pursuing graduate work and their goals for graduate study; and an example of their academic writing.

M.A.: Social Studies Education
The Master of Arts program in social studies education requires 38 s.h. of graduate credit. The program provides an opportunity for interdisciplinary work in education, history, social science, or related areas for classroom teachers, high school department chairs, supervisors, and others interested in advancing their competence in history and the social sciences and greater proficiency in teaching and supervision.

Students choose one of two programs. Program A provides interdisciplinary study in education, history, social science, or related areas for classroom teachers or others interested in advancing their competence in instruction and their subject area. Program B is for individuals who have a bachelor’s degree in history or a social science and who wish to obtain a teaching license/certificate while earning the M.A. degree. Program B students must apply to both the Graduate College and the College of Education.

PROGRAM A REQUIREMENTS
Program A students distribute the program’s required 38 s.h. among three concentration fields in history and social sciences (or related areas), social studies education, and general education, with at least 9 s.h. in each of three fields. They must earn at least 9 s.h. in courses numbered 200 or above distributed among the three concentration fields.

Students who choose the thesis option complete a research or investigative problem. If the thesis is research or investigation in history, social science, or a related area, the thesis director is a member of the appropriate department. If the thesis is an investigative problem in social studies education, the thesis director is a College of Education faculty member.

PROGRAM A COMPREHENSIVE EXAMINATION
The required comprehensive examination consists of three two-hour written exams, one on each of the three concentration fields.

PROGRAM B REQUIREMENTS
Program B students should have completed considerable work in the social sciences and/or history as undergraduates. Students in the College of Education’s Teacher Education Program for secondary education in social studies may not apply credit they have earned in required licensure courses to the 38 s.h. required for the M.A., even though the credit counts toward state teaching licensure.

Program B students who completed 075:111 (EDTL:4811) Introduction and Practicum: Secondary Social Studies and/or 075:170 (EDTL:4870) Methods: Secondary Social Studies as undergraduate or postbaccalaureate students at The University of Iowa are required to retake these courses during the M.A. program and immediately before student teaching. Required teaching licensure course work completed at other colleges or universities is reviewed on a case-by-case basis.

Program B students who were accepted to the undergraduate Teacher Education Program before they received a baccalaureate must complete a college-level math course.

For licensure, students admitted to the M.A. in social studies education must complete 30 s.h. in a history or social science area; the 30 s.h. may include previous undergraduate and/or graduate-level course work. Required professional education course work not completed as part of the baccalaureate degree must be completed for licensure.

Students also must complete 15 s.h. in an additional history or social science licensure area; previous undergraduate course work may apply.

Students must complete all of the following professional education courses, unless they completed some of them as part of their bachelor’s degree. In such cases, the semester-hour requirement for Program B is reduced accordingly, but it never falls below 38 s.h. All students must take the course work required for meeting all Iowa Department of Education requirements for teacher licensure/certification.

Professional education courses:

- 07B:103 (EPLS:3000) Foundations of Education 3 s.h.
- 07B:180 (EPLS:4180) Human Relations for the Classroom Teacher 3 s.h.
- 07E:102 (EDTL:3002) Technology in the Classroom (must be taken during student’s first semester in the college) 2 s.h.
- 07P:200 (PSQF:6200) Educational Psychology 3 s.h.
- 07S:171 (EDTL:3071) Secondary Classroom Management (for students admitted March 2008 and after) 2 s.h.
- 07S:187 (EDTL:4087) Seminar: Curriculum and Student Teaching 3 s.h.
- 07S:190 (EDTL:3090) Orientation to Secondary Education (must be taken during student’s first semester in the college) 1 s.h.
- 07S:191 (EDTL:4091) Observation and Laboratory Practice in the Secondary School 6 s.h.
- 07S:192 (EDTL:4092) Observation and Laboratory Practice in the Secondary School 6 s.h.
- 07S:195 (EDTL:3095) Teaching Reading in Secondary Content Areas (must be taken during student’s first semester in the college) 1 s.h.
- 07S:233 (EDTL:6833) History and Foundations of Social Studies Education 3 s.h.
- 07S:277 (EDTL:6877) Seminar: Social Studies Education 3 s.h.
07S:341 (EDTL:6841) Infusing a Global Perspective into the Curriculum 3 s.h.
07U:100 (EDTL:4900) Foundations of Special Education 3 s.h.

Subject area specialization courses: a minimum of 9 s.h. of course work in history or a social science is required; students should take at least one course taught by the instructor who will serve on the examining committee.

PROGRAM B COMPREHENSIVE EXAMINATION

The comprehensive examination consists of three two-hour exams: one on the subject area specialization, one on general professional education, and one on social studies education.

ADMISSION

Applicants to the M.A. program in social studies education must meet the admission requirements of the Graduate College. They should have a bachelor’s degree in education, history, or one of the social sciences from an accredited institution; a cumulative g.p.a. of at least 3.00; a g.p.a. of at least 3.00 in history and/or social science courses; a combined verbal and quantitative score of at least 300 on the Graduate Record Examination (GRE) General Test; and two letters of recommendation. Evidence of writing ability in a completed major paper or essay also is required. Typically, applicants to Program A are expected to hold a secondary teaching license/certificate.

After declaring a social studies education major, M.A. students must maintain a g.p.a. of at least 3.00.

Ph.D.: Social Studies Education

The Doctor of Philosophy program in social studies education requires a minimum of 90 s.h. of graduate credit. The program prepares secondary department chairs, supervisors, curriculum directors, teacher education personnel, and college instructors in the social sciences and in social studies education.

The required 90 s.h. of credit includes course work and the dissertation (10 s.h.).

REQUIRED COURSES

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

In addition, all Ph.D. students in the Department of Teaching and Learning must complete one or both of the following Ph.D. core courses.

07E:304 (EDTL:7004) Schooling in the United States 3 s.h.
07S:333 (EDTL:7033) Seminar on Teacher Education 3 s.h.

Seminars and courses numbered 200 or above are required in each of the study areas that constitute the major. Students must take 9 s.h. of required courses in social studies education, including 07S:233 (EDTL:6833) History and Foundations of Social Studies Education, 07S:277 (EDTL:6877) Seminar: Social Studies Education, and 07S:341 (EDTL:6841) Infusing a Global Perspective into the Curriculum.

The remaining course work must be distributed among approved cognate areas (see “Required Ph.D. Cognates under “Graduate Programs: Overview” above), history, social sciences or related areas, and professional education, depending on the student’s background and goals.

COMPREHENSIVE EXAMINATION

Students take three three-hour examinations, one in each of the study areas. Depending on the distribution of course work, the nine hours of written examinations may be rearranged. The Ph.D. examining committee consists of five members, who are selected according to the nature of the student’s Ph.D. program and distribution of course work. An oral examination is conducted by the committee following the written exam.

DISSERTATION

Ph.D. candidates must complete a dissertation on a research problem in social studies education. The candidate must present a prospectus of the proposed research to the dissertation committee before undertaking the study. Upon completion, the candidate defends the dissertation in an oral exam.

ADMISSION

Applicants to the Ph.D. program in social studies education must meet the admission requirements of the Graduate College. They must have a bachelor’s degree in history, the social sciences, or education; a master’s degree in history, the social sciences, or education; a cumulative g.p.a. of at least 3.00; and a combined verbal and quantitative score of at least 310 on the Graduate Record Examination (GRE) General Test. At least two years of teaching experience is strongly preferred. Applicants who did not write a thesis as part of their M.A. must submit seminar papers or field research as equivalents.

Graduate Programs of Study:

Special Education

Special education programs are offered in K-6 and 7-12 Instructional Strategist I: Mild/Moderate, and K-12 Instructional Strategist II: BD/LD. These programs are designed to prepare graduates for positions in public schools, local and state education agencies, clinical settings, and institutions of higher education. All teacher licensure/certification programs are approved by the Iowa Department of Education.

A program leading to special education licensure/certification in Instructional Strategist I: Mild/Moderate (K-6) is available to undergraduates (see “Teacher Education Program and Licensure/Certification” at the beginning of this section). Undergraduates who wish to pursue careers in special education should contact the Department of Teaching and Learning.

Special Education Consultant Authorization

The Special Education Consultant authorization program requires a minimum of 38 s.h., including credit required for the Master of Arts and the teaching endorsement program. The program prepares consultants to serve in special education programs.

Students who already hold an M.A. in special education and an endorsement congruent with their desired
consultant authorization must complete the following three courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>07E:300</td>
<td>Design and Organization of Curriculum</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:263</td>
<td>Consultation Theory and Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:347</td>
<td>Home/School/Community: System Interventions</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Students without an M.A. in special education must complete an M.A. and teaching endorsement program in special education congruent with their desired consultant authorization, plus the three courses listed above [07E:300 (EDTL:7100), 07P:263 (PSQF:6263), and 07P:347 (PSQF:7347)], for a total of at least 38 s.h. of credit.

**ADMISSION**

Applicants to the Special Education Consultant authorization program must have been admitted to the M.A. program or to a certification program in special education. They must hold or meet the requirements for the special education teaching endorsement congruent with their desired consultant authorization. Teaching endorsements must be documented by copies of teaching credentials.

Applicants also must have completed four years of successful teaching experience, two of which must be congruent with their desired consultant authorization. They must provide evidence of successful teaching (e.g., written statements from school personnel documenting years of teaching, type of students served, and success as a classroom teacher).

Documentation of certifications and teaching experience should be submitted with the application for admission to the Graduate College.

**M.A.: Special Education**

The Master of Arts program in special education requires a minimum of 32 s.h. of graduate credit. The program prepares individuals to deliver appropriate levels of service to students with disabilities at the elementary and secondary levels, in either public or private settings. Applicants with a master’s degree and special education certification may request admission in order to obtain an additional area of special education licensure/certification (i.e., professional improvement). Students typically receive licensure/certification in at least one area upon completing the program. Contact the Department of Teaching and Learning for specific program requirements.

**ADMISSION**

Applicants to the M.A. program in special education must meet the admission requirements of the Graduate College. They must have an undergraduate g.p.a. of at least 3.00 (and/or at least 3.00 on a minimum of 12 s.h. of graduate course work). A combined verbal and quantitative score of at least 1000 on the Graduate Record Exam (GRE) General Test is preferred. Applicants whose first language is not English must score at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Application materials must include a completed Graduate College application form; copies of official transcripts for all college course work; an official report of Graduate Record Examination test scores; three current letters of recommendation; and evidence of experience and/or teacher licensure/certification. An interview may be requested.

Final admission decisions are made by the special education graduate admissions committee.

**Ph.D.: Special Education**

The Doctor of Philosophy program in special education requires a minimum of 90 s.h. of graduate credit. The program prepares students for teaching and research positions in higher education, and for curriculum, supervisory, and research positions in state and local education agencies. The program permits students to study and practice extensively in their special education interest area and in an interest area outside of special education.

The Ph.D. curriculum includes an emphasis on research skills, all facets of special education, an approved cognate area (see "Required Ph.D. Cognates" under "Graduate Programs: Overview" above), and at least one specialization area.

All College of Education Ph.D. students must complete 07X:150 (EALL:5150) Introduction to Educational Research during the first year of their Ph.D. program. They also must complete an additional minimum of 15 s.h. in qualitative and quantitative course work, with at least 9 s.h. from one area (qualitative or quantitative) and at least 6 s.h. from the other. Courses to meet this requirement must be chosen from Required Ph.D. Research Courses.

In addition, all doctoral students in special education must complete one of the following Ph.D. core courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>07E:304</td>
<td>Schooling in the United States</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07S:333</td>
<td>Seminar on Teacher Education</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

All Ph.D. students in special education must complete the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>07U:343</td>
<td>Proseminar: Issues, Trends, and Research in Special Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07U:344</td>
<td>Proseminar: Issues, Trends, and Research in Special Education II</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Students also must complete an interdisciplinary minor in a discipline outside of special education (minimum of 12 s.h.). In addition, they are required to write the comprehensive examination and complete a doctoral dissertation, earning a minimum of 10 s.h. in 07S:493 (EDTL:7493) Ph.D. Thesis.

**ADMISSION**

Applicants to the Ph.D. program in special education must meet the admission requirements of the Graduate College. They must have master’s degree or equivalent in special education; those without an M.A. thesis must have completed an equivalent project. Applicants should have a graduate g.p.a. of at least 3.50 and a combined verbal and quantitative score of at least 1000 on the Graduate Record Exam (GRE) General Test. Applicants whose first language is not English must score at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants should have at least one year of full-time teaching experience with exceptional children; several years are preferred.

Application materials must include a completed Graduate College application form; copies of official transcripts for all college course work; an official report of Graduate Record Examination test scores; three current letters of recommendation for specific program requirements.
Final admission decisions are made by the special education graduate admissions committee.

Financial Support

Elementary Education

A number of teaching assistantships are available for graduate students in early childhood and elementary education. Assignments vary. Some involve supervising undergraduate majors enrolled in practicums; others involve teaching sections of undergraduate methods courses and supervising student teachers. Most assistantships are classified as one-half-time, which permits students to register for a maximum of 12 s.h. of credit per semester. Graduate assistants must register for at least 6 s.h. per semester. All assistantships are awarded on a competitive basis. Applicants must have been admitted to regular status in the Graduate College and to an advanced program in the College of Education. For information about assistantships, contact the chair of the Department of Teaching and Learning.

Secondary and Special Education

A limited number of assistantships are available for graduate students in secondary and special education. Assignments vary. Some involve teaching undergraduate courses or supervising practicum experiences; others consist primarily of research activities. Graduate assistants may register for a maximum of 12 s.h. and a minimum of 6 s.h. per semester.

Graduate students in secondary education also may be eligible for assistantships in some College of Liberal Arts and Sciences departments. Students with appropriate credentials should apply directly to the specific department or consult the College of Education advisor in the appropriate field.

Traineeships in selected licensure/certification and master’s degree programs are available to full-time special education students.

Courses

Elementary Education

07E:021 (EDTL:1821) Oral Interpretation 3 s.h.
Weekly performances to develop and define communication skills for professional careers in teaching and business; performances include poetry, prose, monologue, storytelling, duo interpretation, reader’s theatre, and demonstration speeches. Requirements: for 036:021 (COMM:1821) -- g.p.a. of at least 2.60 and 30 s.h. of credit. Same as 036:021 (COMM:1821).

07E:029 (EDTL:1129) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

07E:050 (EDTL:1050) Opportunities in Education 2 s.h.
Introduction for underrepresented students to the teaching profession and its widely varied opportunities; faculty, students, recipients of awards in education; tours of Iowa City schools; reflection on and personal integration of class learning experiences, consideration of future plans.

07E:090 (EDTL:3190) Orientation to Elementary Education 1-2 s.h.
Overview of elementary education expectations, including options for student teaching; classroom observation, lesson planning, performance indicators, INTASC standards, classroom management, information about mandatory child abuse reporting, blood-borne pathogens, professional ethics.

07E:102 (EDTL:3002) Technology in the Classroom 2-3 s.h.

07E:103 (EDTL:3103) Assessment for Instructional Planning and Practice 3 s.h.
Fundamentals of using assessment data to make instructional planning decisions that preservice educators need in their advanced course work and classrooms; practical application with curriculum-based procedures; emphasis on classroom-based procedures used to make educational decisions to plan instruction for students, particularly those who are experiencing academic difficulty. Requirements: admission to TEP.

07E:104 (EDTL:5104) Remedial Methods in Speech and Hearing 2 s.h.
Emphasis on elementary grades: usually taken in conjunction with 07E:192 (EDTL:4192), which provides approximately 70 hours of supervised clinical practice in elementary schools. Recommendations: primarily for communication sciences and disorders majors.

07E:114 (EDTL:3114) Parent-Child Relationships 3 s.h.
Roles and relationships within and between families, culture, society; identify (family) resources and concerns based on children’s development, abilities.

07E:120 (EDTL:3120) Methods and Materials: Music for the Classroom Teacher 2 s.h.
Development of music skills, techniques, knowledge of methods and materials for teaching music to young children; for elementary education majors. Requirements: admission to TEP.

07E:122 (EDTL:3122) Creativity, Imagination, Play, and Human Development through the Arts 3 s.h.
Different theories related to human development and visual arts; use of visual arts to make meaning out of experience from the time people began making symbolic marks; ways to integrate visual arts into everyday life; cognitive and physical processes involved in making, understanding, and looking at visual art through studio experiences; theories of cognitive development; role of visual art in education; introduction to art production, art history, art criticism, and aesthetics.

07E:123 (EDTL:3123) Reading and Responding to Children’s Literature 3 s.h.
Reading and teaching of children’s literature; becoming more knowledgeable readers of children’s literature; using children’s literature in elementary classroom for aesthetic, personal, social, and critical purposes; wide range of literary texts in different genres and multiple ways readers might experience these texts given particular teaching approaches; ways in which readers interact with texts and with each other to make meaning as they read and discuss literature. Requirements: admission to elementary TEP.

07E:124 (EDTL:4024) Differentiating Projects with Technology
Use of digital tools to enrich student presentations; PowerPoint slide shows, presentations uploaded to World Wide Web, interactive multimedia presentations via HyperStudio.

07E:126 (EDTL:4026) Reading for High-Ability Students
Purposes and methods of reading instruction, with focus on developmentally appropriate needs of high-ability readers; genres of literature, enriched and accelerated reading curricula, role of reading in social and emotional development of gifted students.

07E:127 (EDTL:3127) Methods and Materials: Physical Education, Health, and Wellness
Methods, curriculum. Requirements: admission to TEP.

07E:128 (EDTL:4028) Differentiating through Advanced Technology
Multimedia and web-based tools and utilities that enrich classroom learning and facilitate presentations made by technologically advanced students; production and editing of digital video, computer graphics, advanced web-publishing and communication techniques; skill development.

07E:129 (EDTL:4029) Developing Leadership Skills for Gifted and Talented Students, K-12

07E:130 (EDTL:3130) Adaptive Physical Education for the Elementary Classroom Teacher
Create and deliver quality, inclusive physical education for students with mental, physical, or emotional disabilities; identify and evaluate the needs of disabled students, plan units and lessons with appropriate modifications for all learners, write an IEP, comply with IDEA in a physical education setting. Prerequisites: 07E:127 (EDTL:3127).

07E:131 (EDTL:3131) Movement Education
Movement education as a basis for psychomotor and cognitive development in children; summary of basic growth and motor development; in-depth instruction on theory and application of movement education curriculum, and practice on design and execution of movement education lessons. Prerequisites: 07E:127 (EDTL:3127).

07E:139 (EDTL:3139) American Government and Civics for the Elementary Classroom Teacher
Foundations and processes of American government as related to development of civic literacy in elementary students and their teachers; founding documents, legal precedents, social and economic changes throughout American history; research-based teaching and learning processes from social studies education. Requirements: admission to TEP.

07E:141 (EDTL:3141) Elementary School Mathematics: Number and Operations
Problem-solving approach to current trends in math education and process of teaching math; current math content knowledge assessed at start and end of course; opportunities to strengthen number and operations content knowledge; how children in grades K-5 think about and learn math; core ideas of learning, teaching, planning, and assessing number and operations concepts and skills; research-based pedagogical strategies that help children develop math concepts and procedures. Requirements: admission to TEP.

07E:142 (EDTL:3142) Elementary School Mathematics: Geometry and Measurement
Problem-solving approach to current trends in math education; current math content knowledge assessed at start and end of course; opportunities to strengthen geometry and measurement content knowledge; how children in grades K-5 think about and learn math; core ideas of learning, teaching, planning, and assessing geometry and measurement concepts and skills; research-based pedagogical strategies that help children in elementary school develop math concepts and procedures. Requirements: admission to TEP.

07E:143 (EDTL:3143) Methods of Art Education in Elementary Schools
Application of studio methods to teaching children in Saturday Children’s Art Class Program. Same as 01E:143 (ARTE:3143).

07E:145 (EDTL:3620) Methods and Materials: General Music
Methods for teaching general music in elementary and secondary schools. Prerequisites: 07E:102 (EDTL:3002), 07S:096 (EDTL:3610), and 07S:190 (EDTL:3090).

07E:146 (EDTL:3146) Elementary School Mathematics: Data/Probability and Algebra
Problem-solving approach to current trends in math education and process of teaching math; current math content knowledge assessed at start and end of course; opportunities to strengthen data analysis/probability and algebra content knowledge; how grade K-5 children think about and learn math; core ideas of learning, teaching, planning, and assessing data/probability and algebra concepts and skills; research-based pedagogical strategies that help children develop math concepts and procedures. Requirements: admission to TEP.

07E:153 (EDTL:4153) Gifted and General Education Collaboration
Need for differentiated learning experiences throughout the school day for gifted students; how classroom teachers and gifted/talented resource teacher collaborate to provide appropriate instructional services to gifted students; collaborative models, planning process, and recommendations for both direct and indirect services. Requirements: access to the Internet.

07E:154 (EDTL:3154) Teaching and Learning in the Earth Sciences

Meaningful and practical learning experiences to foster elementary science learning environments that engage learners in scientific practices and understanding of earth sciences; essential concepts in earth sciences; instruction to promote elementary student learning; teaching, learning, subject matter, curriculum, and assessment. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075). Requirements: admission to TEP.

07E:158 (EDTL:3158) Teaching and Learning in the Biological Sciences 3 s.h.

Meaningful and practical learning experiences to foster elementary science learning environments that engage learners in scientific practices and understanding of biological sciences; essential concepts in biological sciences; instruction to promote learning of essential concepts; learning, teaching, subject matter, curriculum, and assessment. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075). Requirements: admission to TEP.

07E:159 (EDTL:3159) Teaching and Learning in the Chemical/Physical Sciences 3 s.h.

Meaningful and practical learning experiences that foster elementary science learning environments and engage learners in scientific practices and understanding of physical sciences; essential concepts in physical sciences; instruction to promote student learning of essential concepts; learning, teaching, subject matter, curriculum, and assessment. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075). Requirements: admission to TEP.

07E:160 (EDTL:3160) Literacy Learning and Teaching I 3 s.h.

Theoretical foundations and practical skills to become reflective professionals who can design and implement effective reading and language arts instruction; authentic formative assessment for economically, academically, culturally, racially, and linguistically diverse children in grades K-3; for preservice elementary teachers. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075). Requirements: admission to TEP.

07E:161 (EDTL:3161) Social Studies for the Elementary Classroom Teacher 3 s.h.

Individual growth and change due to environment, economy, and technology; focus on developing teacher’s understanding of social and behavioral sciences and how they relate to geography, history, and government in student’s growth toward democratic citizenship; emphasis on need to develop intellectually stimulating curricula based on Iowa Core in behavioral science; lesson and curriculum development from research-based best practices in teaching social studies and driven by Iowa Core goals and objectives; technology as a teaching tool and focus of investigation in today’s society. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075). Requirements: admission to elementary TEP.

07E:162 (EDTL:3162) Methods: Elementary School Mathematics 2-3 s.h.

Content; techniques of teaching and means of assessment for K-6 mathematics. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075). Requirements: admission to TEP.

07E:164 (EDTL:3164) Literacy Learning and Teaching II 3 s.h.

Theoretical foundations and practical skills to become reflective professionals who can design and implement effective reading and language arts instruction; authentic formative assessment for economically, academically, culturally, racially, and linguistically diverse children in grades 3-6; for preservice elementary teachers. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075). Requirements: admission to elementary TEP.

07E:165 (EDTL:4065) Social Studies for High-Ability Learners 1-2 s.h.

Intersection of unique challenges presented by talented students and challenges of designing, implementing, and assessing quality inquiry-based social studies instruction; background in social studies or social studies education not required.

07E:166 (EDTL:4066) Curriculum Concepts in Gifted Education 3 s.h.

Analyzing and refining understanding of curriculum in context of: needs of gifted and talented students, rationale for and implementation of curriculum differentiation, and curriculum principles for and applications to gifted and talented; designed for preservice and inservice educators, as well as those interested in curriculum development, design, and delivery.

07E:168 (EDTL:3168) History for the Elementary Classroom Teacher 3 s.h.

Development of historical literacy in elementary students and their teachers; connecting children to the past using family histories; interactions and patterns in world history; diverse perspectives in U.S. history; using primary sources to investigate state and local history. Requirements: admission to TEP.

07E:170 (EDTL:3170) Elementary Classroom Management 1-3 s.h.


07E:171 (EDTL:4171) Literacy Learning and Teaching III 3 s.h.

Elaborates on content from 07E:160 (EDTL:3160) and 07E:164 (EDTL:3164); issues in theoretically sound reading and writing assessment, instruction in K-8 classrooms where local, state, and national goals play increasing roles; reading and writing processes; teaching and learning of reading and writing; focus on role of language and conversation in learning, content area reading instructional strategies, classroom-based reading and writing assessment, special issues in teaching, and learning with textbooks. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075).
07E:172 (EDTL:3172) Elementary Reading Practicum
Experience in teaching literacy to elementary students; opportunity to learn from an experienced teacher within a functioning classroom; supervisor with classroom experience mentors and supports students at practicum site; on-site practicum experiences preceded by on-campus seminar experience with practicum coordinator and supervisors; for preservice teachers. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075).

07E:174 (EDTL:3174) Elementary Math Practicum
Experience in teaching mathematics to elementary students; opportunity to learn from an experienced teacher within a functioning classroom; supervisor with classroom experience mentors and supports students at practicum site; on-site practicum experiences preceded by on-campus seminar experience with practicum coordinator and supervisors; for preservice teachers. Prerequisites: 07B:103 (EPLS:3000), 07E:090 (EDTL:3190), 07E:102 (EDTL:3002), 07E:103 (EDTL:3103), and 07P:075 (PSQF:1075). Corequisites: 07E:170 (EDTL:3170). Requirements: completion of appropriate area of specialization methods block.

07E:175 (EDTL:3175) Elementary Social Studies/Science Practicum
Experience in teaching social studies and science to elementary students; opportunity to learn from an experienced teacher within a functioning classroom; mentoring and support from supervisor with classroom experience at practicum site; on-site practicum experiences preceded by on-campus seminar with practicum coordinator and supervisors; assignments designed to enrich and augment onsite experiences and tie to student’s current methods courses; for preservice teachers. Requirements: admission to TEP.

07E:176 (EDTL:3176) Teaching Elementary School Science
Advanced science methods for elementary education majors seeking a science specialization. Prerequisites: 07E:162.

07E:180 (EDTL:3180) Drama in the Classroom
Theories of community, culture, identity in relation to language arts teaching and learning; emphasis on incorporating multiple literacies, both oral and print, into language arts curricula; action research involving oral literacy. Same as 049:101 (THTR:3610).

07E:181 (EDTL:4081) ePortfolio Production
Experience producing an ePortfolio and uploading it to the Internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser and access to the Internet and to a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as 07P:181 (PSQF:4081), 07X:181 (EALL:4081), 07C:181 (RCE:4081), 07B:181 (EPLS:4081).

07E:185 (EDTL:4085) Current Readings and Research in Gifted Education
Research in the field of gifted education and talent development; applications of research to ensure best practices in providing services and programs for high-ability learners.

07E:190 (EDTL:4190) Supervised Teaching in the Elementary School: Interactive Phase

07E:191 (EDTL:4191) Supervised Teaching in the Elementary School: Pre- and Post-Active Phase

07E:192 (EDTL:4192) Special Area Student Teaching
Supervised teaching and observation in specific areas of elementary curriculum (see ISIS for areas offered).

07E:193 (EDTL:4193) Independent Study
Requirements: senior standing.

07E:196 (EDTL:4096) Topics in Teaching and Learning

07E:197 (EDTL:4197) Supervised Teaching Early Childhood Center: Interactive Phase

07E:198 (EDTL:4198) Supervised Teaching Pre- and Post-Active Phase

07E:199 (EDTL:4199) Program Models in Gifted Education
Development and refinement of preservice and inservice educators’ understanding of academic programs; needs of gifted and talented students, including diverse and often underrepresented groups of students; rationale for and implementation of a comprehensive program model for gifted students. Requirements: Internet access.

07E:204 (EDTL:6104) Literature for Children II
Current theory, research, and practice in reading and responding to children’s literature; genre and topic vary. Same as 08P:204 (ENGL:6104).

07E:234 (EDTL:6534) Foundations of Mathematics Education
History of U.S. mathematics education; learning theory applied to teaching, learning mathematics; curriculum design; curriculum/standards and achievement patterns in the United States and other countries; equity; research literature.

07E:264 (EDTL:6164) Early Literacy Development and Instruction
Understanding of early reading and writing experiences; relationship of reading to other communication areas; knowledge of instructional approaches, techniques, materials, assessment procedures; interrelationship of home and school experiences; identification of current and crucial issues and relevant research.

07E:265 (EDTL:6165) Reading and Writing Across Intermediate Grades

Issues in teaching, learning, and assessment of students grades 4-9; fostering positive literate identities, literacy engagement, strategies for reading, writing, and critically responding to texts in a range of genres and formats and across content areas.

07E:267 (EDTL:6167) Inquiry-Based Curriculum Development in Early Childhood and Elementary Classrooms
Theoretical and practical organization of developmentally appropriate curricula and teaching methods to promote learning.

07E:271 (EDTL:6171) Advanced Reading Clinic Techniques

07E:272 (EDTL:6172) Advanced Reading Clinic Practicum
Practice in selecting and using instructional procedures that address the needs and interests of struggling literacy learners, with emphasis on teaching to students’ strengths; how to fit clinical teaching techniques into an overall literacy instructional program. Corequisites: 07E:271 (EDTL:6171).

07E:293 (EDTL:6293) Individual Instruction
arr.

07E:300 (EDTL:7100) Design and Organization of Curriculum
Major issues, modern selection, sequential arrangement, organization of content; relationship of time allotments to implementation; utilization of instructional equipment; appraisal procedures; staff participation in curriculum development.

07E:304 (EDTL:7004) Schooling in the United States
3 s.h.
Governance, finance, and policy structures that have influenced teaching and learning in public schools.

07E:308 (EDTL:7008) Seminar: Research and Current Issues
Review of literature, critical analysis of reported research, and study of current issues and problems for a specific curricular area; topics vary.

07E:340 (EDTL:7040) Advanced Topics in Teaching and Learning
Topics vary.

07E:365 (EDTL:7165) Reading Clinic: Supervision
Supervised experience in guiding and improving teacher performance in clinical practicums.

07E:391 (EDTL:7093) Research Project
arr.
Individual research projects in a specific curricular area; for advanced students.

07E:392 (EDTL:7092) Field Service Project
arr.
Individual field service project in a specific curricular area; for advanced students.

Secondary Education

07S:090 (EDTL:3290) Introduction and Practicum: Art
Practice of learning from an experienced art teacher in an art classroom and setting; observations in an art classroom side-by-side with experience and insight gained through participating and teaching in the Saturday Art Workshop Program. Requirements: admission to TEP.

07S:096 (EDTL:3610) Introduction and Practicum: Music
Experience observing and assisting music teachers and students in elementary or secondary schools; six hours per week in the school plus on-campus class meetings. Requirements: admission to TEP.

07S:105 (EDTL:3205) Methods of Art Education in Secondary Schools
Art education theory and methods at secondary levels; art curriculum, unit, and lesson planning; evaluation, motivation, instructional materials; observational techniques.

07S:106 (EDTL:4406) Foreign Language Education Practicum I
Skill development for teaching languages in the early grades; curriculum design, test creation, microteaching with inservice teachers. Prerequisites: 07S:110 (EDTL:4410). Corequisites: 07S:116 (EDTL:4416).

07S:107 (EDTL:4407) Foreign Language Education Practicum II

07S:109 (EDTL:3204) Art Education Studio
3-4 s.h.
Art training related to processes of elementary, secondary school art teaching; studio methods applied to teaching children, adolescents. Requirements: concurrent enrollment in 07S:090 (EDTL:3290) for Teacher Education Program student.

07S:110 (EDTL:4410) Teaching K-12 Second Language Learners
3 s.h.
Second language learning and teaching in the multicultural classroom; influence of school setting, societal context. Requirements: admission to TEP.

07S:111 (EDTL:4811) Introduction and Practicum: Secondary Social Studies
Experience observing and assisting social studies teachers and students in secondary schools; nine hours per week in the school plus on-campus class meetings. Requirements: admission to TEP.

07S:112 (EDTL:3001) Introduction to Museum Studies
3 s.h.
Overview of museum history, function, philosophy, collection, and curatorial practices; governance and funding issues; exhibition evaluation and audience studies; examples from Museum of Art, Museum of Natural History, Old Capitol Museum, and Medical Museum. GE: Social Sciences. Same as 097:115 (SIED:3001), 113:103 (ANTH:3001), 024:102 (MUSM:3001).

**07S:113 (EDTL:3025) Methods: Secondary School Journalism**
Methods and materials for teaching high school journalism; publication policies, staff organization, production schedules, technology, the Internet, and techniques for advising student publications; experience in simulated teaching situations. Offered fall semesters. Same as 019:101 (JMC:3025).

**07S:114 (EDTL:4314) Introduction and Practicum: Secondary English**
Experience observing and assisting English or speech teachers and students in secondary schools; 12 hours per week in the school plus on-campus class meetings.

**07S:115 (EDTL:4315) Methods: Secondary English**
Organizational techniques, methods, materials for teaching high school English; experience in simulated teaching situations during laboratory sessions, integrated with lectures and discussions. Prerequisites: 07S:114 (EDTL:4314). Same as 08P:190 (ENGL:4810).

**07S:116 (EDTL:4416) Learning to Teach Second Languages I**
Approaches, methods, and techniques of teaching the modalities of listening, speaking, reading, and writing in a second language. Corequisites: 07S:106 (EDTL:4406) or 07S:118 (EDTL:4418).

**07S:117 (EDTL:4417) Learning to Teach Second Languages II**

**07S:118 (EDTL:4418) ESL Practicum I**

**07S:119 (EDTL:4419) ESL Practicum II**

**07S:121 (EDTL:4021) Science for High Ability Students**
Unique challenges and opportunities confronted by teachers of students with above average ability and interest in science; theory and practice; development of program outlines for science programs.

**07S:122 (EDTL:4022) Math Programming for High Ability Students**
Unique challenges and opportunities confronted by teachers of high-ability students; theory and practice, development of program outlines for implementation. Same as 07P:122 (PSQF:4122).

**07S:125 (EDTL:4025) Differentiated Instruction for the Gifted**
Program options for K-12 gifted students; student abilities and needs linked with various curriculums; case studies, school materials.

**07S:130 (EDTL:3026) Workshop for Secondary School Journalism/Communication Teachers**
Workshops on journalism/mass media curriculum, audio/video production, photojournalism, publication design, journalistic writing techniques, advising student publications. Same as 019:102 (JMC:3026).

**07S:132 (EDTL:4032) Middle School Curriculum and Methods**
Junior high and middle school development compared; characteristics of exemplary programs, disciplinary and interdisciplinary trends; variety of teaching methods (group and individual); hands-on activities. Requirements: admission to TEP.

**07S:133 (EDTL:3532) Introduction and Practicum: Mathematics**
Experience designing and teaching lessons with varied instructional intent and use of multiple instructional strategies; study and practice methods of managing classroom learning environment; significant time spent in cooperating schools, on-campus meetings. Requirements: admission to TEP.

**07S:134 (EDTL:3534) Methods: Middle School Mathematics**
Subject matter content, teaching and assessment techniques for grades 5-9 math; how students learn mathematics; mathematics curricular planning for all students.

**07S:135 (EDTL:4535) Methods: High School Mathematics**
Subject matter content, teaching and assessment techniques for grades 9-12 math; how students learn mathematics; mathematics curricular planning for all students. Prerequisites: 07S:134 (EDTL:3534).

**07S:140 (EDTL:3630) Band Methods and Materials**
High school and elementary school music methods required for teaching certificate; for instrumental music education majors. Same as 025:164 (MUS:3630).

**07S:143 (EDTL:3605) Instrumental Techniques**
Same as 025:105 (MUS:3605).

**07S:144 (EDTL:5630) Psychology of Music**
Cognition of music, affective response, aesthetic response, musical ability.
**07S:145 (EDTL:3635) Instrumental Conducting** 3 s.h.

**07S:146 (EDTL:3640) Choral Methods** 3 s.h.
Organization, implementation of effective choral music programs for all ages. Same as 025:109 (MUS:3640).

**07S:147 (EDTL:3645) Choral Conducting and Literature** 3 s.h.
Advanced skills appropriate to choral conducting, analysis, literature selection studied and implemented to develop a secure approach to choral art; students preparing to teach in the elementary or secondary schools must register under 07S:148 (EDTL:3645). Prerequisites: 07S:147 (EDTL:3640) and 025:107 (MUS:3625). Same as 025:110 (MUS:3645).

**07S:148 (EDTL:5640) Introduction to Music Research** 2-3 s.h.
Preparation for conducting research on music behavior.

**07S:149 (EDTL:3660) String Methods and Materials** 3 s.h.
Methods for teaching bands in schools. Offered fall semesters. Same as 025:112 (MUS:3660).

**07S:150 (EDTL:4751) Science Teaching and Practice with Early Learners** 2 s.h.
Introduction to students, schools, the purpose of schooling children in science, learning theories, science curricula, contemporary science education issues, effective science teaching.

**07S:151 (EDTL:4752) Methods of Teaching Science** 3 s.h.
Developing, writing, and orally defending a robust research-based framework for teaching science that includes student goals, student actions, content, materials, activities, teaching behaviors and strategies, contemporary learning theories, self-evaluation. Prerequisites: 07S:151 (EDTL:4751).

**07S:152 (EDTL:4753) Instructional Issues in Teaching Science** 3 s.h.
Articulating, experiencing, practicing a research-based framework for teaching science in the real world of students, schools, teaching. Prerequisites: 07S:152 (EDTL:4752). Corequisites: 07S:179 (EDTL:4779).

**07S:155 (EDTL:4355) Approaches to Teaching Writing** 3 s.h.
Theories, practices, strategies, and history of writing and teaching writing. English majors may apply this course to the following area and/or period requirement. AREA: Nonfiction and Creative Writing. Same as 08N:141 (CNW:4355).

**07S:157 (EDTL:5640) Introduction to Music Research** 2 s.h.
Preparation for conducting research on music behavior.

**07S:159 (EDTL:3060) Pre-Intern Fall** 4 s.h.
First course in the Regents collaborative Iowa Teacher Intern License Pathway program. Requirements: admission to the ITILP program.

**07S:161 (EDTL:3061) Pre-Intern Spring** 4 s.h.

**07S:162 (EDTL:3062) Pre-Intern Summer I** 4 s.h.
Third course in the Regents collaborative Iowa Teacher Intern License Pathway program. Prerequisites: 07S:160 (EDTL:3060) and 07S:161 (EDTL:3061).

**07S:163 (EDTL:3063) Pre-Intern Summer II** 6 s.h.
Fourth course in the Regents collaborative Iowa Teacher Intern License Pathway program. Prerequisites: 07S:160 (EDTL:3060), 07S:161 (EDTL:3061), and 07S:162 (EDTL:3062).

**07S:164 (EDTL:3064) Intern Year** arr.
Fifth course in the Regents collaborative Iowa Teacher Intern License Pathway program. Prerequisites: 07S:160 (EDTL:3060), 07S:161 (EDTL:3061), 07S:162 (EDTL:3062), and 07S:163 (EDTL:3063).

**07S:167 (EDTL:4467) Methods for Teaching English to Speakers of Other Languages in K-12 Settings** 4 s.h.
Exploration of approaches, methods, and practices in teaching English to speakers of other languages in K-12 school settings; communicative and content-based approaches to language learning with practical application of theory and research; issues concerning linguistically diverse learners covered with pedagogical implications; skills in teaching approaches for English language learners; lesson and unit planning, materials evaluation and adaptation, and assessment for placement, diagnosis, exit, and evaluation of English language learners.

**07S:170 (EDTL:4870) Methods: Secondary Social Studies** 3 s.h.
Analysis of the teaching-learning process; organization of social studies content for teaching purposes; evaluation of learning procedures and new strategies; practicum work includes microteaching, computer-assisted modules, lesson plan development, writing test items.

**07S:171 (EDTL:3071) Secondary Classroom Management** 2-3 s.h.
Characteristics of the classroom environment and their implications for organization and management; concepts and principles teachers can use when thinking about managerial tasks in the classroom; for prospective middle and secondary school teachers. Prerequisites: 07S:190 (EDTL:3090). Requirements: admission to TEP.

07S:172 (EDTL:4072) Thinking Skills 1 s.h.
Factors involved in teaching thinking skills as a total concept; the relationship of critical and creative thinking; review of published programs.

07S:173 (EDTL:4073) Programming/Curriculum for High Ability Students 1 s.h.
Programming and curriculum for K-12 students identified as gifted or highly able; in-class differentiations, special projects for pull-out programs, facilitating research projects, mentoring in advanced programming.

07S:174 (EDTL:4074) Differentiation at the Secondary Level 1 s.h.
Importance of differentiation for gifted learners in middle school and high school; differentiation through advanced placement programs as well as broader perspectives on differentiation; essentials for differentiation understood and applied to a lesson that will be implemented with students.

Supervised teaching experience in a single subject; secondary school setting.

07S:180 (EDTL:6480) Issues in Foreign Language Education 3 s.h.
Theoretical perspectives of pivotal research issues at the forefront of foreign language education; systems available to foreign language professionals for disseminating research. Same as 164:170 (SLA:6500).

07S:182 (EDTL:3382) Language and Learning 2-3 s.h.
How language reflects and constructs learners’ identities and cultures; readings related to oral and written language, native and second language development, linguistic diversity; discussion of the relationship of language theory to schools of language instruction. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as 08P:182 (ENGL:3190).

07S:183 (EDTL:6483) Second Language Classroom Learning 3 s.h.
Synthesis of empirical findings on children’s and adults’ learning of a second or foreign language; emphasis on theoretical underpinnings of approaches, methods, techniques in language teaching. Same as 039:177 (ASLA:6483), 164:171 (SLA:6506).

07S:184 (EDTL:6484) Reading in a Second Language 3 s.h.
Current theory, research, practice in second language reading field; role of textual features and the reader in reading comprehension. Same as 164:172 (SLA:6501).

07S:186 (EDTL:5086) Curriculum Foundations 2-3 s.h.
Elementary and secondary background developments in curriculum; definitions, historical perspective, philosophies, theories of knowledge, models, learning theories, directions of development and shaping forces; emphasis on development of a curriculum project. Same as 164:173 (SLA:5501).

07S:187 (EDTL:4087) Seminar: Curriculum and Student Teaching 1-3 s.h.
Discussions, role-playing, group and individual reports, analysis of critical incidents, classroom management, videotapes of student classroom performance pertinent to participants’ student teaching experiences. Requirements: student teaching.

07S:189 (EDTL:4089) Elementary School Special Subject Area Student Teaching arr.
Supervised teaching experience in a single subject in grades 1-6.

07S:190 (EDTL:3090) Orientation to Secondary Education 1 s.h.
Overview, including options for student teaching, classroom observation, lesson planning, classroom management, performance indicators, INTASC standards, blood borne pathogens, professional ethics.

Student teaching experience in performing the duties of regular classroom teachers under supervision of experienced personnel in secondary schools.

Continuation of 07S:191 (EDTL:4091).

07S:193 (EDTL:3393) Reading and Teaching Adolescent Literature 3 s.h.
Reading and evaluation of literature suitable for junior and senior high school students. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as 08P:198 (ENGL:3191).

07S:194 (EDTL:4394) Methods: Secondary Reading 2-3 s.h.
Methods and materials used in teaching developmental reading in all junior and senior high school content areas. Prerequisites: 07S:114 (EDTL:4314).

07S:195 (EDTL:3095) Teaching Reading in Secondary Content Areas 1 s.h.
Integration of reading strategies into secondary content areas for teacher candidates in secondary education.

07S:197 (EDTL:6497) Principles of Course Design for Second Language Instruction 3 s.h.
Contemporary views of second language curriculum design; guidelines necessary for the creation of prototypical curriculum units to be transposed into classroom-ready forms; for individuals interested in foreign language materials development. Same as 164:174 (SLA:6502).

07S:198 (EDTL:4498) Language Structure for Teaching English Language Learners 3 s.h.
Exploration of theory, rules, and examples to gain practical understanding of the system of language structure; focus on working with English language learners from a variety of first language backgrounds in educational settings; principles of discourse, phonology, morphology, syntax, pragmatics, and semantics that build a framework for discussion of applications and analysis of student and teacher language; address English language learners’ development in P-12 settings; strategies to evaluate learner language; increase awareness of language challenges for English language learners that can occur in spoken and written educational instruction and materials. Requirements: admission to TEP.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07S:200</td>
<td>(EDTL:6400) Fundamentals of Second Language Assessment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>How to write language tests; discussion of fundamental issues in development of new tests or selection of existing tests. Same as 164:270 (SLA:6503).</td>
<td></td>
</tr>
<tr>
<td>07S:201</td>
<td>(EDTL:7600) Seminar: Current Topics in Music Education</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Major areas of professional and research interest.</td>
<td></td>
</tr>
<tr>
<td>07S:202</td>
<td>(EDTL:6402) Second Language Program Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Preparation for supervising, administering foreign language programs at all levels; for precolligate language teachers and graduate students. Same as 164:271 (SLA:6504).</td>
<td></td>
</tr>
<tr>
<td>07S:203</td>
<td>(EDTL:6403) Second Language Planning in Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Sociology and politics of national policies involving language, internationally; development of a research-based policy perspective on language issues in the country in which the student intends to teach.</td>
<td></td>
</tr>
<tr>
<td>07S:206</td>
<td>(EDTL:6510) Foundations of Music Education Curricula</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Curriculum development, instructional materials, analysis of current teaching methods and techniques in school music programs; historical foundations of music education.</td>
<td></td>
</tr>
<tr>
<td>07S:207</td>
<td>(EDTL:6407) Reading in Non-Roman Scripts</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Theory and practice of reading in languages that use non-Roman alphabets, syllabary, logographic systems; reading in first and second language contexts; instructional and literacy development issues. Prerequisites: 07E:171 (EDTL:4171) or 07S:184 (EDTL:6484). Same as 164:226 (SLA:6975).</td>
<td></td>
</tr>
<tr>
<td>07S:208</td>
<td>(EDTL:6408) Designing Materials for Second Language Instruction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Critical perspective on creating and using media for second language learning and teaching; research on materials design, development of media. Prerequisites: 07S:183 (EDTL:6483). Same as 164:272 (SLA:6505).</td>
<td></td>
</tr>
<tr>
<td>07S:209</td>
<td>(EDTL:6409) Cultural Curriculum</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Culture’s role in foreign/second language teaching; definition, pedagogy, assessment, and materials that allow culture to be taught and learned. Same as 164:229 (SLA:6970).</td>
<td></td>
</tr>
<tr>
<td>07S:210</td>
<td>(EDTL:6100) International Programs</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Summer Institute for Teachers</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07S:230</td>
<td>(EDTL:6530) Workshop in School Mathematics</td>
<td>0-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Recent developments in school mathematics teaching methods and curriculum relevant to a selected issue; one to three weeks of intensive examination, experience.</td>
<td></td>
</tr>
<tr>
<td>07S:231</td>
<td>(EDTL:6531) Technology in School Mathematics</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Methods, materials, issues, pedagogy, assessment; use, evaluation of technology for mathematics teaching and learning; implications for organization, development of course content.</td>
<td></td>
</tr>
<tr>
<td>07S:233</td>
<td>(EDTL:6833) History and Foundations of Social Studies Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Historical, philosophical, social foundations of social studies education; recent debates over content and instructional processes; student research proposals.</td>
<td></td>
</tr>
<tr>
<td>07S:235</td>
<td>(EDTL:5535) Current Issues in Mathematics Education</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Recent curriculum developments, experimental programs, research relevant to classroom instruction, trends in education that may have a significant impact on mathematics programs.</td>
<td></td>
</tr>
<tr>
<td>07S:236</td>
<td>(EDTL:6536) Teaching of Geometry</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Current developments in teaching middle school/junior high and high school geometry; selection, organization of content; research on teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>07S:239</td>
<td>(EDTL:6539) Teaching of Algebra</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Current developments in curriculum and instructional methods in secondary school algebra; classroom use of the history of algebra, use of technologies, implications of current research for the algebra classroom.</td>
<td></td>
</tr>
<tr>
<td>07S:241</td>
<td>(EDTL:5600) Music Education Workshop</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>For inservice music teachers; topics vary. Same as 025:220 (MUS:5600).</td>
<td></td>
</tr>
<tr>
<td>07S:242</td>
<td>(EDTL:5601) Music Education Workshop II</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>Varied topics; for inservice music teachers. Same as 025:234 (MUS:5601).</td>
<td></td>
</tr>
<tr>
<td>07S:244</td>
<td>(EDTL:6600) Individual Projects in Music Education</td>
<td>1-2 s.h.</td>
</tr>
<tr>
<td></td>
<td>Projects of special concern to individual music teachers in the public schools.</td>
<td></td>
</tr>
<tr>
<td>07S:254</td>
<td>(EDTL:6754) Theory and Research on Curriculum Materials in Science</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Theoretical perspectives and empirical research on design and use of science curriculum materials; contemporary theoretical assumptions about active and participatory relationships between curriculum materials, teachers, and students in particular institutional contexts; exploration of heuristics for development of effective science curriculum materials and recent research on how elementary, middle, and secondary teachers evaluate, adapt, and enact them through professional practice; for students with research and/or development interests based in K-16 contexts.

07S:255 (EDTL:6755) Practices of Inquiry in Science Learning Environments
Contemporary perspectives on inquiry-based science teaching and learning, implications for theory and research; readings, discussions, presentations, and writing to examine and build upon policy-level science education reform discourse, sociological and organizational theory, empirical research in science education.

07S:256 (EDTL:6756) Science Education: The Nature of Science
Relationship between scientists’ work and current theoretical and practical portrayals of the nature of science in K-16 education.

07S:257 (EDTL:6757) Learning in the Science Classroom
Assumptions about learning and about learning theories and their impact on pedagogical actions; how some concepts are planned and implemented.

07S:258 (EDTL:6758) Writing in the Science Classroom
Literacy in the science classroom; theoretical and pedagogical perspectives; practical classroom activities that lead to effective writing and increased learning.

07S:259 (EDTL:6759) Advanced Pedagogy
Theoretical and practical perspectives on pedagogy; how to assess practice, provide feedback, and build learning pathways for teachers.

07S:277 (EDTL:6877) Seminar: Social Studies Education
Periodical literature, trends, curricular developments, research in various aspects of social studies education; for master’s and doctoral candidates in social studies education.

07S:279 (EDTL:7640) Advanced Research in Music Education
Design, performance, analysis, and reporting of music research.

07S:280 (EDTL:5080) Workshop: Teacher Training for Advanced Placement Courses
Focus on a particular academic content area.

Procedures and techniques for writing research proposals at the doctoral level; written research proposal dealing with a question in second language teaching and learning.

07S:310 (EDTL:7410) Mixed Methods Research
Introduction to mixed methods research in education; knowledge and skills necessary to conduct mixed methods study; history and language of mixed methods research; identification and processing arguments for and against mixed methods research; extend understanding of research in education; how to assess strengths and weaknesses of published mixed methods studies; investigation of one or more mixed methods research designs in depth; application of mixed methods research design to a research proposal. Prerequisites: 07X:150 (EALL:5150). Requirements: formal introduction to quantitative and qualitative research methods, and familiarity with basic steps of research process. Recommendations: direct experience conducting research studies not required.

07S:315 (EDTL:6315) M.A. Seminar: English Education
Significant developments in English education; primary and collateral readings. Same as 08P:405 (ENGL:6315).

07S:333 (EDTL:7033) Seminar on Teacher Education
History, structure, and politics of teacher education; current practice and agendas for reform; new developments in teacher assessment.

07S:335 (EDTL:7535) Seminar: Research in Mathematics Education
Analysis of current research, research methodology, curriculum developments in mathematics education; topics vary.

07S:341 (EDTL:6841) Infusing a Global Perspective into the Curriculum
Rationales, conceptualizations, and themes in global perspectives in education, implications for curriculum change; elements of perspective consciousness, cultural universals, cultural diversity, cross-cultural awareness, global systems, global history, global issues; application and evaluation of ideas within fields of study and varied teaching situations.

07S:350 (EDTL:7750) Seminar: Science Education
Discussion of completed faculty and doctoral candidates’ research, national issues, program features.

07S:355 (EDTL:7755) Independent Study in Science Education Research
2-3 s.h.

07S:356 (EDTL:7756) Research Apprenticeship in Science Education
Practical experiences in science education research in a collaborative, team-oriented environment; apprenticeship model of instruction in which students’ participation in authentic tasks and their learning are mutually constitutive; engagement in actual research practices to produce an empirically-based product; development of expertise with some aspect of research methodology determined by instructor; for graduate students with interests in research or development based in K-16 contexts.

07S:367 (EDTL:6267) Seminar: Current Issues in Art Education
Analysis of literature in art education and related disciplines. Same as 01E:367 (ARTE:6267).
07S:370 (EDTL:7070) Introduction to Qualitative Methods in Literacy Research  
3 s.h.
Conceptual and practical exploration of qualitative research design methods, including data collection, analysis, and reporting; understanding proposal writing. Same as 08P:300 (ENGL:7070).

07S:371 (EDTL:7071) Critical Discourse Analysis in Educational Research  
3 s.h.
Critical discourse analysis (CDA) as theory and method; social and power relations, identities, and knowledge through written, visual, and spoken texts in social settings, such as schools, families, communities; theoretical and methodological traditions of CDA in educational research; critical approaches to analyzing spoken, written, and visual texts. Prerequisites: 07B:373 (EPLS:7373) or 07C:338 (RCE:7338) or 07P:331 (PSQF:7331) or 07S:370 (EDTL:7070).

07S:372 (EDTL:7072) Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting  
3 s.h.
Advanced course in traditional and contemporary qualitative data analysis methods and varied forms of reporting to understand, critique, and conduct research about literacy learning and teaching. Prerequisites: 07B:373 (EPLS:7373) or 07C:338 (RCE:7338) or 07P:331 (PSQF:7331) or 07S:370 (EDTL:7070).

07S:373 (EDTL:7073) Ethnographic Methods, Theories, and Texts  
3 s.h.
Practical and theoretical background for conducting ethnographic field studies in literacy, schooling, language, or a field of student's choice; methods, methodologies, and perspectives from anthropology, sociology, folklore, journalism, literary criticism, cultural, critical, and composition theory; read historical and contemporary ethnography, consider ethnographic forms of expression (films, graphics, fiction, poems); roles, responsibilities, and ethics of writer, reader, viewer, and informant; tools, methods, and writer's techniques to develop an ethnographic portfolio. Prerequisites: 07B:373 (EPLS:7373) or 07C:338 (RCE:7338) or 07P:331 (PSQF:7331) or 07S:370 (EDTL:7070).

07S:374 (EDTL:7774) Qualitative Research with Computer-Aided Qualitative Data Analysis Software  
3 s.h.
Qualitative data analysis using computer-aided qualitative data analysis software (CAQDAS); emphasis on methodological approaches to data analysis, and practical and experiential aspects of using CAQDAS to conduct these stages of analysis; opportunity to work with ATLAS.ti, NVivo, Dedoose, and the Coding Analysis Toolkit (CAT); capstone product is a research report based upon qualitative analysis; students strongly encouraged to analyze data from their own research.

07S:385 (EDTL:7380) Practicum in College Teaching  
arr.
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as 07P:385 (PSQF:7385), 07B:385 (EPLS:7385), 650:385 (GRAD:7385), 07C:385 (RCE:7385).

07S:385 (EDTL:7385) Practicum in College Teaching  
arr.
07S:393 (EDTL:6393) Master’s Thesis  
arr.
Individual research under supervision; application to thesis preparation, doctoral prospectus development. Same as 01E:406 (ARTE:7206).

07S:406 (EDTL:7206) Research in the Arts and Humanities  
3 s.h.
Planning of individual research projects by M.S. and Ph.D. students.

07S:415 (EDTL:7015) Ph.D. Seminar in Language, Literacy, and Culture  
arr.
Historical, recent research and theory in literacy education; topics vary. Same as 08P:425 (ENGL:7015).

07S:451 (EDTL:7751) Advanced Qualitative Data Analysis  
3 s.h.
Varied approaches to qualitative data analysis and philosophical foundations; analysis and interpretation of qualitative data; writing qualitative research findings. Prerequisites: 07B:373 (EPLS:7373) or 07C:338 (RCE:7338) or 07P:331 (PSQF:7331) or 07S:370 (EDTL:7070).

07S:493 (EDTL:7493) Ph.D. Thesis  
arr.

Special Education  
Courses at the 100 level are open to students in education and related disciplines.

07U:100 (EDTL:4900) Foundations of Special Education  
3 s.h.
Students with disabilities, gifted and talented; strategies for effective treatment, collaboration between regular and special education teachers; remediation of academic, behavioral, social problems.

07U:101 (EDTL:3901) Methods with Learning Disabilities and Behavioral Disorders  
3 s.h.
Strategies for effectively teaching elementary and secondary students with learning disabilities and behavioral disorders; emphasis is on practical, empirically verified techniques. Requirements: admission to TEP.

07U:110 (EDTL:3905) Teaching Deaf and Hard of Hearing Students  
3-4 s.h.
Issues in deaf education—management techniques, communication strategies, teaching strategies, instructional materials, hands-on activities, assessments, parent involvement; use of technology, ethnic and cultural diversity, classroom management, pre-reading techniques, literacy development, educational program options. Taught in American Sign Language. Corequisites: 158:014 (ASL:2002), if not taken as a prerequisite. Same as 158:110 (ASL:3905).

07U:115 (EDTL:3915) Introduction: Strategist I (Elementary)  
1-2 s.h.
Teaching students with mild disabilities in elementary resource placements; current trends and issues, basic and theoretical approaches, implications of federal and state statutes, multidisciplinary team approaches to providing appropriate educational programming; students complete a practicum with an elementary special education teacher. Requirements: admission to TEP.

**07U:116 (EDTL:3916) Methods: Strategist I (Elementary)**  
Methods and materials for students with mild to moderate disabilities in elementary resource placements; effective school collaboration; empirically validated strategies. Corequisites: 07U:115 (EDTL:3915). Requirements: admission to TEP.

**07U:121 (EDTL:5921) Transition and Related Issues**  
Curriculums, programs, and delivery systems that help persons with disabilities move from preschool to elementary, elementary to middle school, middle school to high school, and to postsecondary life; emphasis on ecological and task analysis, transition planning strategies, interagency collaboration, self-determination, access to resources and support services.

**07U:122 (EDTL:4922) Supervised Teaching: Elementary Strategist I**  
Student teaching at the elementary level in a program for students with mild to moderate disabilities. Requirements: elementary education major.

**07U:133 (EDTL:3933) The Culturally Different in Diverse Settings**  
Diversity in society; laws—past and present, experiences, incidents, how they affect society.

**07U:134 (EDTL:4934) Parent-Teacher Communication**  
Realities of working with parents; interpersonal skills; options for parent support services. Same as 07P:134 (PSQF:4134).

**07U:136 (EDTL:4936) Home/School/Community Partnerships**  
Issues related to collaboration among families, educators, community members in implementing school programs. Same as 07P:136 (PSQF:4136).

**07U:137 (EDTL:4137) Introduction to Educating Gifted Students**  
Fundamental issues such as curriculum, counseling, family issues, gender and minority issues. Same as 07C:137 (RCE:4137).

**07U:138 (EDTL:3938) Assessment of Learning Problems**  
Effective use of varied formal and informal assessment techniques for students with learning and behavior problems; techniques that inform teaching decisions. Requirements: admission to TEP and Elementary Strategist I program.

**07U:140 (EDTL:4940) Characteristics of Disabilities**  
Etiologies of mild/moderate disabilities; current educational trends; educational alternatives; importance of multidisciplinary team; psychological and social-emotional characteristics of individuals.

**07U:150 (EDTL:4950) Behavioral and Social Interventions**  
Individual behavioral management, behavioral change strategies, and social interaction strategies, methods, and techniques for individuals with exceptional learning needs.

**07U:163 (EDTL:3963) Inclusive Theatre**  
Introduction to implementation of performance opportunities for special populations (defined as those with cognitive or physical disability) and underrepresented populations. Same as 049:163 (THTR:3605).

**07U:167 (EDTL:4967) Diversity, Career Exploration, and Transition I**  
Hands-on, interactive experience to learn what is involved in working with young adult students with multiple learning and cognitive disabilities; three whole-group classroom sessions and required attendance at one of two REACH courses (career exploration or life skills III transition course).

**07U:169 (EDTL:4969) Diversity, Career Exploration, and Transition II**  
Hands-on, interactive experience to learn what is involved in working with young adult students with multiple learning and cognitive disabilities, and assist them with transitioning into the workplace; three whole-group classroom sessions and required attendance in one of two REACH courses (internship prep or job search strategies).

**07U:176 (EDTL:3976) Reading Intervention for Students At Risk**  
Reading instructional approaches for students at risk for, or with reading disabilities; students enrolled in lab apply content while working with a reading disability student; use of effective teaching principles and research-based practices for designing and delivering instruction in reading (including oral and silent reading), vocabulary development, reading fluency, comprehension. Requirements: admission to TEP.

**07U:182 (EDTL:4982) Instructional Decision Making in Education**  
Overview of and practical application with curriculum-based procedures for assessment and evaluation; classroom-based measures to make educational decisions for instruction of students, particularly those experiencing academic difficulty.

**07U:183 (EDTL:4983) Academic and Behavioral Strategies for Students with Learning Disabilities and Behavioral Disorders**  
Merge theory and practices for assessing, planning interventions, delivering instruction, and monitoring progress for individuals who have learning disabilities and emotional/behavioral disorders.

**07U:184 (EDTL:4984) Academic Skills for Students with Special Needs**  
Introduction to appropriate methodology for teaching academic skills to students with significant learning difficulties; how to teach students effectively regardless of the label that might be applied to them or the setting to which they might be assigned; effective application of classroom-based measurement, curriculum development, and instructional strategies for teaching academic skills to education students with special needs.

**07U:187 (EDTL:4987) Introduction to Assistive Technology**  

How assistive technology can be used for attainment of goals in education or work. Same as 07C:187 (RCE:4187).

**07U:188 (EDTL:4188) Practicum in Teaching and Curriculum Development in Gifted Education**

Experience in developing course materials for classes offered through the Belin-Blank Center for Gifted Education. Same as 07C:188 (RCE:4188).

**07U:190 (EDTL:4990) Interdisciplinary Issues in Disabilities**

Critical issues related to interdisciplinary delivery of services to persons with developmental disabilities; observation and participation in staffing and consultation; opportunity for related community experiences.

**07U:201 (EDTL:6901) Strategist II Methods--Elementary**

Methods and materials; strategies for assessing behavior, academic achievement, social skills; instructional resources; consultation with parents and peers; collaboration strategies; empirically validated strategies. Prerequisites: 07U:138 (EDTL:3938).

**07U:203 (EDTL:6903) Strategist II Methods--Secondary**

Methods, materials, accommodations; practical skills for working in school/community settings; academic, affective, behavioral assessment; communication skills, management strategies, innovative program models, transition and career education planning; empirically validated strategies. Prerequisites: 07U:138 (EDTL:3938).

**07U:206 (EDTL:6906) Practicum with Exceptional Persons**

Practicum experience with students with disabilities; experiences differ depending upon student's program of study.

**07U:209 (EDTL:6909) Seminar: Graduate Supervised Teaching**

For students enrolled in graduate student teaching practicum. Requirements: special education major.

**07U:231 (EDTL:6931) Strategist I Methods**

Methods and strategies K-12 that include models for providing curricular and instructional methodologies used in educating mildly and moderately disabled, collaboration and consultation models; empirically validated strategies.

**07U:236 (EDTL:6936) Administration of Students with Special Needs**

Foundation for and skill practice in tasks performed by directors of special education and others administering to needs of special education students, and economically and socially deprived students; for prospective school administrative personnel. Same as 07B:236 (EPLS:6236).

**07U:250 (EDTL:6950) Strategist I Student Teaching: Elementary**

Student teaching in an elementary mild and moderate special education program.

**07U:251 (EDTL:6951) Strategist I Student Teaching: Secondary**

Student teaching in a secondary mild and moderate special education program.

**07U:252 (EDTL:7952) Seminar: Behavioral Assessment and Evaluation**

Broadens skills of graduate students who engage in research with exceptional persons; research designs are usually taught in the Department of Psychological and Quantitative Foundations, but because of the nature of handicapping conditions and the low incidence of some handicaps, the single-subject design yields better research information. Same as 07P:352 (PSQF:7352).

**07U:253 (EDTL:6953) Strategist II Student Teaching: Elementary**

Student teaching in K-8 learning disabilities or behavior disorders.

**07U:254 (EDTL:6954) Strategist II Student Teaching: Secondary**

Student teaching in secondary learning disabilities or behavior disorders.

**07U:261 (EDTL:5961) Foundation of Applied Behavior Analysis**

Foundation knowledge and basic principles of behavior analysis in philosophical assumptions of behavior analysis, behavioral terminologies, verbal operants, and measurement concepts; first in a four-course sequence to prepare Chinese-speaking students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) certification exam sponsored by the Behavior Analyst Certification Board (BACB). Corequisites: 07U:353 (EDTL:7953).

**07U:262 (EDTL:5962) Function of Behaviors and Interventions**

Functional assessment/analysis and interventions designed to change behaviors; describing and implementing components of functional behavioral assessment; using results of a functional assessment to develop a program to teach appropriate behavior and/or decrease inappropriate behaviors; development of an instructional program to teach desired behaviors; third in a four-course sequence to prepare Chinese-speaking students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) certification exam sponsored by the Behavior Analyst Certification Board (BACB). Prerequisites: 07U:261 (EDTL:5961) and 07U:353 (EDTL:7953).

**07U:263 (EDTL:5963) Ethics and Professional Conduct of Behavior Analysts**

Issues related to ethical and professional conduct of behavior analysts when working with clients according to BACB Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct for Behavior Analysts; responsible conduct of a behavior analyst; behavior analyst's responsibility to client, assessing behavior, behavior analyst and individual behavior change program; fourth in a four-course sequence to prepare Chinese-speaking students to sit for the Board Certified Assistant Behavior Analyst (BCaBA) certification exam sponsored by the Behavior Analyst Certification Board (BACB). Prerequisites: 07U:261 (EDTL:5961), 07U:262 (EDTL:5962), and 07U:353 (EDTL:7953).
07U:264 (EDTL:5964) Behavior Analyst Practicum 3-4 s.h.
Development, implementation, and evaluation of techniques that produce behavior changes in clients; discussion of key issues related to techniques of applied behavior analysis; review of various theoretical, conceptual, historical, legal, and practical aspects of behavior analysis; provides a portion of the supervisory component as required by the Behavior Analyst Certification Board (BACB).

07U:275 (EDTL:6975) Explicit Instruction 3 s.h.
Empirically supported methods for teaching reading and mathematics K-12 to students with mild-moderate disabilities; assessment and curricular adaptations to individual needs.

07U:343 (EDTL:7943) Proseminar: Issues, Trends, and Research in Special Education 2-3 s.h.
Conceptual and practical development of research across special education and related disciplines; empirical review of the literature; focus on professional writing skills.

07U:344 (EDTL:7944) Proseminar: Issues, Trends, and Research in Special Education II 2-3 s.h.
Recent research from a variety of special education areas reviewed by students; simulated comprehensive examinations. Prerequisites: 07U:343 (EDTL:7943).

07U:345 (EDTL:7945) Current Issues and Trends in Learning Disabilities 3 s.h.
Readings and discussions of current issues and trends in learning disabilities (e.g., definition, prevalence, interventions, subtyping, assessment).

07U:348 (EDTL:7948) Contemporary Research in Behavioral Disorders 3 s.h.
In-depth analysis of current research in behavioral disorders; emphasis on evaluating its methodology and contribution to the field.

07U:353 (EDTL:7953) Seminar: Single Subject Design Research 3 s.h.
Reviews of single subject research, development of student proposals; focus on special education, applied research.

07U:392 (EDTL:7932) Field Service Project in Special Education Internship arr.
Part-time or full-time experience as an intern in school districts or area education agencies; develops skills in supervision and administration of special education.
College of Engineering

Dean
- Alec B. Scranton

Associate dean, research and graduate studies
- Gregory R. Carmichael

Associate dean, academic programs
- Keri C. Hornbuckle

Associate dean, diversity and outreach
- Tonya L. Peeples

Director, Center for Bioinformatics and Computational Biology
- Tom Casavant

Codirectors, Iowa Institute for Biomedical Imaging
- Milan Sonka, Joseph Reinhardt

Director, IIHR—Hydroscience & Engineering
- Larry Weber

Undergraduate major: B.S.E.  
Undergraduate certificates: technological entrepreneurship; wind energy  
Graduate degrees: M.S.; Ph.D.  
Web site: http://www.engineering.uiowa.edu/

Engineering is defined by the Accreditation Board for Engineering and Technology as that profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to use, economically, the materials and forces of nature for the benefit of mankind.

In short, engineering is the application of science and mathematics to solve problems for society.

The major aim of engineering is the creation of a new process, product, material, or system. This activity demands a high degree of creativity and problem solving ability coupled with a full understanding of engineering fundamentals, good judgment, and a practical sense of economics.

The College of Engineering prepares men and women for one or more of the many career opportunities in the engineering profession. Such opportunities include positions in design, production, development, research, management, and consulting. Engineers are employed in industrial organizations, governmental agencies, and private practice.

The College of Engineering’s mission is to develop, disseminate, transfer, and preserve technical knowledge that improves people’s lives. The college endeavors to:

- provide a well-rounded and superior engineering education that draws upon resources of a comprehensive research university to attract outstanding undergraduate and graduate students in selected engineering fields;
- conduct high-quality research in selected areas, enabling faculty members and students to keep pace with new developments and ensuring that the newest concepts are taught in its courses; and
- serve the needs of the University, industry, government, and the general populace by making its facilities and faculty expertise accessible.

COLLEGE ORGANIZATION

The College of Engineering has five departments and four research units. The Department of Biomedical Engineering, Department of Chemical and Biochemical Engineering, Department of Civil and Environmental Engineering, Department of Electrical and Computer Engineering, and Department of Mechanical and Industrial Engineering offer a total of six undergraduate programs of study and many graduate programs of study.

The research units are the Center for Bioinformatics and Computational Biology, the Center for Computer-Aided Design, the Iowa Institute for Biomedical Imaging, and IIHR—Hydroscience & Engineering.

DIVERSITY AND INCLUSION AT THE COLLEGE OF ENGINEERING

The College of Engineering works to be a national leader in including women and men of all races and ethnic groups in its student body and in providing a model for other institutions that are interested in strengthening inclusion of all peoples in engineering. To these ends, it has developed programs that support inclusion through outreach to K–12 students in the Midwest, mentoring of undergraduate and graduate students, and recruitment of faculty members. These programs enjoy the support of several international engineering and manufacturing firms. Learn more at the college’s Ethnic Inclusion Effort web site.

Undergraduate Programs of Study

The College of Engineering offers the Bachelor of Science in Engineering (B.S.E.) with majors in biomedical engineering, chemical engineering, civil engineering, electrical engineering, industrial engineering, and mechanical engineering. All six B.S.E. programs of study are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. Each has its own set of articulated educational objectives, and all are designed to ensure that graduates possess the following general attributes:

- ability to apply knowledge of mathematics, science, and engineering;
- ability to design and conduct experiments as well as to analyze and interpret data;
- ability to design a system, component, or process to meet desired needs;
- ability to function on multidisciplinary teams;
- ability to identify, formulate, and solve engineering problems;
- understanding of professional and ethical responsibility;
Graduate Programs of Study

The College of Engineering offers the Master of Science and Doctor of Philosophy in biomedical engineering, chemical and biochemical engineering, civil and environmental engineering, electrical and computer engineering, industrial engineering, and mechanical engineering. For information about principal research and study areas, degree requirements, admission, and financial support for individual graduate programs, see the Catalog’s College of Engineering department sections: Biomedical Engineering (p. 824), Chemical and Biochemical Engineering (p. 834), Civil and Environmental Engineering (p. 844), Electrical and Computer Engineering (p. 857), and Mechanical and Industrial Engineering (p. 867).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Professional Licensure

Licensure as a professional engineer is governed by the laws of each state. Most states’ minimum requirements include graduation from an accredited engineering curriculum of at least four years, followed by at least four years of practical experience and successful completion of two major examinations.

The agency that controls and monitors the licensing procedure in Iowa is the Iowa Engineering and Land Surveying Examining Board. The first step in the procedure for students enrolled in an accredited program is to pass an examination on engineering fundamentals given near the time of graduation. Following graduation and the successful completion of the engineering fundamentals exam, graduates receive an Engineer-in-Training (EIT) certificate. The final step in the procedure is to pass the principles and practice exam in a specialty area following a minimum of four years of approved professional experience. At this point, the graduate engineer becomes a licensed Professional Engineer.

Student Organizations

The College of Engineering student body is represented by the Engineering Student Council. The council plans and carries out activities involving the entire college, including the electronic newsletter E-Week. The organization also acts on collegewide matters of general student interest.

Several engineering professional societies have University of Iowa student chapters: American Institute of Chemical Engineers, American Society of Civil Engineers, American Society of Mechanical Engineers, Biomedical Engineering Student Society, Institute of Electrical and Electronics Engineers, Institute of Industrial Engineers, and National Society of Professional Engineers.

The following student organizations are multidisciplinary and are open to all engineering students: the American Institute of Aeronautics and Astronautics is a professional organization affiliated with the field of aerospace engineering; the American Wind Energy Association focuses on career development, research, and advocacy for wind energy; the Engineering Sales Club helps engineering students develop the professional skills required for sales careers; Engineers for a Sustainable World and Engineers Without Borders work to reduce poverty and improve global sustainability; the Human Factors and Ergonomics Society raises awareness of human factors issues; the Society of Automotive Engineers is a professional and technical organization; a local chapter of Theta Tau, a national professional engineering fraternity, is active in service to the college.

The University chapter of Tau Beta Pi, a national honorary society for students in all engineering fields, gives special recognition to superior students in their junior and senior years. The work of students who are outstanding in specific engineering disciplines is recognized by Alpha Eta Mu Beta (biomedical engineering), Omega Chi Epsilon (chemical engineering), Chi Epsilon (civil engineering), Eta Kappa Nu (electrical engineering), Alpha Pi Mu (industrial engineering), and Pi Tau Sigma (mechanical engineering).

Student organizations that support the enrollment of women and members of minority populations in the college include the Multi-Ethnic Engineering Student

• ability to communicate effectively in oral, written, and graphical forms;
• broad education necessary to understand the impact of engineering solutions in a global and societal context;
• recognition of the need to engage in lifelong learning and the ability to do so;
• knowledge of contemporary issues; and
• ability to use the techniques, skills, and modern engineering tools necessary for successful engineering practice.

The University of Iowa B.S.E. programs of study distinguish the College of Engineering from other engineering colleges in the region. They draw on the University’s recognized strengths to offer unique opportunities for students who wish to pursue a wide range of career options and an education that goes beyond technology.

See Bachelor of Science in Engineering (p. 814) in the Catalog for detailed information about the B.S.E., including requirements, admission, and academic rules and procedures. For information about each B.S.E. major, see the Catalog’s College of Engineering department sections: Biomedical Engineering (p. 824), Chemical and Biochemical Engineering (p. 834), Civil and Environmental Engineering (p. 844), Electrical and Computer Engineering (p. 857), and Mechanical and Industrial Engineering (p. 867).

The college also offers joint undergraduate degrees with the College of Liberal Arts and Sciences and the Tippie College of Business; a dual degree with the University of Northern Iowa; a joint bachelor’s/master’s degree program in each engineering discipline; and a joint bachelor’s/master’s degree with the School of Urban and Regional Planning. See “Joint and Dual Degrees” in the Bachelor of Science in Engineering (p. 814) section of the Catalog. In addition, the College of Engineering partners with the Tippie College of Business to offer the Certificate in Technological Entrepreneurship (p. 886) for undergraduate engineering students. The College of Engineering also teams with the College of Liberal Arts and Sciences to offer the Certificate in Wind Energy (p. 887), which is open to all University of Iowa undergraduates.
Association, the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers, the National Society of Black Engineers, the Society of Hispanic Professional Engineers, the Society of Women Engineers, and Women in Science and Engineering.

For more information, visit Engineering Student Organizations on the college’s web site.

Research Centers
The College of Engineering has four major research centers. College of Engineering researchers also collaborate with researchers from outside the college in several interdisciplinary research units.

College of Engineering Research Centers
CENTER FOR BIOINFORMATICS AND COMPUTATIONAL BIOLOGY
The Center for Bioinformatics and Computational Biology (CBCB) is a multidisciplinary research center dedicated to applying high-performance networking and computing to basic life science and applied biomedical research. The center is sponsored jointly by the College of Engineering and the University’s Carver College of Medicine.

CENTER FOR COMPUTER-AIDED DESIGN
The Center for Computer-Aided Design (CCAD) conducts basic and applied research in six units: the Operator Performance Laboratory (research in human performance); the Virtual Soldier Research program (research in human modeling and simulation); the Cognitive Systems Laboratory (research in human factors in transportation and human computer interaction); the Reliability and Sensory Prognostic Systems program; the National Advanced Driving Simulator (research in clinical, human factors, and simulation for ground transportation); and the Musculoskeletal Imaging, Modeling, and Experimentation Program (computational modeling of anatomic structures).

IOWA INSTITUTE FOR BIOMEDICAL IMAGING
The Iowa Institute for Biomedical Imaging (IIBI) conducts research in the following areas: medical image analysis and computer-aided diagnosis; cardiovascular image analysis (angiography-intravascular ultrasound data fusion, MR image analysis of congenital heart disease, coronary CT image analysis, early detection of cardiovascular disease); pulmonary image analysis (CT and MR image analysis of the lung); Cell image analysis (cell tracking, shape analysis); and virtual surgery planning (augmented reality for liver resection surgery). The institute is sponsored jointly by the College of Engineering and the University’s Carver College of Medicine.

IIHR—HYDROSCIENCE & ENGINEERING
IIHR—Hydroscience & Engineering, formerly the Iowa Institute of Hydraulic Research, is one of the nation’s premier and oldest fluids research and engineering laboratories. Its activities include fluid dynamics (turbulent flows, vortex dynamics, ship hydrodynamics, biological fluid flow, atmospheric boundary layer, experimental and computational fluid dynamics); environmental hydraulics (hydraulics structures, river mechanics, hydraulic structures, ice mechanics, cold regions engineering, fshiers engineering, sediment management, heat disposal in water bodies and power productions, bioremediation of groundwater, computational hydraulics, water quality monitoring); and water and air resources (air pollution, hydroclimatology, hydrogeology, hydrology, hydrometeorology, remote sensing, water resources and basin-scale processes).

Interdisciplinary Research Units
CENTER FOR BIOCATALYSIS AND BIOPROCESSING
The Center for Biocatalysis and Bioprocessing (CBB) concentrates on biocatalysis and bioprocessing education, research, and technology transfer. Its research includes fermentation; bioprocessing of small molecules, peptides, proteins and biocatalysis; pilot-scale technology transfer; structural biology of biocatalysts; biocatalyst screening and discovery; bioremediation; cloning of genes and optimization of protein expression in microorganisms; and GMP operations for producing clinical-grade biotherapeutics.

CENTER FOR GLOBAL AND REGIONAL ENVIRONMENTAL RESEARCH
The Center for Global and Regional Environmental Research (CGRER) is devoted to studying and bettering the environment. Its focus includes multiple aspects of global environmental change, including regional effects on nature ecosystems, environments, and resources and on human health, culture, and social systems. The center helps Iowa’s agencies, industries, and people prepare for accelerated environmental change.

CENTER FOR HEALTH EFFECTS OF ENVIRONMENTAL CONTAMINATION
The Center for Health Effects of Environmental Contamination (CHEEC) is a multidisciplinary environmental health research center dedicated to supporting and conducting research to identify, measure, and prevent adverse health outcomes related to exposure to environmental toxins, particularly water contaminants. The center also conducts educational programs on environmental health and works with environmental database design, development, and systems support for environmental health research.

CENTER FOR INTERNATIONAL RURAL AND ENVIRONMENTAL HEALTH
The Center for International Rural and Environmental Health (CIREH) promotes understanding and awareness of the causes, consequences, and prevention of communicable, chronic, environmental, and occupational diseases in all regions of the world. The center focuses its education, training, and research on nations with substantial agrarian economies.

ENVIRONMENTAL HEALTH SCIENCES RESEARCH CENTER
The Environmental Health Sciences Research Center (EHSRC) researches the adverse health effects of environmental contaminants among rural and agricultural populations. The center is at the forefront of research on rural environmental health problems such as pesticide-induced cancers and birth defects, community and occupational exposures to airborne hazards from concentrated livestock operations, asthma among rural children, and remediation of rural hazardous waste sites.
It also trains scientists to characterize mechanisms that underlie environmental disease and approaches to their prevention.

**INJURY PREVENTION RESEARCH CENTER**
The Injury Prevention Research Center (IPRC) is a multidisciplinary unit whose focus includes injury prevention, acute care, biomechanics, and surveillance activities. The center’s current work involves examining different types of residential smoke detectors, using simulation technology to study driving safety among persons with sleep apnea and persons on antiseizure medication, using bicycling simulation to study risk taking in children, and studying the effect of interpersonal violence on women’s health.

**OPTICAL SCIENCE AND TECHNOLOGY CENTER**
The Optical Science and Technology Center (OSTC) involves researchers from the College of Engineering and the College of Liberal Arts and Sciences. The center’s objective is to catalyze research in the optical sciences by establishing an environment that promotes collaborative science and the development of innovative technology. Broad areas of interest include development of novel semiconductor materials with unique electronic and optical properties; design, fabrication, and characterization of nanostructures and nanomaterials; photopolymerization processes; exploration of environmental science; and application of novel optical devices in the biosciences.

**ORTHOPAEDIC BIOMECHANICS LABORATORY**
The Orthopaedic Biomechanics Laboratory researches the application of advanced innovative computational formulations and novel experimental approaches to clinically-oriented problems across the spectrum of musculoskeletal biomechanical research, including total joint replacement (hip, spine, knee, ankle) posttraumatic arthritis, osteonecrosis of the hip, high-energy limb trauma, carpal tunnel syndrome, and articular contact stresses as they relate to joint degeneration.

**PHOTOPOLYMERIZATIONS CENTER**
The Photopolymerizations Center (IUCRC) works to advance the fundamental understanding of the kinetics and mechanisms of photopolymerizations; to establish a venue for active discussions and collaborations among industrial and academic researchers; to explore high-risk, cutting-edge research on photopolymerization processes that could lead to technological innovations; and to promote and/or develop novel applications that exploit the unique set of advantages offered by photopolymerizations.

**PUBLIC POLICY CENTER**
The Public Policy Center (PPC) facilitates interdisciplinary academic research on policy related to health, human factors and vehicle safety, crime and justice, housing, the environment, and transportation. It works to provide policy makers with information they can use to help communities and individuals thrive in sustainable ways.

Facilities and Resources

**Seamans Center for the Engineering Arts and Sciences**
The Seamans Center for the Engineering Arts and Sciences is home to the College of Engineering. Dedicated in 2001,
on-one tutoring sessions at the center, helping their fellow students develop skills for organization and audience analysis and for creating precise technical descriptions and persuasive, logical narratives.

**Engineering Computer Services**

Engineering Computer Services (ECS) provides information technology administration for curricular, administrative, and research computing at the College of Engineering. The center has three drop-in computer labs with 180 high-end Linux and Windows computer workstations, a 45-seat computer classroom and lab, and a 200-seat virtual computer lab that students can access on the Internet. Numerous public domain applications and commercial engineering applications support the full range of engineering classes. Software is upgraded annually, and hardware is upgraded every four years. The college’s computer labs are open 24 hours a day, every day of the year.

**Engineering Electronics Shop**

The Engineering Electronics Shop (EES) is a full-service electronics facility that supports sales and service for the College of Engineering and the University. EES provides design, construction, repair, calibration, and preventive maintenance services for teaching and research laboratories and maintains more than 100,000 parts in stock. The shop has laser cutting and etching equipment and a fully functional printed circuit board production facility. EES also maintains a large set of rental lockers for students.

**Engineering Machine Shop**

The Engineering Machine Shop (EMS) is a full-service, light manufacturing facility that supports curricular, research, and operational needs of the College of Engineering and the University. EMS provides professional design and fabrication services and gives students, staff, and faculty controlled access to a variety of manufacturing equipment. The shop has its own six-seat computer instruction classroom, a 3-D scanner, and a 3-D printer. EMS also supports College of Engineering clubs with its projects support facility.

**Course Numbering System**

**Current Numbering System**

University of Iowa course numbers consist of a three-digit prefix and a three-digit suffix separated by a colon. For the College of Engineering, the second digit of the prefix is 5; the third digit of the prefix corresponds with the academic program in the college that offers the course, as follows.

- 051: biomedical engineering
- 052: chemical and biochemical engineering
- 053: civil and environmental engineering
- 055: electrical and computer engineering
- 056: industrial engineering
- 057: cross-disciplinary core (undergraduate) and Project Lead the Way
- 058: mechanical engineering
- 059: engineering core (undergraduate)

Each course’s three-digit suffix identifies the level and type of the course. Generally, suffix numbers below 100 designate courses primarily for undergraduates, numbers 100 to 199 designate courses for undergraduate and graduate students, and numbers 200 and above designate courses primarily for graduate students.

Each College of Engineering course is listed in the department that offers it. Engineering core and core engineering courses are listed in the College of Engineering section; see "Undergraduate Core Program" below.

A brief description is included for each course. Prerequisite and corequisite courses listed in course descriptions are University of Iowa courses. Students who have not taken the University of Iowa prerequisite but who have earned credit in equivalent course work from another institution should consult the course instructor if they have questions concerning their preparation for the course. They must obtain the instructor’s consent before registering for the course.

Engineering students may enroll in any course in the College of Engineering if they meet the course prerequisite and corequisite requirements. Undergraduates from other colleges must contact the Engineering Student Services and corequisite requirements. Undergraduates from other colleges must contact the Engineering Student Services for policies and procedures. Consent for enrollment in an engineering course is based on space available as well as on whether the student has the mathematics, science, and engineering background considered necessary to undertake the course work.

**New Numbering System**

The University is in the process of revising its course numbering system. Under the new system, course numbers will consist of an alphabetical prefix (up to four letters) and a four-digit numerical suffix separated by a colon. For the College of Engineering, each course’s prefix will correspond to the academic program in the college that offers the course, as follows.

- BME: biomedical engineering (051 under the old system)
- CBE: chemical and biochemical engineering (052 under the old system)
- CEE: civil and environmental engineering (053 under the old system)
- ECE: electrical and computer engineering (055 under the old system)
- IE: industrial engineering (056 under the old system)
- ME: mechanical engineering (058 under the old system)
- ENGR: core (057 and 059 under the old system) and Project Lead the Way (057 under the old system)

The four-digit numerical suffix will identify the course’s level and type, according to the following guidelines.

- 0000–0999: noncredit courses and courses offered to nonmatriculated students.
- 1000–1999: introductory, elementary, and general education courses appropriate for first-year students and for other students with no special background; they require few or no prerequisites.
- 2000–2999: lower-level undergraduate courses usually taken by second-year students and sometimes by third-
year students; they may build on materials from 1000-1999 prefix courses and may require prerequisites.

3000-3999: upper-level undergraduate courses such as courses for majors and courses that require prerequisites; although these courses are for undergraduates, graduate students earn graduate credit for courses at this level.

4000-4999: advanced upper-level undergraduate courses such as senior seminars, advanced independent study courses, or honors thesis work; although these courses are for undergraduates, graduate students earn graduate credit for courses at this level.

5000-5999: introductory or first-year graduate courses; although these are graduate courses, undergraduates may register for these courses without special permission, on the advice of their advisors.

6000-6999: lower-level and intermediate graduate courses; undergraduates must have special permission to register for these courses.

7000-7999: advanced graduate courses; undergraduates must have special permission to register for these courses.

8000-9999: courses for professional degree programs offered by the professional colleges.

Nondepartmental Courses

Most College of Engineering courses are offered by the college’s departments. They are listed and described in the departments’ General Catalog sections; see the links under “Index: Academic Programs” at the top of this page.

The college also offers the following nondepartmental courses.

Undergraduate Core Program

The college’s individual undergraduate programs and course requirements for each engineering major are described in the Catalog’s College of Engineering department sections.

Each undergraduate program builds upon a core program (see Bachelor of Science in Engineering (p. 814) in the Catalog). The following core program courses are offered by the college. Not all core courses are required for each engineering major.

Undergraduates from other colleges may not register for core program courses without special permission from Engineering Student Services.

**ENGINEERING CORE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>059:005 (ENGR:1100)</td>
<td>Engineering Problem Solving I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>059:006 (ENGR:1300)</td>
<td>Engineering Problem Solving II</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Engineering problem solving using computers; introduction to digital computations, problem formulation using a procedural high-level language; structured, top-down program design methodology; debugging and testing; introduction to use of software libraries; examples from numerical analysis and contemporary applications in engineering. Corequisites: 22M:031 (MATH:1550).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>059:007 (ENGR:2110)</td>
<td>Engineering Fundamentals I: Statics</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>059:008 (ENGR:2120)</td>
<td>Engineering Fundamentals II: Electrical Circuits</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>059:009 (ENGR:2130)</td>
<td>Engineering Fundamentals III: Thermodynamics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Basic elements of classical thermodynamics, including first and second laws, properties of pure materials, ideal gas law, reversibility and irreversibility, and Carnot cycle; control volume analysis of closed simple systems and open systems at steady state; engineering applications, including cycles; psychrometrics. Prerequisites: 004:011 (CHEM:1110) and 029:081 (PHYS:1611). Corequisites: 22M:032 (MATH:2560).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>059:090 (ENGR:1000)</td>
<td>Engineering Success for First-Year Students</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Introduction to engineering student life: electronic resources; keys to and skills for success; coping with adversity; selecting a major; advising; curriculum choices and career objectives; ethics; communication; internships and co-ops; job search skills. Requirements: first-semester standing.

CROSS DISCIPLINARY CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>057:000 (ENGR:0000)</td>
<td>Cooperative Education Training Assignment: Engineering</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>057:001 (ENGR:4000)</td>
<td>Engineering Honors Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>057:002 (ENGR:0002)</td>
<td>Half-time Co-op Ed Training Assign Engineering</td>
<td>0 s.h.</td>
</tr>
</tbody>
</table>

Registration for work assignment periods; for students participating in the Cooperative Education Program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>057:010 (ENGR:2710)</td>
<td>Dynamics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Vector calculus, Newton’s laws, 3-D motion of particles and multiparticle systems, 2-D motion of rigid bodies applications. Prerequisites: 22M:031 (MATH:1550) and 059:007 (ENGR:2110).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>057:013 (ENGR:4013)</td>
<td>Introduction to Sustainability</td>
<td>arr.</td>
</tr>
</tbody>
</table>
Introduction to sustainability knowledge, skills, and habits as a means to shape one vision of a sustainable citizen; emphasis on basic skills of literacy, applied math, and finding information; exploration of sustainability knowledge areas via increasing levels of democratic dialoguing and attention to increasing larger system sizes; traditional sustainability knowledge areas related to society, economy, and environment; intersecting themes (e.g., informed consumerism, eco-economies, livable environments).

057:015 (ENGR:2720) Materials Science 3 s.h. Concepts and examples of selection and applications of materials used by engineers; mechanical, electrical, and thermal properties that govern a material’s suitability for particular applications; lectures supplemented by laboratory experiments. Prerequisites: 004:011 (CHEM:1110). Corequisites: 22M:031 (MATH:1550).

057:017 (ENGR:2730) Computers in Engineering 2-3 s.h. Introduction to digital systems and engineering applications of microprocessor-based computers; C programming language; serial and parallel I/O; analog-to-digital and digital-to-analog conversion; system control using polling and interrupts; lab arranged. Prerequisites: 059:006 (ENGR:1300).


057:020 (ENGR:2510) Fluid Mechanics 4 s.h. Fluid properties; hydrostatics; transfer of mass, momentum, and energy in control-volume and differential forms; dimensional analysis and similitude; laminar and turbulent flow in conduits; flow past bluff bodies and airfoils; engineering applications; experimental laboratories, computer simulation projects. Prerequisites: 22M:034 (MATH:2560) and 057:010 (ENGR:2710). Corequisites: 059:009 (ENGR:2130).

057:021 (ENGR:2760) Design for Manufacturing 3 s.h. Fundamentals of design, engineering graphics, and manufacturing processing; computer graphics using Pro/ENGINEER for CAD and CAM; typical industrial processes, including casting, welding, machining, forming; laboratory exercises and projects. Corequisites: 057:015 (ENGR:2720).

057:029 (ENGR:1029) First-Year Seminar arr. Introduction to engineering fields of study; work closely with a faculty member or senior administrator; participation that eases the transition to college-level learning; cutting-edge research taking place in the College of Engineering.

057:100 (ENGR:5100) Sustainability Explorations: Costa Rica 1 s.h. Societal, economic, and environmental interactions as applied to informed consumerism, eco-economies, and livable environments in the United States and Costa Rica; intensive spring break learning experience at the University of Georgia Costa Rica campus embedded in course curriculum; satisfies 1 s.h. of project work for University of Iowa sustainability certificate.

057:101 (ENGR:5101) Sustainability Explorations: Brazil and Colombia 1 s.h.

057:270 (ENGR:7270) Engineering Ethics 1 s.h. Introduction to practical issues associated with being a responsible scientist; topics in responsible conduct of research in engineering and the sciences using case studies, presentations, and discussions with visiting speakers; conforms to mandates set by the Office of the Vice President for Research and the Graduate College to train graduate students and postdoctoral scholars/fellows in responsible conduct of research. Requirements: first-year graduate standing in College of Engineering.

057:520 (ENGR:5200) COE Fellows Seminar 1 s.h. Aspects of professional development for academic research, including applications for graduate fellowships, types of student aid, stewardship of discretionary accounts, identifying and meeting milestones in the Ph.D. process, integrating into the research team, teaching in a variety of academic settings, writing research articles, developing a curriculum vitae, networking in professional organizations, preparing research presentations, critical thinking, creating inclusive laboratory and classroom environments, and the impact of engineering on sustainability.

057:604 (ENGR:7604) Engineering Ethics for Post Docs 0 s.h. Introduction to practical issues associated with being a responsible scientist; topics in responsible conduct of research in engineering and the sciences using case studies, presentations, and discussions with visiting speakers; conforms to mandates set by the Office of the Vice President for Research and the Graduate College to train graduate students and postdoctoral scholars/fellows in responsible conduct of research. Requirements: new postdoctoral research scholar/fellow in College of Engineering.

Project Lead the Way

Project Lead The Way (PLTW) is a four-year high school sequence taught in conjunction with traditional math and science courses. The program’s curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving. PLTW courses provide students with in-depth, hands-on knowledge of engineering and technology-based careers.

057:030 (ENGR:1430) Introduction to Engineering Design 3 s.h. Problem-solving skills taught through a design-development process; use of solid-modeling computer design software to create, analyze, and communicate models of product solutions. Requirements: Project Lead the Way high school student.

057:031 (ENGR:1431) Principles of Engineering 3 s.h. Introduction to engineering and engineering technology; exploration of varied technology systems and manufacturing processes to show how engineers and technicians use math, science, and technology to solve engineering problems and help people; concerns about social and political consequences of technological change. Requirements: Project Lead the Way high school student.
057:032 (ENGR:1432) Digital Electronics  
Applied logic, with focus on application of electronic circuits and devices; use of computer simulation software to design and test digital circuitry before circuits and devices are built. Requirements: Project Lead the Way high school student.

057:033 (ENGR:1433) Computer Integrated Manufacturing  
Builds on computer solid modeling skills developed in 057:030 (ENGR:1430); application of robotics and automation principles; robotics in automated manufacturing, design analysis; students use CNC equipment to produce models of their 3-D designs. Requirements: Project Lead the Way high school student.

057:034 (ENGR:1434) Civil Engineering and Architecture  
Overview of civil engineering and architecture; interrelationship and dependence of each field on the other; roles of civil engineers and architects, project planning, site planning, building design, project documentation and presentation; students use state-of-the-art software to solve real-world problems and provide solutions for projects and activities. Requirements: Project Lead the Way high school student.

057:035 (ENGR:1435) Aerospace Engineering  
Experience applying scientific and engineering concepts to design materials and processes for aeronautics and flight; aerospace information systems, star sailing or astronautics rocketry, propulsion, physics of space science, space life sciences; habitat and crew systems with life support, biology of space science, principles of aeronautics, structures and materials, systems engineering. Requirements: Project Lead the Way high school student.

057:036 (ENGR:1436) Biotechnical Engineering  
Experiences from the fields of biotechnology, bioengineering, biomedical engineering, and biomolecular engineering; biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocess engineering, forensics, bioethics. Requirements: Project Lead the Way high school student.

057:039 (ENGR:1439) Engineering Design and Development  
Experience working in student teams to research, design, and construct a solution to an open-ended engineering problem, under a community mentor’s guidance; application of design and engineering concepts. Requirements: Project Lead the Way high school student.

Understanding the field of engineering and engineering technology; technology systems and manufacturing processes explored to learn how engineers and technicians use math, science, and technology to solve engineering problems and benefit people; concerns about social and political consequences of technological change. Requirements: Project Lead the Way high school teacher.

057:136 (ENGR:6436) Concepts of Physical Science with Biotechnical Engineering Applications  
Experiences from biotechnology, bioengineering, biomedical engineering, and biomolecular engineering, and how to relate them to secondary students; biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology, tissue engineering, biomedical devices, human interface, bioprocess engineering, forensics, bioethics. Requirements: Project Lead the Way high school teacher.

057:139 (ENGR:6439) Concepts of Physical Science with Engineering Design and Development  
Experiences from engineering design and development fields; proper paradigm for relating concepts to secondary-level students; team work to design and develop an original solution to a technical problem by applying engineering design process; research to choose, validate, and justify a technical problem; teams design, build, and test solutions, then present and defend original solution to an outside panel; developed by Project Lead the Way.

Interdepartmental Degree  
Bachelor of Science in Engineering (p. 814)

Departments  
Biomedical Engineering (p. 824)
Chemical and Biochemical Engineering (p. 834)
Civil and Environmental Engineering (p. 844)
Electrical and Computer Engineering (p. 857)
Mechanical and Industrial Engineering (p. 867)

Certificate Programs  
Technological Entrepreneurship (p. 886)
Wind Energy (p. 887)
Bachelor of Science in Engineering

Undergraduate major: B.S.E.
Web site: http://www.engineering.uiowa.edu/

Undergraduate Program of Study

- Bachelor of Science in Engineering
  The College of Engineering offers the Bachelor of Science in Engineering (B.S.E.) with majors in biomedical engineering, chemical engineering, civil engineering, electrical engineering, industrial engineering, and mechanical engineering. The undergraduate majors are designed to attract the best and brightest students and prepare them to be engineers who will succeed in a workplace filled with diverse people, attitudes, and ideas; to compete in the global marketplace; to work effectively in multidisciplinary teams; and to confidently understand, use, and develop modern technology.

  All six B.S.E. programs of study are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. Each has its own set of articulated educational objectives, and all are designed to ensure that graduates possess the following general attributes:

  - ability to apply knowledge of mathematics, science, and engineering;
  - ability to design and conduct experiments as well as to analyze and interpret data;
  - ability to design a system, component, or process to meet desired needs;
  - ability to function on multidisciplinary teams;
  - ability to identify, formulate, and solve engineering problems;
  - understanding of professional and ethical responsibility;
  - ability to communicate effectively in oral, written, and graphical forms;
  - broad education necessary to understand the impact of engineering solutions in a global and societal context;
  - recognition of the need to engage in lifelong learning and the ability to do so;
  - knowledge of contemporary issues; and
  - ability to use the techniques, skills, and modern engineering tools necessary for successful engineering practice.

  The University of Iowa B.S.E. programs of study distinguish the College of Engineering from other engineering colleges in the region. They draw on the University’s recognized strengths to offer unique opportunities for students who wish to pursue a wide range of career options and an education that goes beyond technology.

  Each program emphasizes a broad understanding of fundamental principles common to all engineering disciplines and provides students with the opportunity to specialize in a selected engineering discipline. All build on the University’s research strengths. Program flexibility is provided by a curriculum in which each student develops engineering competency within a particular academic program and complements it with a tailored thematic option in support of chosen career objectives (e.g., engineering practice, project management, research and development).

  This Catalog section provides information about requirements that all B.S.E. students must fulfill, regardless of their engineering major, as well as admission information and academic rules and procedures; see “Bachelor of Engineering” below.

  Engineering students may earn more than one B.S.E. degree. They also may earn joint undergraduate degrees in the College of Liberal Arts and Sciences or the Tippie College of Business, a joint B.S.E./master’s degree in urban and regional planning, or a joint B.S.E./M.S. in engineering; see “Joint and Dual Degrees” later in this section.

  The undergraduate Certificate in Technological Entrepreneurship (p. 886) is tailored specifically for engineering students who intend to start and operate their own businesses or who would like to understand and learn about managing innovation in business environments.

  The undergraduate Certificate in Wind Energy (p. 887) introduces students to a developing field that has a growing need for professionals with knowledge of wind energy fundamentals. The University offers a wealth of other certificates and minors in a wide range of disciplines that are open to all undergraduate students; see “Minors” and “Certificates” below.

  DIVERSITY AND INCLUSION AT THE COLLEGE OF ENGINEERING

  The College of Engineering works to be a national leader in including women and men of all races and ethnic groups in its student body and in providing a model for other institutions that are interested in strengthening inclusion of all peoples in engineering. To these ends, it has developed programs that support inclusion through outreach to K–12 institutions that are interested in strengthening inclusion of all peoples in engineering.

  The programs enjoy the support of several international graduate students, and recruitment of faculty members. The programs enjoy the support of several international engineering and manufacturing firms. Learn more at the college’s Ethnic Inclusion Effort web site.

Bachelor of Science in Engineering

The Bachelor of Science in Engineering (B.S.E.) requires a minimum of 128 s.h. Students must be enrolled in the College of Engineering for the last 30 s.h. of work toward the degree, or 45 of the last 60 s.h., or a total of 90 s.h. They must have a g.p.a. of at least 2.00 on all college work used to satisfy degree requirements as well as on all work undertaken at The University of Iowa.

Engineering students earn the B.S.E. degree in one of six undergraduate programs of study (majors): biomedical engineering, chemical engineering, civil engineering, electrical engineering, industrial engineering, or mechanical engineering.

  All students complete a core of common B.S.E. requirements, usually during their first three semesters; see “Core Requirements” below. They also must complete a curriculum—a set of required and elective courses—designed specifically for their major program. The curriculum prepares students to practice engineering in their college’s field of engineering. It is designed by the program’s faculty members according to guidelines provided by the national accrediting body,
the Accreditation Board for Engineering and Technology (ABET).

Each program’s curriculum is divided into four major stems: mathematics and basic sciences; engineering topics; an elective focus area; and the general education component (humanities and social sciences). All of the courses in the curriculum stems are integrated and sequenced to help students understand the interrelationships and importance of each stem. See "Curriculum Stems" below.

Courses below the level of the beginning courses in each program's curriculum count toward students’ overall grade-point averages and are recorded on their transcripts, but they do not count toward requirements for the B.S.E degree.

**Core Requirements**

All B.S.E. students must complete a core of courses that constitute approximately one-third of the courses required for the degree. They complete most of the core during their first three semesters, so most students may postpone making a decision about which engineering major to pursue or may change their engineering major during their first three semesters with little or no loss of time or credit.

The core includes 010:003 (RHET:1030) Rhetoric, a first-year course in writing, speaking, and critical reading; 059:005 (ENGR:1100) Engineering Problem Solving I; and 059:006 (ENGR:1300) Engineering Problem Solving II, which cover a breadth of topics from engineering as a profession to team design projects to engineering computations and computer programming; and courses in chemistry, engineering mathematics and fundamentals, and physics. Students must earn a grade of C-minus or higher in the core requirements 22M:031 (MATH:1550) Engineering Mathematics I: Single Variable Calculus and 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus.

Students should complete the core requirements according to the following three-semester plan. Those who do not follow this plan may encounter a delay in graduation because of scheduling problems for courses that must be taken in a specific sequence or that are offered only once a year.

**First Semester**

All of these:

- 004:011 (CHEM:1110) Principles of Chemistry I (all majors) 4 s.h.
- 010:003 (RHET:1030) Rhetoric (all majors) 4 s.h.
- 22M:031 (MATH:1550) Engineering Mathematics I: Single Variable Calculus (all majors) 4 s.h.
- 059:005 (ENGR:1100) Engineering Problem Solving I (all majors) 3 s.h.
- 059:090 (ENGR:1000) Engineering Success for First-Year Students (all majors; credit does not count toward B.S.E. degree) 1 s.h.

**Second Semester**

One of these:

- 004:012 (CHEM:1120) Principles of Chemistry II (biomedical, chemical, and environmental majors) 4 s.h.
- General education component (civil, electrical, industrial, and mechanical majors) 3 s.h.

All of these:

- 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus (all majors) 4 s.h.
- 22M:033 (MATH:2550) Engineering Mathematics III: Matrix Algebra (all majors) 2 s.h.
- 029:081 (PHYS:1611) Introductory Physics I (all majors) 4 s.h.
- 059:006 (ENGR:1300) Engineering Problem Solving II (all majors) 3 s.h.

**Third Semester**

One of these:

- 029:082 (PHYS:1612) Introductory Physics II (biomedical, civil, electrical, industrial, and mechanical majors) 3-4 s.h.
- General education component (optional, chemical and environmental majors) 3 s.h.

All of these:

- 22M:034 (MATH:2560) Engineering Mathematics IV: Differential Equations (all majors) 3 s.h.
- 059:007 (ENGR:2110) Engineering Fundamentals I: Statics (all majors) 2 s.h.
- 059:008 (ENGR:2120) Engineering Fundamentals II: Electrical Circuits (all majors) 3 s.h.
- 059:009 (ENGR:2130) Engineering Fundamentals III: Thermodynamics (all majors) 3 s.h.

**Requirements for Each Engineering Major**

The curriculum for each B.S.E major is described in that program’s departmental Catalog section; see Biomedical Engineering (p. 824), Chemical and Biochemical Engineering (p. 834), Civil and Environmental Engineering (p. 844), Electrical and Computer Engineering (p. 857), or Mechanical and Industrial Engineering (p. 867). Each program’s curriculum is divided into four major stems, which are described below.

**CURRICULUM STEMS**

The curriculum for each B.S.E. program of study is divided into four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component (humanities and social sciences). All of the courses in the curriculum stems are integrated and sequenced to help students understand the interrelationships and importance of each stem.

**Mathematics and Basic Sciences**

The mathematics and basic sciences stem provides the foundation upon which the engineering courses for each engineering major are based. It includes a minimum of five courses in mathematics and statistics and one each in chemistry and physics. The faculty of each engineering program has specified at least one additional chemistry or physics course and other additional mathematics or science courses beyond these minimum requirements to provide a base appropriate for the program’s major.

**Engineering Topics (Science and Design)**

The engineering topics stem builds upon the math and science stem, providing a bridge from fundamental principles to applications and creative practice.

The stem’s engineering science courses use the underlying principles learned in the mathematics and basic sciences stem to understand and predict the behavior of idealized models of real components or systems encountered in engineering. These courses include fundamentals of
College of Engineering defines the humanities and social sciences areas differently than CLAS does. See General Education Component on the College of Engineering web site for departments and programs that offer approved humanities and social sciences courses.

Courses that are primarily mathematical or scientific in nature and those designed specifically to develop art, music, or physical education skills are not accepted as social sciences or humanities electives.

Credit may be earned by examination; see "Undergraduate Academic Rules and Procedures"/"Academic Standards"/"Credit by Examination" later in this section.

HUMANITIES AND SOCIAL SCIENCES CREDIT

The University of Iowa by students with A.A. degrees who enter the College of Engineering directly from two-year schools is evaluated on the same basis as similar course work transferred by other students entering the college without a B.A. or B.S.

Students who enter the College of Engineering with a B.A. or B.S. are considered to have satisfied the general education component requirement.

Students who enroll in a joint degree program in the College of Engineering and the College of Liberal Arts and Sciences or the Tippie College of Business are considered to have satisfied the College of Engineering’s general education requirement once they have completed all requirements for the liberal arts and sciences degree or the business degree.

Four-Year Graduation Plan

College of Engineering students who choose to participate in the University’s Four-Year Graduation Plan must be admitted on schedule and must complete specified courses during the first year in order to stay on the plan. They must work closely with their advisors to make sure they know what requirements must be met and the appropriate sequences in which to take courses.

The agreement holds both the student and the University responsible for clearly defined actions to ensure graduation within four years. Since changes in a student’s interests may lead to changes in goals or majors, there is no penalty for withdrawing from the Four-Year Graduation Plan. For more information, contact Engineering Student Services.

Honors in Engineering

Outstanding undergraduate students who demonstrate exceptional accomplishment through research, directed independent study, teaching internships, or other approved nondegree enrichment activities may graduate with honors in engineering. They must maintain a University of Iowa g.p.a. of at least 3.33, complete an honors project with a faculty member, and participate in a college-wide honors seminar with faculty members and other honors students. Successful completion of the honors requirements leads to a B.S.E. with honors, which is noted on the student’s transcript. See the College of Engineering Honors Program web page for details.

In addition to honors in engineering, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.
Second B.S.E. Degree

Current College of Engineering students and recent graduates may earn a second Bachelor of Science in Engineering. The program must include all courses required by the second engineering degree program, including the senior-level design course sequence and any specific social science elective requirements. Elective focus area courses selected for the second B.S.E. must be of a variety and level that permit students to meet at least the minimal level of competence usually expected of graduates of that program.

Students must file an academic study plan, which must be approved by the faculty of the second degree program, submitted to the Student Development Center, and placed in the student’s permanent file before the student may begin coursework in the second B.S.E. The study plan should include a list of the courses to be taken in the second program along with a list of the courses already completed and yet to be completed for the first engineering degree program. Any changes in the plan must be approved by the student’s faculty advisor in the second program and by the department chair of that program (the college petition form may be used for this purpose), submitted to the Student Development Center, and placed in the student’s permanent file.

Joint and Dual Degrees

Joint B.B.A./B.S.E.

The College of Engineering and the Tippie College of Business offer a joint degree program in which students earn two University of Iowa bachelor’s degrees: a Bachelor of Business Administration (B.B.A.) from the Tippie College of Business and a Bachelor of Science in Engineering (B.S.E.) from the College of Engineering.

Students in the joint program must complete all requirements for both degrees, including all General Education requirements. They must enroll in appropriate mathematics and engineering courses early in their course of study in order to complete the program in a timely way. Because courses in natural sciences, mathematics, humanities, and social sciences count toward the B.B.A. and the B.S.E., students may count a single course toward both degrees.

B.B.A./B.S.E. students usually meet the degree requirements of both colleges in about five years; time required depends on the student’s choice of major study areas.

Students in the joint B.B.A./B.S.E. program should consult with their advisors about whether the second-grade option is available to them.

Students are assigned two advisors, one in the Tippie College of Business Undergraduate Program Office and the other in their College of Engineering major department.

To enter the joint degree program, students must have approval from both colleges and must be admitted to both colleges. Interested students should contact Engineering Student Services.

For information about the B.B.A., including requirements for the degree, see Bachelor of Business Administration (p. 632) (Tippie College of Business) in the Catalog.

Joint B.S.E./Liberal Arts and Sciences Degree

Students may earn two University of Iowa bachelor’s degrees in a joint program in the College of Engineering and the College of Liberal Arts and Sciences. Successful candidates are awarded a B.S.E. (Bachelor of Science in Engineering) by the College of Engineering and a B.A. (Bachelor of Arts), B.S. (Bachelor of Science), B.F.A. (Bachelor of Fine Arts), or B.M. (Bachelor of Music) by the College of Liberal Arts and Sciences.

Students in joint degree programs must complete all requirements for both degrees, including the College of Liberal Arts and Sciences General Education Program (p. 306) and the College of Engineering general education component.

Students in the joint program usually are able to meet the degree requirements of both colleges in about five academic years. The exact length of time necessary to complete the program is determined by the major areas of study selected in each college. Students who enter the joint degree program are assigned two faculty advisors, one in their major department in the College of Engineering and the other in their major department in the College of Liberal Arts and Sciences.

To enter the joint degree program, students must be admitted to both the College of Engineering and the College of Liberal Arts and Sciences and must have College of Engineering approval to enter the joint degree program. Joint degree program applicants must meet the high school course or unit requirements for admission to each of the two colleges.

It is crucial that students enroll in the proper mathematics and engineering courses early in their course of study to expedite the completion of the program. The specific engineering courses taken by each student vary according to engineering major. Since courses in natural sciences, mathematics, humanities, and social sciences are accepted for credit by both colleges, students may be able to count a particular course toward both degrees.

Contact Engineering Student Services for information about specific requirements. To learn about liberal arts and sciences majors, visit College of Liberal Arts and Sciences (p. 22) in the Catalog and select majors from the college index.

B.S./B.S.E. Dual Degree with Northern Iowa

The 3+2 dual degree program leads to a B.S. in applied physics from the University of Northern Iowa (UNI) and a B.S.E. from The University of Iowa. It requires approximately three years of study at UNI followed by approximately two years of study at Iowa. There is no guarantee that students can complete the 3+2 degree in five years.

Students interested in the program are guaranteed admission to the University of Iowa portion of the program if they have a g.p.a. of at least 3.00 (B average) in all course work and in the chemistry, mathematics, and physics courses required by the University of Northern Iowa physics department.

During the first three years of the program, students complete at least 90 s.h. of course work at the University of Northern Iowa. They must successfully complete
courses in each of the following areas: chemistry, mathematics through differential equations, physics to satisfy the applied physics major requirements, and courses to satisfy the General Education requirements. Credit for courses passed with a grade of C or higher is transferred to The University of Iowa as credit for equivalent courses there.

At The University of Iowa, students complete the B.S.E. requirements that were current at the time of their admission to the UI College of Engineering. Course work completed at The University of Iowa is transferred to the University of Northern Iowa and applied toward the requirements for that institution’s B.S. in applied physics.

When transferring to Iowa from UNI, students must submit applications for admission, housing, and financial aid to The University of Iowa by the University’s established deadlines.

**Joint B.S.E./M.S. in Engineering**

Engineering students may be eligible to enroll in one of the College of Engineering’s joint B.S.E./M.S. programs, which allow students to begin working toward a master’s degree in engineering while they are completing the bachelor’s degree. The joint programs, which are offered by each of the college’s departments, permit students to count certain courses toward both degrees, completing both programs in less time than they would need to complete them separately. See “Joint B.S.E./M.S.” in each College of Engineering department section of the Catalog.

**Joint B.S.E./M.A. or M.S. in Urban and Regional Planning**

The College of Engineering and the School of Urban and Regional Planning offer the joint Bachelor of Science in Engineering/Master of Arts or Master of Science program in urban and regional planning. The program, which is completed in five years, is designed for students who wish to pursue a public or private sector career in planning, a field that encompasses the development of alternatives to improve the quality of life in cities and regions.

Graduates are technically oriented professionals who have a clear understanding of policy development and implementation, which they apply to civil and industrial engineering problems. They fill positions such as public works director, transportation engineer, and public utilities staff member.

Each student in the joint program has two advisors, one in engineering and one in urban and regional planning. Students enroll in the College of Engineering for their first four years in the program and in the Graduate College for their fifth year. They follow the standard curriculum of their B.S.E. program during the first two years and begin adding courses from the urban and regional planning program during the third year. Successful students receive a B.S.E. at the end of the fourth year and an M.A. or M.S. in planning at the end of the fifth year.

Students in the joint program must maintain a cumulative g.p.a. of at least 3.00 in order to graduate with an M.A. or M.S. in planning.

See Urban and Regional Planning (p. 955) (Graduate College) in the Catalog for information about the graduate degree. Contact Engineering Student Services for information about applying to the joint program.

**Minors**

Engineering students may complete minors in a number of disciplines. For instance, students interested in heading an engineering firm might choose to earn a minor in business administration. For a list of minors and links to the departments and programs that offer them, see Undergraduate Minors (p. 11) in the Catalog.

B.S.E. programs generally allow students to satisfy their elective focus area requirement by completing a minor. Students who choose this option must work closely with program advisors to ensure that the minor is compatible with their engineering career aspirations.

In order to have the minor noted on their transcript, students must inform the Office of the Registrar that they have fulfilled the minor’s requirements when they apply for a degree. See “Undergraduate Academic Rules and Procedures” / “Application for Degree” later in this section.

**Certificates**

Engineering students may earn certificates offered by colleges across the University. The College of Engineering partners with the Tippie College of Business to offer the Certificate in Technological Entrepreneurship (p. 886), which is tailored specifically for engineering students who intend to start and operate their own business or who would like to understand and learn about managing innovation in business environments. The College of Engineering also teams with the College of Liberal Arts and Sciences to offer the undergraduate Certificate in Wind Energy (p. 887), which introduces students to a developing field that has a growing need for professionals with knowledge of wind energy. Other certificates of particular interest to engineering students include the Certificate in International Business (p. 387) and the Certificate in Sustainability (p. 1242). Completion of a certificate is noted on the student’s transcript.

See Undergraduate Certificates (p. 10) in the Catalog for a complete list of certificates and links to their individual Catalog sections.

**Cooperative Education and Internship Program**

The Cooperative Education and Internship Program offers students the opportunity to explore engineering careers and develop engineering skills through periods of professional practice while they are still students. Supervised professional engineering-related experiences in business, industry, education, or government expose students to the challenges and opportunities of the day-to-day life of an engineer. Students with co-op and/or internship experience are sought by employers and usually receive higher starting salaries upon graduation. A portion of registered co-op and/or internship experience before graduation can be credited toward the experience requirements for professional licensure in Iowa and some other states.

Qualified students may choose to alternate periods of on-campus study with full-time work experience, or they may elect to work half time while taking at least 6 s.h. of classes. The co-op experience may cover one to three semesters, a series of summer placements, or a single summer. Students may apply to the program following their first year. Academic record and class
status are considered in acceptance decisions. Interested students and employers or organizations must register with the College of Engineering director of professional development. For details, see Engineering Professional Development.

**Admission**

Applicants for admission to the College of Engineering as first-year students for academic year 2013-14 must have successfully completed at least four years of English/language arts; four years of mathematics, which must include at least two years of algebra, one year of geometry, and one year of higher mathematics (trigonometry, analysis, calculus); two years of a single foreign language; three years of natural science, which must include at least one year of chemistry and at least one year of physics; and at least two years of social studies. A high school computer programming course is recommended but not required.

Applicants are guaranteed admission to the College of Engineering if they have no high school unit deficiencies, an ACT composite score of 25 or higher, an ACT math score of 25 or higher, and a Regent Admission Index score of at least 265. Students who do not meet these requirements, or who attend a high school that does not rank its students, are encouraged to send recommendations from math and science teachers and a personal statement, which will be considered in an individual review by the College of Engineering.

Students who are admitted through the individual review process may be required to make up deficiencies by taking a lower-level course in their area of deficiency before enrolling in the first required course in that area. For example, students who have high math grades and standardized test scores, but who are deficient by one unit in mathematics, may be required to complete a course such as 22M:009 (MATH:1020) Elementary Functions before enrolling in the first engineering calculus course.

Incoming first-year and transfer students who do not meet the foreign language requirement may be admitted on conditional status for a maximum of four semesters in order to complete two semesters of an introductory college-level foreign language.

Students who are unsure whether to pursue a degree in engineering or a degree in liberal arts and sciences are strongly encouraged to begin in engineering if they meet the admission requirements.

Information about admission to the College of Engineering is available on the college's web site.

**Transfer Applicants**

Transfer applicants must have completed the same high school unit requirements as entering first-year students and must submit an official high school transcript as well as a transcript of college work undertaken at other institutions. To transfer to the College of Engineering, students must have demonstrated success in math, science, and engineering courses, ideally earning all As and Bs with no grade lower than a C in these foundation subjects. Transfer students must have completed calculus I and the equivalent of either 004:011 (CHEM:1110) Principles of Chemistry I or 029:081 (PHYS:1611) Introductory Physics I (the first semester of chemistry designed for majors, or the first semester of calculus-based physics). Overall grade-point average also is considered in transfer applications.

Information about admission requirements for transfer students is available on the college's web site.

**Academic Rules and Procedures**

**Academic Advising**

Undeclared engineering students and declared first-year students are advised by the staff of Engineering Student Services. After the first year, engineering students who have declared an academic program are advised by faculty advisors assigned to that program. Students may request a change of advisor when it is deemed appropriate. All students are required to have a conference with their advisors before registering for classes each semester.

**Application for Degree**

Students who wish to be considered for graduation must file an Application for Degree with the Office of the Registrar before the deadline date during the session in which the degree is to be conferred.

Students who do not graduate on the date indicated in the Application for Degree must file another application for the next applicable session. Students do not need to be registered to apply for a degree.

See Apply for Degree on the Office of the Registrar web site.

**Academic Recognition**

**GRADUATION WITH HONORS**

Graduation with honors recognizes high academic achievement based on both grades and exceptional accomplishment. To be eligible for graduation with honors, students must be approved by a selected honors committee and the director of the honors program, and they must complete honors requirements. See "Honors" earlier in this Catalog section.

**GRADUATION WITH DISTINCTION**

Graduation with distinction recognizes high academic achievement based on grades. The college awards degrees "with highest distinction" to students in the highest 2 percent of their graduating class, "with high distinction" to students in the next-highest 3 percent, and "with distinction" to students in the next-highest 5 percent. Ranking is based on students' grade-point average for all college-level study taken up to their final registration.

To be eligible to be considered for graduation with distinction, students must complete their final 60 s.h. of study in residence at the college and must have completed at least 45 s.h. in the college before their final registration. Students in the combined engineering/liberal arts and sciences program are eligible to graduate with distinction regardless of the college in which they complete their residency requirement.

**DEAN’S LIST**

Undergraduate students in the Colleges of Liberal Arts and Sciences and Engineering and the Tippie College of Business who achieve a g.p.a. of 3.50 or higher on 12 s.h. or more of University of Iowa graded course work during a given semester or summer session and who have no semester hours of I (incomplete) or O (no grade reported) during the same semester are recognized by inclusion on
the Dean’s List for that semester. Undergraduate students in the Carver College of Medicine may qualify for the Dean’s List with fewer than 12 s.h. of graded credit if deemed appropriate by the college. College of Nursing students participating in clinical courses must have a total of 12 s.h. of earned credit, with 8 s.h. of graded credit with a g.p.a. of 3.50 or higher.

**PRESIDENT’S LIST**

University of Iowa undergraduate students who achieve a g.p.a. of 4.00 on 12 s.h. or more of University of Iowa graded course work and who have no semester hours of I (incomplete) or O (no grade reported) for two consecutive semesters (excluding summer sessions) are recognized by inclusion on the President’s List. College of Nursing students participating in clinical courses must have a total of 12 s.h. of earned credit, with 8 s.h. of graded credit, to qualify for the President’s List.

**Academic Standards**

**MAXIMUM SCHEDULE**

Course schedules of more than 19 s.h. for a semester, 12 s.h. for a summer session, or 3 s.h. for a winter session require approval of the advising staff in Engineering Student Services. The Permission to Register for Additional Hours form is available online.

**CLASSIFICATION OF STUDENTS**

Students in the College of Engineering are classified by the number of semester hours of credit they have earned toward the Bachelor of Science in Engineering.

- **First-year:** 0-29 s.h. earned toward the B.S.E.
- **Sophomore:** 30-59 s.h. earned toward the B.S.E.
- **Junior:** 60-89 s.h. earned toward the B.S.E.
- **Senior:** 90 s.h. or more earned toward the B.S.E.

**GRADING SYSTEM**

The college uses a letter grading system. A denotes superior performance, B denotes above average, C denotes average, D denotes below average, and F denotes failure of the course. Plus and minus designate gradations of performance between letter grades. Letter grades and their numerical equivalents are as follows.

- **A-plus:** 4.33
- **A (superior):** 4.00
- **A-minus:** 3.67
- **B-plus:** 3.33
- **B (above average):** 3.00
- **B-minus:** 2.67
- **C-plus:** 2.33
- **C (average):** 2.00
- **C-minus:** 1.67
- **D-plus:** 1.33
- **D (below average):** 1.00
- **D-minus:** 0.67
- **F (failing):** 0

This grading system is used for all students in both undergraduate and graduate engineering courses. Grades of D-minus are passing grades; that is, courses completed with grades of D-minus or higher count toward collegiate requirements, with the exception of 22M:031 (MATH:1550) Engineering Mathematics I: Single Variable Calculus and 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus, which have a minimum grade requirement of C-minus or higher. Grades of A-plus have a value of 4.33 in calculating grade-point averages, but averages displayed in University records are truncated so that they do not exceed 4.00.

**ACADEMIC PROBATION AND DISMISSAL**

Students who do not achieve or surpass University of Iowa cumulative and semester minimum grade-point averages of 2.00 are placed on academic probation.

Students on academic probation are restored to good standing when they successfully complete an additional 9 s.h. toward an engineering degree, either in one semester or cumulatively, and their University of Iowa cumulative and semester grade-point averages equal or exceed 2.00.

The college reviews academic records for all students at the end of the fall and spring semesters. There is no review at the end of the summer session. Students are placed on probation, dismissed for unsatisfactory progress (with or without previous probationary status), or restored to good standing only at the end of the fall and spring semesters. Students on academic probation are not permitted to continue their enrollment without written expectations for their future performance.

Students who do not make satisfactory progress may be dismissed from the college without an intervening probationary period. Students who are dismissed from the college for unsatisfactory academic progress due to circumstances beyond their control, such as a death in their immediate family or extended personal illness, may appeal for a revocation of the dismissal. A student dismissed in January must submit a written appeal by the second day of spring semester classes. A student dismissed in May must submit the written appeal by June 15.

Students dismissed from the college for poor scholarship may appeal to re-enroll after an interval of at least one calendar year. A written appeal for reinstatement must be submitted to the Appeals Committee at the Student Development Center. Appeals must be submitted before June 15 for reinstatement in a fall semester or before December 1 for reinstatement in a spring semester.

For details, see Academic Policies and Appeal Procedures under Current Students on the college’s web site.

**DROPPING AND ADDING COURSES**

Courses may be added with permission of the advisor and the instructor during the first two weeks of the semester or first one-and-one-half weeks of the summer session.

Courses may be dropped with permission of the advisor and the instructor at any time during the first 10 weeks of the semester. Only under compelling circumstances may courses be dropped after the 10th week, in which case special approval must be granted by the advisor, the course instructor, and the dean’s office. Under no circumstance are students permitted to drop after the beginning of the scheduled final examination period.
LIMITS ON WITHDRAWING FROM COURSES
Undergraduates receive the mark of W for any course dropped after the second week of the semester or the first one-and-one-half weeks of the summer session. Students may not drop the same course with a mark of W more than twice. Special courses that may be repeated are exempt from this rule.

Students admitted to degree programs in the College of Engineering are limited to a total of five Ws while enrolled in the College of Engineering. First-year students entering the University directly from high school with no prior full-time college experience are permitted to exclude Ws received during their first two sessions of enrollment.

Students who have a legitimate reason for dropping a course (e.g., disabling illness, death of an immediate family member) and can document that reason are permitted to exclude that drop from the maximum, but the W is not removed from the record. Requests for such exclusions are made at Engineering Student Services.

WITHDRAWAL OF REGISTRATION
Students who withdraw their entire registration must consult the staff at the Student Development Center. A student on scholastic probation who withdraws registration at any time without good cause may not be permitted to enroll for the following semester without specific approval from Engineering Student Services staff. Withdrawal cards for students enrolled in the college are signed by the associate dean for academic programs.

PASS/NONPASS OPTION
A maximum of two courses taken pass/nonpass (P/N) may be applied toward satisfaction of the general education (humanities and social sciences) requirement. P/N registration must be approved by the student’s advisor and the instructor of the course and must be completed during the first 10 days of a semester or the first two weeks of a summer session. P/N registration may not be changed after the deadline for adding courses. The pass/nonpass option may not be used for courses taken to satisfy the rhetoric requirement. Guided Independent Study courses taken for humanities or social science credit may not be taken P/N.

Students enrolled in courses taught in the College of Engineering may choose to be graded pass/nonpass under the following conditions:
- the signatures of the advisor and instructor must be obtained on the proper form, and the completed form must be submitted to the registration center by the student within the time period established by University policy;
- the mark of P (pass) is awarded where the final course grade earned was C-minus or higher; the mark of N (nonpass) is given for grades of D-plus or below; marks of P and N are not used in computing the grade-point average, and the mark of N does not count as earned credit.

No course work taken in the College of Engineering on the pass/nonpass option may be used to satisfy requirements for an engineering degree.

SECOND-GRADE-ONLY OPTION
A student may elect to repeat a course with only the new grade being counted in his or her grade-point average. The option may be applied to no more than three courses, and it may be applied only once to a particular course. Transfer students may apply the option on a prorated basis.

A course may not be repeated under the second-grade-only option once it has been used as a prerequisite for a more advanced course that the student has completed successfully.

To exercise the second-grade-only option, students register as usual for the course that is to be repeated, then they complete a Second Grade Option form at Engineering Student Services. The Second Grade Option form is available online. Students must complete the form during the session in which they repeat the course, within the first 12 weeks of the fall or spring semester or the first six weeks of the summer session. Students must follow this procedure or both grades will be counted in the University of Iowa grade-point average.

Under the second-grade-only option, the registrar marks the permanent record to show that a particular course has been repeated. Both grades remain on the permanent record, but only the second is used in calculating the grade-point average and semester hours earned. The course must be taken the second time under the same circumstances and with the same grade option as it was taken the first time.

The second-grade-only option cannot be used to remove a grade of incomplete, which must be removed in the usual manner. A student who holds a degree from The University of Iowa may not apply the second-grade-only option to a course taken before the degree was conferred.

SATISFACTORY/FAIL COURSES
The noncredit professional seminar courses required in each of the professional programs are offered only satisfactory/fail (S/F). No other engineering courses are offered on this basis. An F (fail) grade earned for such a class does not satisfy any portion of the professional seminar requirement.

INCOMPLETE AND NO REPORT GRADES
A mark of I (incomplete) that is not replaced by a final grade will automatically be converted to an F at the end of the next fall or spring semester (summer and winter sessions excluded), even if the student does not enroll after the session the incomplete was posted.

A mark of O (no grade reported) will remain on a student’s permanent record until a valid grade is submitted.

CREDIT BY EXAMINATION
Students who have acquired knowledge in subject areas from sources other than formal course registrations may be granted credit toward graduation by examination, under the following conditions and limitations.

No more than 32 s.h. of credit by examination may be applied toward B.S.E. degree requirements.

College-Level Examination Program (CLEP) credit may be counted toward the lower-level general education (humanities and social science) requirements. CLEP credit earned in natural science areas does not count toward the engineering degree. Credit also may be earned through Advanced Placement (AP) Exams. For details about CLEP and AP credit, see Credit by Exam Options on the Office of Admissions web site.
Engineering students may earn credit for equivalent experience or former course work in any of the required common core courses through successful completion of examinations prepared and graded by the core course committees. Students who fail a core course are not permitted to earn credit by examination for the failed course. Students who wish to earn credit for core courses by examination must obtain approval from the associate dean for academic programs.

With approval of the departmental faculty, credit in three or fewer courses (totaling no more than 6 s.h.) may be awarded upon successful completion of final examinations in program elective courses.

**LANGUAGE INCENTIVE PROGRAM**

The University’s Furthering Language Incentive Program (FLIP) gives entering engineering students two options for earning college credit for study of a world language.

**Option 1:** Entering students who place into a fifth-semester language course and complete the course with a grade of B-minus or higher receive 4 s.h. of exam credit for the fourth-semester course. The credit is ungraded but may be counted toward the hours required for graduation. Incentive credit is not granted for college course work for which credit has been received.

Students are eligible for incentive credit only during their first and second registrations at The University of Iowa.

**Option 2:** Students may receive 2 s.h. of exam credit for earning a grade of B-minus or higher in a first-semester-level course in a language different from the language used to satisfy the world languages requirement. They may earn another 2 s.h. for completing the second-semester-level course in that language for a grade of B-minus or higher.

Visit the college’s web site for more information about FLIP credit. For more information on eligibility and restrictions, consult Engineering Student Services.

**CREDIT FROM OTHER COLLEGES**

Course requirements in engineering may be satisfied with credit earned in courses taken in other University of Iowa colleges or at other accredited colleges or universities. When students apply for admission to the College of Engineering, they must submit official transcripts from each college attended along with their application for admission. After the credit has been certified by the Office of Admissions as college-level work from an accredited institution and after admission has been granted, the credit is evaluated by the Student Development Center either before or during the student’s first semester of enrollment in the college.

Satisfaction of engineering course requirements by transfer course work may be approved by the Student Development Center if, course-by-course, there is a match in the content and level of the transfer courses, and if the grades earned for such courses are C-minus or higher. Students who wish to satisfy the engineering General Education Component (social sciences and humanities) requirements or The University of Iowa rhetoric requirements by transfer work must follow the College of Engineering transfer credit guidelines.

Students planning to attend a two- or four-year institution before transferring to the College of Engineering should discuss the planned transfer with officials at both schools before embarking on a transfer program. The College of Engineering has recommended transfer course lists for most Iowa community colleges and some four-year colleges. Once students are enrolled in the College of Engineering, they must have prior approval for course work taken at other institutions.

Contact Engineering Student Services for more information.

By policy of the Board of Regents, State of Iowa, a student may apply a maximum of 64 s.h. of transfer credit earned at a two-year college toward the 128 s.h. required for the B.S.E. However, transfer credit from a two-year school in excess of 64 s.h. is used in computing grade-point average and may be used to satisfy course requirements, even though the semester hours cannot be counted toward the total required for graduation. A grade of C-minus or higher is required in order for transfer credit to be applied toward a degree requirement.

**COURSE SUBSTITUTIONS**

For students in the College of Engineering, the substitution of an alternate course for a required course requires the approval of a petition. The Petition for Course Substitution form is available on the college’s web site or at Engineering Student Services. The form must be completed by the student and must be approved by the student’s advisor and by the chair of the engineering program in which the student is majoring.

If the petition involves a required engineering core course or a General Education Component (social sciences or humanities) course, then it also must be approved by Engineering Student Services. Substitutions for required engineering core courses should be made infrequently and only under compelling circumstances. Substitutions of courses that are required by the student’s program are governed by the faculty of that program; approval of these course substitutions is needed only from the faculty advisor and the department chair. All petitions must be forwarded to Engineering Student Services for inclusion in the student’s permanent file.

**AUDITING COURSES**

Students in the College of Engineering may register for a course for zero credit (audit) with the permission of the course instructor and the advisor. The mark of AUS (audit successful) is assigned to students registered for zero credit if attendance and performance in the course are satisfactory; if unsatisfactory, the mark of AUU (audit unsuccessful) is assigned. Courses completed with a mark of AUS do not meet any requirements nor do they carry any credit toward graduation. Auditing may not be used as a second-grade-only option.

To register for a course on an audit basis, students must obtain the instructor’s authorizing signature and their advisor’s signature and must register for 0 s.h. To change registration from audit to credit or from credit to audit, a drop-add form is used. These changes must be made during the first three weeks of a semester or the first one-and-one-half weeks of a summer session.

**Misconduct, Complaints**

**STUDENT ACADEMIC MISCONDUCT**

Policies regarding cases of cheating or plagiarism are outlined on the College of Engineering web site; see Regulations Dealing with Academic Misconduct. In cases
of cheating on an exam or a quiz, the policy recommends that the instructor reduce the student’s grade, including the assignment of F for the course. When a course grade has been reduced to an F, the student may not drop the course or use the second-grade-only option to eliminate the failing grade.

At the beginning of each semester, course instructors individually announce and explain their policies on acceptable levels of collaboration between students on graded work, which includes homework assignments and lab or design projects. When a policy is violated, a zero is assigned for the total portion of the course grade allocated to the requirement in which the violation occurs. The instructor sends a written report of any disciplinary action to the office of the dean and the report is placed in the student’s file. Students are notified by the office of the dean of reported disciplinary action and are informed of appeal procedures.

**STUDENT COMPLAINTS CONCERNING FACULTY ACTIONS**

In cases where complaints do not involve alleged student academic misconduct, students with complaints against engineering faculty members should attempt to resolve the issue with the faculty member first; see Informal Procedure for Student Complaints Concerning Faculty Actions on the college’s web site. Lacking a satisfactory outcome, the student should discuss the matter with the chair of the faculty member’s department.

Students who are uncomfortable dealing directly with a faculty member or a department chair may seek assistance from the engineering faculty ombudsperson when attempting to resolve a complaint related to an engineering course. Students taking non-engineering courses should seek assistance from the University ombudsperson. However, grievances generally can be satisfactorily resolved most expeditiously at the faculty or chair level. If students are not satisfied with the outcome of this procedure, they should discuss their complaints with the dean of engineering.

**Student Organizations**

The College of Engineering student body is represented by the Engineering Student Council. The council plans and carries out activities involving the entire college, including the electronic newsletter E-Week. Several engineering professional societies have student chapters at the University, as do a number of engineering honor societies. In addition, students may join a wide variety of engineering student organizations. See “Student Organizations” in the College of Engineering (p. 806) section of the Catalog or visit Engineering Student Organizations on the college’s web site.
Biomedical Engineering

Chair
- Joseph M. Reinhardt

Professors

Associate professors

Assistant professors

Lecturer
- Nicole Kallee

Adjunct professor
- Richard McLay

Adjunct associate professors
- Junfeng Guo, R.T. Marler, Douglas R. Pedersen, Joel Pickar, Merryn Tawhai

Adjunct assistant professors
- James W. Devocht, Jessica Goetz, Ram R. Gudavalli, Anneliese D. Heiner, Prem Ramakrishnan

Adjunct instructors
- Thakir Almomani, Tom Bair, Hyunggun Kim

Undergraduate major: biomedical engineering (B.S.E.)
Graduate degrees: M.S. in biomedical engineering; Ph.D. in biomedical engineering
Web site: http://www.engineering.uiowa.edu/bme

The past half century has seen tremendous growth of technological activity in biology and medicine. As engineers increasingly have become involved with projects in the life and health sciences, biomedical engineering has emerged to bridge the gap between these sciences and engineering.

The Department of Biomedical Engineering fosters interdisciplinary activities across departments and colleges and maintains strong ties with the Carver College of Medicine and the Colleges of Dentistry, Nursing, and Public Health. The department strives to provide a well-rounded and superior engineering education that attracts outstanding students at both the undergraduate and graduate levels; to conduct high-quality research that enables faculty members and students to keep pace with and initiate new developments; and to serve government, industry, and institutions worldwide by making the department’s facilities and faculty expertise accessible.

Several faculty members have joint appointments in biomedical engineering and in the Carver College of Medicine, the College of Dentistry, or the College of Public Health. Biomedical engineering undergraduates and graduate students collaborate with faculty members and their colleagues on research problems in the life and health sciences.

Undergraduate Program of Study
- Major in biomedical engineering (Bachelor of Science in Engineering)

The department provides undergraduate students with a contemporary education in a multidisciplinary field of engineering. Its objective is to produce graduates who:
- have the ability to identify, formulate, and solve open-ended problems with medical relevance, including the design of devices, systems, and processes to improve human health;
- are able to pursue a wide range of career options, including those in industry, academia, and medicine; and
- are able to advance to leadership positions in their chosen field.

Students who complete the program may pursue career opportunities in biomedical industries, such as design and development of biomedical instrumentation, diagnostic aids, life-support systems, prosthetic and orthotic devices, and man-machine systems; or they may pursue traditional career opportunities in industry, such as those rooted in mechanical or electrical engineering disciplines. Other career options are available in government (Food and Drug Administration, Environmental Protection Agency, National Institutes of Health, Veterans Affairs). Some biomedical engineering graduates elect to continue formal education in engineering, medicine, or law.

Bachelor of Science in Engineering

The Bachelor of Science in Engineering requires a minimum of 128 s.h. The major in biomedical engineering builds on the foundation provided by the B.S.E. core requirements, preparing students for the challenges and opportunities associated with careers in the profession.

The program has been designed carefully to enable students to satisfy the entrance requirements of the Graduate (p. 888) College. Students whose choice of electives includes a three-course sequence in organic chemistry, an additional biology course, and a biochemistry course may satisfy entrance requirements of the Carver College of Medicine (p. 993), the College of Dentistry (p. 684), or the allied health sciences.

All engineering students complete the B.S.E. core requirements, which include 010:003 (RHET:1030) Rhetoric; 059:005 (ENGR:1100) Engineering Problem Solving I and 059:006 (ENGR:1300) Engineering Problem Solving II; and courses in chemistry, and engineering mathematics and fundamentals, and physics. They must earn a grade of C-minus or higher in the core requirements.

They also complete the curriculum designed for their major program, which covers four stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component (15 s.h. of humanities and social science courses). For information about the curriculum stems, see Bachelor of Science in Engineering (p. 814) in the Catalog.

Biomedical engineering students must choose a track, which constitutes the elective focus area for the biomedical engineering major. They may choose one of seven preapproved tracks—bioinformatics, bioimaging, biomaterials, cardiovascular biomechanics, cellular engineering, musculoskeletal biomechanics, or pre-medicine—or they may propose a track that they have tailored to their own individual biomedical engineering interests. Each approved track has a group of four required courses and a list of suggested electives. For details about tracks and their requirements, visit Tracks on the department’s web site.

The following study plan includes the B.S.E. core requirements and the curriculum for the biomedical engineering major. Some courses in this plan are prerequisites for others. Students must complete a course’s prerequisites before they may register for the course. Those who take courses in the order below satisfy the prerequisite requirements automatically.

**FIRST YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:011</td>
<td>(CHEM:1110) Principles of Chemistry I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>010:003</td>
<td>(RHT:1030) Rhetoric</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>059:005</td>
<td>(ENGR:1100) Engineering Problem Solving I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>059:090</td>
<td>(ENGR:1000) Engineering Success for First-Year Students (credit does not count toward B.S.E. degree)</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:012</td>
<td>(CHEM:1120) Principles of Chemistry II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22M:032</td>
<td>(MATH:1560) Engineering Mathematics II: Multivariable Calculus</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>029:081</td>
<td>(PHYS:1611) Introductory Physics I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>051:090</td>
<td>(BME:1010) First-Year Forum</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>059:006</td>
<td>(ENGR:1300) Engineering Problem Solving II</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:031</td>
<td>(BIOL:1411) Foundations of Biology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>059:007</td>
<td>(ENGR:2110) Engineering Fundamentals I: Statics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>059:008</td>
<td>(ENGR:2120) Engineering Fundamentals II: Electrical Circuits</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>059:009</td>
<td>(ENGR:2130) Engineering Fundamentals III: Thermodynamics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>051:091</td>
<td>(BME:2010) Professional Seminar: Biomedical Engineering</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:130</td>
<td>(HHP:3500) Human Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>051:050</td>
<td>(BME:2500) Biomaterials and Biomechanics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>051:060</td>
<td>(BME:2200) Systems, Instrumentation, and Data Acquisition</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>051:080</td>
<td>(BME:2210) Bioimaging and Bioinformatics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>051:091</td>
<td>(BME:2010) Professional Seminar: Biomedical Engineering</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**THIRD YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>029:082</td>
<td>(PHYS:1612) Introductory Physics II (with laboratory)</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>051:030</td>
<td>(BME:2110) Cell Biology for Engineers</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>051:092</td>
<td>(BME:3010) Leadership and Resourcefulness</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>171:161</td>
<td>(BIOS:5110) Introduction to Biostatistics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>051:093</td>
<td>(BME:4010) Biomedical Engineering Design Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>Required track courses</td>
<td></td>
<td>6 s.h.</td>
</tr>
<tr>
<td>Track electives</td>
<td></td>
<td>6 s.h.</td>
</tr>
</tbody>
</table>

**FOURTH YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>051:085</td>
<td>(BME:4910) Biomedical Engineering Senior Design I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>Required track courses</td>
<td></td>
<td>6 s.h.</td>
</tr>
<tr>
<td>Track electives</td>
<td></td>
<td>6 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>051:086</td>
<td>(BME:4920) Biomedical Engineering Senior Design II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>Track electives</td>
<td></td>
<td>9 s.h.</td>
</tr>
</tbody>
</table>

**Joint B.S.E./M.S.**

The College of Engineering offers a joint (fast-track) Bachelor of Science in Engineering/Master of Science for biomedical engineering undergraduate students who intend to earn an M.S. in biomedical engineering. B.S.E./M.S. students take some graduate-level course work, attend the departmental graduate seminar, and work on a master’s thesis or research project while they are still undergraduates. They may count a limited amount of credit toward both degrees. Once students complete the requirements for the bachelor’s degree, they are granted the B.S.E., and they normally complete course work for the M.S. one year later.

To be admitted to the joint degree program, students must have completed at least 80 s.h., must have a cumulative g.p.a. of at least 3.50, and must submit a letter of application to the chair of the Department of Biomedical Engineering stating the intended area of specialization and the name of the proposed M.S. advisor.

**Joint B.S.E./M.S. in Occupational and Environmental Health**

B.S.E. students majoring in biomedical engineering who are interested in earning a Master of Science in
occupational and environmental health may apply to the joint B.S.E./M.S. program offered by the College of Engineering and the College of Public Health. The joint program permits students to count a limited amount of credit toward the requirements of both degrees, enabling them to begin the study of public health before they complete the bachelor's degree. For information about the M.S. program, see Occupational and Environmental Health (p. 1178) (College of Public Health) in the Catalog.

Graduate Programs of Study

- Master of Science in biomedical engineering (with or without thesis)
- Doctor of Philosophy in biomedical engineering

Graduate study in biomedical engineering prepares students to use contemporary methods at an advanced level during a professional career in engineering design, development, and research.

Each student’s course of study is based on individual background and career objectives, and sound academic practice. Department faculty members have teaching and research expertise in areas related to cardiovascular and fluid biomechanics, musculoskeletal biomechanics, biomaterials and tissue engineering, bioinstrumentation, biosystems, biomedical imaging, biological signal analysis, bioinformatics and computational biology, and other allied fields.

An individual program for each student may be developed from courses offered by the biomedical engineering department and other departments, especially mechanical engineering, electrical engineering, physiology, mathematics, and biological sciences. M.S. students who want a more general program may combine emphases, while those who want some specialization in a particular field can achieve their goals through the combination of departmental courses and appropriate electives from other departments of the College of Engineering and the University.

Ph.D. programs may center on any one of the previously described areas through the choice of appropriate course work and research topic.

Master of Science

The Master of Science program in biomedical engineering requires a minimum of 30 s.h. of graduate credit, with or without thesis. Students who choose the nonthesis program must earn at least 6 s.h. of credit in 200-level courses. Those who choose the thesis program may count no more than 6 s.h. of thesis research and writing credit toward the degree. The M.S. may be a terminal degree or a step toward the Ph.D.

A tentative plan of study for each student is determined through consultation with an advisor. An M.S. committee of at least three graduate faculty members, including at least two on the biomedical engineering faculty, is appointed by the dean of the Graduate College. The student’s plan of study is reviewed by the committee before the student has completed 18 s.h. of course work. The plan of study then is submitted for review to the department chair.

M.S. students must maintain a g.p.a. of at least 3.00 on a minimum of 30 s.h. of graduate work and must successfully complete the final examination administered by their committee.

M.S. students (thesis or nonthesis) must complete the following courses or their equivalents.

- 027:130 (HHP:3500) Human Physiology 3 s.h.
- 057:270 (ENGR:7270) Engineering Ethics 1 s.h.
- 058:113 (ME:5113) Mathematical Methods in Engineering (or equivalent math course numbered 100 or above) 3 s.h.
- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

Individual study plans should include as much advanced work as individual aptitude and previous preparation permit.

Doctor of Philosophy

The Doctor of Philosophy program in biomedical engineering requires a minimum of 72 s.h. of graduate work, including acceptable transfer credit. At least 42 s.h. must be earned in formal course work taken after the B.S. is awarded, and at least 12 s.h. must be earned for research and thesis. Students entering with an M.S. must complete at least 18 s.h. of formal course work beyond the M.S. and must earn at least 12 s.h. for research and the thesis. Based on research progress, examination results, or other measures, the student's graduate committee may require additional formal course work to strengthen perceived areas of weakness.

Ph.D. students must complete the following courses or their equivalents.

- 027:130 (HHP:3500) Human Physiology 3 s.h.
- 057:270 (ENGR:7270) Engineering Ethics 1 s.h.
- 058:113 (ME:5113) Mathematical Methods in Engineering (or equivalent math course numbered 100 or above) 3 s.h.
- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

Admission to the Ph.D. program is conditional until students successfully complete a qualifying examination. The biomedical engineering faculty administers the exam and decides whether the student’s performance on it is adequate for admission to the Ph.D. program.

Admission to Ph.D. candidacy requires a g.p.a. of at least 3.25 on all graduate work done at The University of Iowa. Upon completion of the course work specified in the plan of study and with the required grade-point average and the advisor’s recommendation, students are admitted to the comprehensive examination by their committee.

Having satisfactorily completed these examinations, students usually have only to complete and defend their dissertation at the final examination. Requirements for the Ph.D. generally can be completed in about three years beyond the master's degree.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Applicants who have earned a baccalaureate or postbaccalaureate degree in engineering or in the mathematical or physical sciences, with a g.p.a. of at least 3.00, and who have a combined verbal and quantitative score of 310 on the Graduate Record Examination (GRE) General Test are eligible to be considered for admission to the Master of Science program in biomedical engineering. Students with a lower grade-point average or GRE General Test scores may be considered for conditional admission;
they must achieve regular standing within 8 s.h. of their initial registration by attaining a g.p.a. of at least 3.00 at The University of Iowa and regular acceptance by the department faculty. Students who do not meet these requirements are subject to dismissal.

Reference letters, research interests, previous graduate grade-point average, and other factors may be considered in making admission decisions.

Admission to the Doctor of Philosophy in biomedical engineering is conditional until students successfully complete a qualifying examination.

Financial Support

Students are encouraged to apply for fellowships and assistantships. Contact the chair of the Department of Biomedical Engineering.

Facilities and Laboratories

Undergraduate Teaching Laboratories

Five dedicated undergraduate teaching laboratories are associated with the required and elective courses in biomedical engineering: Biomaterials Laboratory, Biomeasurements and Biosystems Laboratory, Biomechanics Laboratory, Cell Biology for Engineers Laboratory, and Senior Design Laboratory.

BIOMATERIALS

The Biomaterials Laboratory is equipped to test varied properties of biomaterials, including hard and soft tissues and prostheses. The laboratory is used for biomaterials courses, senior design projects, and 051:177 (BME:5421) Cell Material Interactions.

BIOMEASUREMENTS AND BIOSYSTEMS

The Biomeasurements and Biosystems Laboratory is equipped to measure biomedical variables of clinical and physiological interest, design and build electronic instrumentation, and conduct modeling experiments in physiology. It is used for 051:060 (BME:2200) Systems, Instrumentation, and Data Acquisition, 051:080 (BME:2210) Bioimaging and Bioinformatics, elective courses in biomeasurements and biological systems analysis, senior design projects, and demonstrations in 051:030 (BME:2110) Cell Biology for Engineers.

BIOMECHANICS

The Biomechanics Laboratory is equipped to perform experiments in biological flow analysis and in human musculoskeletal systems. The laboratory houses a pulse duplicator for simulating physiological pulsatile flow; a flow visualization set-up to analyze flow past stenosis and aneurysms; blood pressure and flow measurement devices; digital still, video, and motion caption cameras for kinematic analysis; a ski binding tester; a drop tower for impact testing; a two-channel EMG amplifier system; and a table-top material testing machine. The laboratory is used for 051:050 (BME:2500) Biomaterials and Biomechanics, elective courses in cardiovascular and skeletal biomechanics, other elective courses, and senior design projects.

CELL BIOLOGY FOR ENGINEERS

The Cell Biology for Engineers Laboratory trains students in cell culture and biochemical analysis techniques as a foundation for future studies in quantitative cell-based studies. Students learn basic cell culture techniques, protein and nucleic acid analysis, adenovirus-mediated gene transfer techniques, microarray and analysis, and polymerase chain reaction (PCR) analysis of nucleic acids. They also are introduced to bioinformatics techniques used in cell biology. Major equipment in the lab includes laminar flow hoods, cell culture incubators, centrifuges, an ultracold freezer, protein and nucleic acid electrophoresis equipment, thermal cyclers, microscopes, an automated microplate reader, and varied support apparatuses used in cell-based studies. The lab is used for 051:030 (BME:2110) Cell Biology for Engineers, 051:133 (BME:4120) Advanced Cell Biology for Engineers, and 051:177 (BME:5421) Cell Material Interactions.

SENIOR DESIGN

The Senior Design Laboratory provides a collaborative atmosphere for student groups as they create working prototypes. It has working and storage space for the development of senior design projects and a variety of tools and equipment, such as an electronic workbench, soldering station, Dremel tools, and so forth. It is used by students taking 051:085 (BME:4910) Biomedical Engineering Senior Design I and 051:086 (BME:4920) Biomedical Engineering Senior Design II.

Research Facilities and Laboratories

BIOINFORMATICS AND COMPUTATIONAL BIOLOGY LABORATORY

The Bioinformatics and Computational Biology Laboratory is wired for high-speed networking (10- and 100-megabit and gigabit Ethernet, hardwired and wireless, and ATM). It includes five dedicated Linux clusters, 126 computing systems, 178 CPUs, more than 100 gigabytes of RAM, and 2.5 terabytes of disk space.

Computer resources include a dedicated computer server cluster of 18 Linux systems (36 CPUs) connected with a dedicated, switched, copper Gigabit Ethernet intranet—18 Dual AMD MP-2400 (2.2 GHz, 2 GB memory, 40 GB disk each); second dedicated computer server cluster of 16 Linux systems (32 CPUs) connected with a dedicated, switched, fiber-optic Gigabit Ethernet intranet—12 Dual Pentium III (500 MHz, 1 GB memory, 9 GB disk each), and four Dual Pentium III (500 MHz, 2 GB memory, 9 GB disk each); and third dedicated computer cluster of nine Linux systems (18 CPUs) connected with a dedicated 2.4 GB multistage intranet—eight Dual Pentium III (866 MHz, .5 GB memory, 45 GB disk each), and one Dual Pentium III (866 MHz, 1 GB memory, 45 GB disk each).

There are two additional clusters: an 8-node cluster of Pentium II class machines and a 12-system heterogeneous cluster of various SUNs, HPs, and SGIs; four dedicated, dual fiber channel, redundant disk storage systems (RAID) with 412 GB usable each. An additional 78 computers are used as compute servers, web servers, database servers, file servers, workstations, laptops, and for other developmental and experimental needs.

CARDIOVASCULAR BIOMECHANICS LABORATORY

The Cardiovascular Biomechanics Laboratory houses an EMS Whitest uniaxial tension/compression testing system, a pulse-duplicating apparatus with flow loop, a spectrophotometer, silicone prototype fabrication utilities, high-speed/high-resolution cameras, a Sun Solaris
workstation, and personal computers. The lab is equipped for soft tissue tensile/compression testing and viscoelastic creep/relaxation testing; simulation of flow through fabricated, anatomically realistic, patient-specific models of vasculature and heart valves; quantification of protein content in soft tissues; fabrication of realistic, compliant prototypes of human organs; and computational modeling of hemodynamics and tissue mechanics of normal and pathological cardiovascular organs.

IOWA SPINE RESEARCH CENTER BIOMECHANICS LABORATORY

The Iowa Spine Research Center Biomechanics Laboratory is fully equipped to perform studies of tissue and/or specimen response to mechanical loads. An MTS Bionix servohydraulic testing machine (with extended columns) permits application of uniaxial tension or compression in concert with axial torsion under displacement (rotation) or load control. A spine stimulator consisting of an upper and lower gimbal permits kinematic studies of the spinal column (flexion-extension, lateral bending, and axial rotation). The laboratory also has a two-sensor (six-camera) 3-D motion capture system. These devices are used to test mechanical properties of biomechanical joints and tissues and for biomechanical evaluation of surgical treatment modalities.

JOLT/VIBRATION/SEATING LABORATORY

The Jolt/Vibration/Seating Laboratory is equipped for investigation of the biomechanics of the spine, particularly problems related to low back pain due to the interaction between people and equipment in jolt (impact) and vibration environments. Three shakers are available to simulate impact and vibration environments.

Human responses are measured using equipment including load cells, electromyography, accelerometry, position sensors, and pressure pads. Portable sensors and data recorders are used to evaluate impact and vibration environments in the field and compare them to domestic and international guidelines and standards.

MULTISCALE MODELING, MECHANOBIOLOGY, AND TISSUE ENGINEERING LABORATORY

The Multiscale Modeling, Mechanobiology, and Tissue Engineering Laboratory is equipped for computational and experimental investigations centered on the role of physical forces in directing cell-material interactions that govern biological phenomena across multiple scales. A 650-square-foot core web lab has equipment for isolating, culturing, maintaining, and analyzing cells, including a Nu-Aire two-chamber incubator, lab refrigerator and freezer, and a Thermo Scientific 1300 Series class II, type A2 biological safety cabinet. A 120-square-foot microscopy room houses an ADMET BioTense top-mounted perfusion bioreactor that integrates with a Nikon Ti-E inverted microscope, a system equipped to simultaneously record force values and acquire images of cell-to-extracellular matrix interactions in 3-D environments (e.g., a collagen gel) at high magnification over long periods of time and under a suite of mechanical testing protocols. The MTESTQuattro material testing system and accompanying software controls the bioreactor temperature, drives the actuator, and records force. The system can be operated in load or displacement control, supplying monotonic, cyclic, or segmented control profiles. Both the microscope and bioreactor are interfaced with an HP Z210 convertible minitower base model workstation.

ORTHOEPEDIC BIOMECHANICS LABORATORY

The Orthopaedic Biomechanics Laboratory occupies 20 rooms on the ground floor of Westlawn. It is configured primarily for macroscopic-level physical testing of musculoskeletal constructs (e.g., bones, articular joints, orthopaedic implants) and for corresponding computational modeling. The physical testing area includes a multipurpose wet lab, a multipurpose dry lab, a surgical preparation room, a mechanical testing room, a machine shop, and a specimen storage area. The computational modeling area is arranged around eight separate workstation seats in two adjoining partially partitioned areas. Adjacent to these core operational areas are offices for faculty, research staff, students, and fellows; a secretarial/reception area; a conference room; and a library.

SPINE BIOMECHANICS AND ERGONOMICS LABORATORY

Located at University of Iowa Hospitals and Clinics, the Spine Biomechanics and Ergonomics Laboratory is equipped for investigation of the biomechanics of the spine, particularly problems related to production and treatment of low back pain. For example, electromyography equipment, accelerometry, a motion capture system, and a force plate are used to study response to sudden loads. A stadiometer is used to evaluate how varied activities affect shrinkage (creep) in the spine. A pressure pad is used to study interface pressures between people and chairs or beds.

SPINE RESEARCH LABORATORY

The Spine Research Laboratory is equipped for interdisciplinary research. The laboratory's MTS Bionix servohydraulic testing equipment (with extended columns) permits application of uniaxial tension or compression together with axial torsion under displacement or load control. The laboratory also has a fully automated 3-D motion measuring system. These devices are used to test mechanical properties of biomechanical joints and tissues, and for biomechanical evaluation of the performance of surgical treatment modalities. Other equipment includes digital cameras, surgical tools, and sensors (i.e., LVDTs, six-degrees-of-freedom load cell, pressure transducers, digital inclinometers).

A biaxial biomechanical culture system is available for application of controlled compression and/or shear forces onto the intervertebral disc during culture, in order to investigate the disc's biological responses to mechanical loads. This culture system is used in conjunction with an incubator in which cells and tissues can be cultured. Basic equipment for histology and immunohistochemical analyses includes a microtome, ovens, a microscope, and glassware for chemical processes.

TISSUE ENGINEERING LABORATORY

The Tissue Engineering Laboratory is outfitted with a fume hood, sink, laboratory counters, tables, and major tissue culture equipment, including a Baker SG3 laminar flow hood, a NuAir water jacked incubator, an autoclave, a vacuum pump, a Zeiss Axiosvert S-100 phase contrast and bright field microscope with a computer interface, computer-controlled peristaltic pumps, a computer-controlled water bath, and a refrigerator and freezer.

The inverted microscope has an image capture system interfaced to a computer workstation with image
processing software. A variety of sensors for performing temperature, pressure, and flow measurements also are available. The laboratory’s computers are equipped with software for graphical, numerical, image analysis, word processing, and symbolic computation. Liquid nitrogen dewars, and CO2 and N2 tanks have been installed. An Ussing chamber with electrodes and a high impedance Keithley electrometer also are available.

Courses

Special Topics

051:000 (BME:0000) Cooperative Education
Training Assignment: Biomedical Engineering
Biomedical engineering students participating in the Cooperative Education Program register for this course during work assignment periods; registration provides a record of participation in the program on the student’s permanent record. Requirements: admission to Cooperative Education Program.

051:002 (BME:0002) Half-time Cooperative Education Training Assignment: Biomedical Engineering
Registration for work assignment periods; for students participating in the Cooperative Education Program.

051:030 (BME:2110) Cell Biology for Engineers
Introduction to fundamental concepts in quantitative cell biology from an engineering perspective. Corequisites: 027:130 (HHP:3500), if not taken as a prerequisite.

051:050 (BME:2500) Biomaterials and Biomechanics
Introduction to mechanics and materials in biological systems; principles of mechanics (stress, strain, motion, fluid flow) presented and used to characterize behavior of biological entities (tendon/ligament, bone and cartilage, blood, blood vessels, heart); principles of material science; role of biomaterials (metals, polymers, ceramics) in medical devices. Prerequisites: 059:007 (ENGR:2110). Corequisites: 027:130 (HHP:3500).

051:060 (BME:2200) Systems, Instrumentation, and Data Acquisition
Introduction to linear system theory and application, including convolution, Laplace Transform, transient analysis, sinusoidal steady-state analysis, and Fourier analysis; patient safety; acquisition and analysis of data collected from living systems, including concepts of analog circuit design with emphasis on operational amplifiers, active filters, clinical circuits, Nyquist concepts and digital conversion, and interface to computers; physics, acquisition, and analysis of medical images, especially those collected from X-ray, CT, MR, and ultrasound systems. Prerequisites: 059:006 (ENGR:1300) and 059:008 (ENGR:2120). Corequisites: 027:130 (HHP:3500).

051:063 (BME:2710) Engineering Drawing, Design, and Solid Modeling

Introduction to methods and principles used by engineers to define and describe geometry and topology of engineered components; use of Parametric Technology’s Creo Pro (formerly ProEngineer) 3-D CAD software; emphasis on elements of design; basic commands used in parametric design to develop spatial visualization skills and the ability to create and understand 3-D solid parametric design for assembly and 3-D drawing documentation; creation of 3-D assemblies and detailed drawings from art of design to part, utilization of solid modeling techniques. Prerequisites: 059:007 (ENGR:2110).

051:080 (BME:2210) Bioimaging and Bioinformatics
Introduction to bioinformatics and biomedical imaging; computer algorithms, machine learning, databases and SQL, the web and web servers, ethics, computer security, genome technology, public warehouses of biological data; medical imaging hardware and software for acquisition and analysis of medical images, especially those collected from X-ray, CT, MR, and ultrasound systems; medical imaging system physics, including interaction of energy with tissue, concepts of image spatial and temporal resolution; applications of filtering, enhancement, and image processing for analysis of medical images. Prerequisites: 059:006 (ENGR:1300). Corequisites: 027:130 (HHP:3500).

051:085 (BME:4910) Biomedical Engineering Senior Design I
Individual or group work on a creative design project involving current problems in biomedical engineering; interdisciplinary projects involving biomedical engineering and health sciences faculty members; first semester of a year-long senior capstone design project. Prerequisites: 051:030 (BME:2110), 051:050 (BME:2500), 051:060 (BME:2200), and 051:080 (BME:2210). Requirements: senior standing.

051:086 (BME:4920) Biomedical Engineering Senior Design II

051:090 (BME:1010) First-Year Forum
Presentations by faculty, graduate students, collaborators from the Carver College of Medicine, and Colleges of Dentistry and Law; may include visits to laboratories and industries.

051:091 (BME:2010) Professional Seminar: Biomedical Engineering
Professional aspects of biomedical engineering presented through lectures and discussions by guest speakers, field trips, films, panel discussions. Requirements: sophomore or higher standing.

051:092 (BME:3010) Leadership and Resourcefulness
Development of leadership skills and resourcefulness for real-world professional work and life. Requirements: completion of six semesters of 051:090 (BME:1010) and 051:091 (BME:2010) combined.

051:093 (BME:4010) Biomedical Engineering Design Seminar
Information and presentations about possible projects; mentors available for senior design projects. Requirements: junior standing.
051:098 (BME:3998) Individual Investigations: Biomedical Engineering
Individual projects for biomedical engineering undergraduate students, such as laboratory study, engineering design projects, analysis and simulation of an engineering system, computer software development, research.

051:122 (BME:5330) Computational Genomics 3 s.h.
Introduction to computational methods used in genome analysis and functional genomics; biological sequence analysis, sequence database search, microarray data analysis, biological network analysis; in-depth coverage of principal genome science challenges and recent solutions. Same as 002:174 (BIOL:5320), 127:173 (GENE:5173), 055:122 (ECE:5220).

051:123 (BME:5320) Bioinformatics Techniques 3 s.h.
Informatics tools and techniques applied to modern problems in biomedicine and basic life sciences; common tools, experience applying tools in contemporary problem settings; genomics and genetics, how to sequence a genome, transcription and expression, SNPs, Perl, BioPerl, Perl modules, Ensembl API, BLAST/BLAT, NCBI, UCSC, Ensembl Genome browsers, linkage, association, disease gene identification. Requirements: 002:031 (BIOL:1411) and 059:009 (ENGR:2130), or graduate standing.

051:125 (BME:5340) Contemporary Topics in Network Biology 3 s.h.
Fundamentals of biological network analysis; focus on protein-protein interaction, regulatory, genetic interaction networks; principles of systems biology and biological networks, experimental methods and analytical approaches for specific networks side-by-side in detail; current emerging research areas in the field of systems biology; suitable for upper-level undergraduates and graduate students with background in biology, computer science, applied mathematics, statistics, physics, or engineering. Prerequisites: 002:170 (BIOL:4213) or 127:170 (GENE:6170), and 051:122 (BME:5330). Recommendations: knowledge in molecular cell biology and a programming language (i.e., Perl, Matlab, R, C).

051:126 (BME:5325) Introduction to Systems Biology 3 s.h.
How higher-level properties of complex biological systems arise from the interactions among their parts; fundamentals of biological network analysis with focus on protein-protein interaction, regulatory, and genetic interaction networks; principles of systems biology and biological networks, experimental methods and analytical approaches for specific networks; current emerging research areas in the field of systems biology; didactic lectures and case-study projects. Prerequisites: 051:123 (BME:5320) or 127:170 (GENE:6170) or 002:170 (BIOL:4213); and 051:122 (BME:5330). Recommendations: senior standing; or graduate standing with background in biology, computer science, applied mathematics, statistics, physics, or engineering.

051:132 (BME:4110) Principles of Regenerative Engineering 3 s.h.
Embryonic, fetal, and adult sources, human and nonhuman "stemness" of cells; references to biomaterials (i.e., those designed to direct organization, growth, and differentiation of cells in process of forming functional tissue by providing physical and chemical cues); biomarkers and nano-medicine; promises of bioinformatics in support tissue engineering, gene and protein sequencing, gene expression analysis, protein expression, and interaction analysis. Corequisites: 027:130 (HHP:3500). Recommendations: 051:030 (BME:2110).

051:133 (BME:4120) Advanced Cell Biology for Engineers 3 s.h.
Introduction to techniques and quantitative analysis used in cell biology and taught from cell engineering perspective; focus on isolation, intracellular localization, and determination of mRNA levels of specific cellular proteins; analysis of resulting data and interpret reliability of results; laboratory course. Prerequisites: 002:010, 027:130 (HHP:3500), and 051:030 (BME:2110). Corequisites: 171:161 (BIOS:5110).

051:134 (BME:4111) Fundamentals of NanoScale Technologies in Regenerative Bioengineering 1 s.h.
Nanotechnology as an emerging field in the quest to better and more affordable health care; experimentation and development of new materials that benefit regenerative medicine; targeted drug delivery and enhanced tissue engineering as a priority in pursuit of new approaches in tissue and organ transplantation; state-of-the-art new technologies applied to role of stem cells and biomedical engineering in future health care; seminar with reading and comments of significant journal articles in the field. Prerequisites: 051:132 (BME:4110).

051:136 (BME:4112) Methods in Regenerative Bioengineering and NanoScale Technology 3 s.h.
Nanotechnology as an emerging field in the quest to better and more affordable health care; experimentation and development of new materials that benefit regenerative medicine; targeted drug delivery and enhanced tissue engineering as a priority in pursuit of new approaches in tissue and organ transplantation; state-of-the-art new technologies applied to role of stem cells and biomedical engineering in future health care.

051:162 (BME:5710) Digital Human Modeling and Simulation 3 s.h.
Fundamentals of using computational methods in modeling, simulating, and animating articulated kinematic chains such as robots and humans; underlying mathematics, introductory concepts in kinematics and dynamics, serial chain kinematics and multibody dynamics; methods from kinematics and dynamics, coupled with biomechanical concepts, provide an integrated approach to predicting and analyzing serial link motion (e.g., human and robotic manipulator motion). Prerequisites: 057:010 (ENGR:2710). Same as 058:136 (ME:5130).

051:178 (BME:5910) Fast-Track Biomedical Engineering Design 1-A 3 s.h.
Part A of first semester of year-long senior capstone design project; individual or group design project involving biomedical engineering problems. Prerequisites: 051:050 (BME:2500), 051:060 (BME:2200), and 051:080 (BME:2210). Corequisites: 051:180 (BME:5911); Requirements: senior standing.

051:179 (BME:5920) Fast-Track Biomedical Engineering Design 2-A 3 s.h.

051:180 (BME:5911) Fast-Track Biomedical Engineering Design 1-B
1 s.h.
Part B of first semester of year-long senior capstone design project; individual or group project involving biomedical engineering problems. Corequisites: 051:178 (BME:5910).

051:183 (BME:5921) Fast-Track Biomedical Engineering Design 2-B
1 s.h.

051:192 (BME:5020) Seminar in Bioinformatics
1 s.h.
Forum for research presentations by scientists with national and international prominence; broad range of research topics in bioinformatics, genomics, and high-throughput biology; sponsored by the NIH T32 Bioinformatics Predoctoral Training Program at The University of Iowa.

051:225 (BME:6310) Contemporary Topics in Bioinformatics
3 s.h.
Next-generation sequencing technology and design, next-generation sequencing analysis and algorithms, contemporary topics in bioinformatics, genetics of disease (visual system as a model) and genetic engineering; grant writing. Recommendations: 051:123 (BME:5320) or advanced programming skills and understanding of DNA.

051:236 (BME:6120) Advanced Topics in Regenerative Bioengineering and NanoScale Biotechnology
3 s.h.
Continuation of 051:132 (BME:4110), with in-depth examples and approaches: development of organs through stem cells maturation and differentiation, complemented by biomedical applications; fundamental concepts of stem cell biology applied to modern technology; reference to biomaterials (those designed to direct the organization, growth, and differentiation of cells); concept of biomarkers and nanomedicine, based on the notion that new materials can be engineered to not interfere with normal biological conditions and unique enough to be detected non-invasively with modern diagnostic instruments (CT, MRI, and Echo). Prerequisites: 051:030 (BME:2110) or 051:132 (BME:4110).

Biomaterials

051:168 (BME:5415) Polymer Fundamentals
1 s.h.
Basic knowledge of polymers required as a foundation for other UI courses on polymers: basic polymer terminology, polymer groups, polymerization mechanisms, molecular weight determination. Five weeks. Same as 052:140 (CBE:5309).

051:170 (BME:5401) Biomaterials and Implant Design
3 s.h.
Introduction to material and mechanical considerations underlying a broad range of medical implants; emphasis on understanding factors involved in orthopaedic device design; major classes of biomaterials; considerations that underlie implant design, use, and failure; contemporary areas of biomaterials and implant development. Prerequisites: 057:019 (ENGR:2750) and 051:050 (BME:2500).

051:177 (BME:5421) Cell Material Interactions
3 s.h.
Current thought and techniques in the engineering and assessment of biomaterials. Prerequisites: 027:130 (HHP:3500), 051:030 (BME:2110), and 051:050 (BME:2500).

051:259 (BME:6110) Mechanics of Cells and Cellular Systems
3 s.h.
Mechanics of cells; focus on cellular mechanical properties, responses to mechanical stimuli, cellular forces and measurement, and computational tools; cellular environment considered with implication to disease pathologies and medical device design considerations.

Biomechanics/Biofluids

051:147 (BME:5630) Kinetics of Musculoskeletal Systems
3 s.h.
Principles of kinematics; kinetics applied to analytical and experimental investigation of musculoskeletal systems; mathematical foundations for kinematic and kinetic analyses; examples of mathematical modeling of human movements. Prerequisites: 057:010 (ENGR:2710).

051:150 (BME:5610) Musculoskeletal Biomechanics
3 s.h.
Principles of solid mechanics applied to analytical, experimental investigation of biological systems; emphasis on applications in kinesiology of human musculoskeletal system. Prerequisites: 051:050 (BME:2500) and 057:019 (ENGR:2750). Requirements: graduate standing.

051:151 (BME:5660) Intermediate Mechanics of Deformable Bodies
3 s.h.
Application of equilibrium analyses, strain-displacement relations, and constitutive relationships to practical structural systems and elementary plane elasticity problems. Prerequisites: 057:019 (ENGR:2750). Same as 053:140 (CEE:5540), 058:150 (ME:5150).

051:152 (BME:5640) Ergonomics of Occupational Injuries
3 s.h.
Epidemiology, surveillance systems, ergonomics, biomechanics, physiology, psychology, legal aspects, and cost control. Prerequisites: 051:050 (BME:2500) or 051:150 (BME:5610).

051:154 (BME:5510) Cardiac and Vascular Mechanics
3 s.h.
Bio-solid mechanics of the cardiovascular system; mechanical properties of ventricles, valves, and blood vessels, their normal function, how they are affected by disease states; design of artificial organs, prostheses. Prerequisites: 057:019 (ENGR:2750).

051:155 (BME:5520) Cardiovascular Fluid Mechanics
3 s.h.

**051:157 (BME:5620) Introduction to Applied Biomedical Finite Element Modeling** 3 s.h.
Introduction to finite element modeling as applied to biomechanics-related applications. Prerequisites: 051:050 (BME:2500) and 057:019 (ENGR:2750).

**051:159 (BME:5530) Design of Circulatory Implants and Artificial Organs** 3 s.h.
Exploration of current innovations and new technologies; examination of various devices currently on the market from a standpoint of design variables and objectives (i.e., stents, heart valves, dialyzers, VADs, artificial organs); biomedical engineers' vital role in design and improvement of these implants. Prerequisites: 051:155 (BME:5520). Corequisites: 051:151 (BME:5510).

**051:220 (BME:6630) Human Response to Vibration** 3 s.h.
Exploration of the human body, a complex mechanism exposed to mechanical shock and vibration from many sources, under many conditions; interactions and applicable exposure standards, effects of whole-body and hand-arm vibration. Requirements: graduate standing in College of Engineering or College of Public Health.

**051:253 (BME:6610) Spine Mechanics** 3 s.h.
Biomechanics applied to mechanics of the human spine; clinical aspects; state-of-the-art in spine research; basic engineering principles for biomechanical analysis. Prerequisites: 051:150 (BME:5610).

**051:255 (BME:6520) Advanced Biofluid Mechanics** 3 s.h.
Hemodynamic theories of atherogenesis, Womersley models, steady and unsteady flows in curavature, bifurcation and branching arterial segments, flow dynamics past prosthetic implants, experimental and computational models, particulate and mass transport simulations in human circulation. Prerequisites: 051:155 (BME:5520).

**051:256 (BME:6515) Advanced Biological Soft Tissue Mechanics** 3 s.h.
Topics in vascular solid mechanics; study of vascular tissue from theoretical (constitutive modeling), experimental, and computational perspectives.

**051:257 (BME:6620) FE Analysis in Orthopaedic Biomechanics** 3 s.h.

**051:260 (BME:6415) Advanced Biomechanics and Modeling of Soft Tissues** 3 s.h.
This course will cover the application of continuum mechanics and modeling to the study of biological tissues and biomaterials.

---

**Bioelectrical Engineering**

**051:141 (BME:5251) Advanced Biosystems** 3 s.h.
Biological systems unique to systems analysis; operation under nonequilibrium conditions; tools for systems analysis developed from models of systems at equilibrium (i.e., mechanical systems); fundamental difference between biological and mechanical systems that impact systems analysis; expand knowledge of linear systems and begin work with nonlinear systems; various modeling and analysis approaches useful in biomedical and biomedical engineering research. Prerequisites: 22M:034 (MATH:2560) and 051:060 (BME:2200).

**051:148 (BME:5220) Digital Image Processing** 3 s.h.
Mathematical foundations and practical techniques for digital manipulation of images; image sampling, compression, enhancement, linear and nonlinear filtering and restoration; Fourier domain analysis; image pre-processing, edge detection, filtering; image segmentation. Prerequisites: 051:080 (BME:2210) or 055:040 (ECE:2400). Same as 055:148 (ECE:5480).

**051:182 (BME:5200) Biomedical Signal Processing** 3 s.h.
Application of signal processing methods (e.g., Fourier, Laplace, z-transforms) to biomedical problems, such as analysis of cardiac signals, circadian rhythm, the breathing cycle; computer simulation lab. Prerequisites: 051:060 (BME:2200).

**051:185 (BME:5210) Medical Imaging Physics** 3 s.h.
Physics and data acquisition techniques of major medical imaging modalities (X-ray, CT, MR, ultrasound, PET, SPECT); physical interactions of energy with living tissue; principles and methods for acquiring imaging data and subsequent image construction; how individual modalities influence image quality; MATLAB programming required. Second in a medical imaging sequence. Prerequisites: 051:080 (BME:2200) and 051:080 (BME:2210). Requirements: background in physics, computers, and anatomy or biology or physiology.

**051:186 (BME:5230) Multidimensional Medical Imaging Process** 3 s.h.
Algorithms developed to process and analyze large volumetric data sets; physics of CT, MRI ultrasound, 3D convolution and filtering, geometric transformations, shape features, surface segmentation, regional segmentation, surface tiling, surface reconstruction, volumetric registration. Third in a medical imaging sequence. Prerequisites: 057:017 (ENGR:2730).

**051:187 (BME:5250) Health Informatics I** 3 s.h.

**051:189 (BME:5252) Health Informatics II** 3 s.h.
Selected health informatics initiatives, including computer-based patient records, physiologic monitoring, networking, imaging, virtual reality; participation in an interdisciplinary project team focused on an informatics innovation; application and research seminars. Same as 074:192 (RSNM:3501), 096:289 (NURS:5301), 056:287 (IE:5870), 021:280 (SLIS:5910), 200:120 (IGPI:5210).

**051:280 (NSCI:6280) Functional Magnetic Resonance Imaging** 2-3 s.h.
Basic physics principles of functional magnetic resonance imaging and approaches to data acquisition, including BOLD imaging, arterial spin labeling, and magnetic source imaging; data analysis strategies; paradigm design and development. Same as 132:250 (NSCI:6250).

Graduate Seminars, Advanced Topics, Research

051:191 (BME:5010) Seminar in Biomedical Engineering 0 s.h.
Presentation of recent advances in biomedical engineering. Requirements: graduate standing.

051:198 (BME:5998) Individual Investigations: Biomedical Engineering arr.
Individual projects for biomedical engineering graduate students, such as laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.

Experimental and/or analytical investigation of an approved topic for partial fulfillment of the requirements for the M.S. with thesis in biomedical engineering. Requirements: graduate standing.

051:298 (BME:7998) Advanced Individual Investigations in Biomedical Engineering arr.
Advanced individual projects such as laboratory study, engineering design projects, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.

Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for Ph.D. with thesis in biomedical engineering.
Chemical and Biochemical Engineering

Chair
• C. Allan Guymon

Professors
• Gregory R. Carmichael, Vicki Grassian, C. Allan Guymon, Stephen K. Hunter, Lee Kirsch, David W. Murhammer, Tonya L. Peeples, David G. Rethwisch, Alec B. Scratton, Venkiteswaran Subramanian

Associate professors
• Julie L.P. Jessop, Aliasger Salem, Charles Stanier

Assistant professors
• Jennifer Fiegel, Eric Nuxoll

Lecturers
• Audrey Butler, Chris Coretsopoulos

Adjunct professor
• A. Umran Dogan

Adjunct associate professor
• Gary Aurand

Professor emeritus
• J. Keith Beddow

Undergraduate major: chemical engineering (B.S.E.)
Graduate degrees: M.S. in chemical and biochemical engineering; Ph.D. in chemical and biochemical engineering
Web site: http://www.engineering.uiowa.edu/cbe/

Chemical and biochemical engineers combine engineering principles with knowledge of mathematics and specific sciences—chemistry, the biological sciences, and physics—to develop and operate processes that convert raw materials into products that benefit society. For example, biochemical engineers might develop and operate processes to convert switchgrass into biofuels or to mass produce an antibiotic.

Chemical and biochemical engineers engage in a wide variety of activities that benefit the global community. Fuel cells, solar energy, and biorenewable fuels (e.g., biodiesel or ethanol) fall within the realm of chemical engineering. Chemical engineering distinguishes itself from other engineering professions with its reliance on chemical reactions and physicochemical transformations to produce a wide variety of important materials and products.

Biochemical engineers are involved in a wide variety of industrial biocatalytic, fermentation, and cell culture processes that generate products ranging from the high fructose corn syrup in soft drinks to recombinant human insulin. As part of their training, chemical and biochemical engineers learn ethical design and a respect for the larger issues in any design, such as community health, employee safety, and the global implications of the design. The University of Iowa’s curriculum emphasizes chemical process safety and environmentally conscious chemical engineering design.

Chemical and biochemical engineers work in a wide range of industries, including petroleum and specialty chemical production, polymer and plastic production, food processing, microelectronics production, pharmaceutical production, biochemical processing, and environmental compliance. Potential jobs include production, process development, plant design and construction, and fundamental research. Many experienced chemical and biochemical engineers move through management ranks to high-level administrative positions.

Undergraduate Program of Study
• Major in chemical engineering (Bachelor of Science in Engineering)

The undergraduate program in chemical engineering produces graduates who have a strong foundation of scientific and technical knowledge and are equipped with problem solving, teamwork, and communication skills that will serve them throughout their careers. The program’s educational objectives are to produce graduates who:
• pursue careers as practicing chemical engineers in fields such as pharmaceuticals, microelectronics, chemicals, polymers/advanced materials, food processing, energy, or environmental engineering;
• pursue advanced studies in disciplines such as chemical engineering, environmental engineering, medicine, law, or business; and
• assume professional leadership roles.

The program uses the following methods and strategies to achieve its educational objectives:
• foster a personalized, supportive environment for all students by taking advantage of the unique combination of a small college atmosphere in a major research university;
• enrich the undergraduate experience through cultural diversity, international opportunities, and experiential learning;
• provide a solid foundation and understanding of the fundamental principles of mathematics, science, and engineering;
• provide students with experience in learning and applying tools (e.g., computer skills) to the solution of theoretical and open-ended chemical engineering problems;
• provide students with opportunities to participate in multidisciplinary teams, and to develop and practice written and oral communication skills, both within the team and to a broader audience;
• provide students with opportunities to design and conduct chemical engineering experiments, and to design systems, components, and chemical processes to meet specific needs and constraints; and
• provide a contemporary grounding in professional responsibility, including ethics, the global and societal impact of engineering decisions, and the need for lifelong learning.

Bachelor of Science in Engineering

The Bachelor of Science in Engineering requires a minimum of 128 s.h. The major in chemical engineering provides a broad education at the leading edge of technology. It emphasizes fundamental concepts, problem
solving, laboratory techniques, and communication skills. The biological sciences join physics, chemistry, and mathematics as foundation disciplines for chemical engineering.

All engineering students complete the B.S.E. core requirements, which include 010:003 (RHET:1030) Rhetoric; 059:005 (ENGR:1100) Engineering Problem Solving I and 059:006 (ENGR:1300) Engineering Problem Solving II; and courses in chemistry, engineering mathematics and fundamentals, and physics. They must earn a grade of C-minus or higher in the core requirements 22M:031 (MATH:1550) Engineering Mathematics I: Single Variable Calculus and 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus.

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component (15 s.h. of humanities and social science courses). For information about the curriculum stems, see Bachelor of Science in Engineering (p. 814) in the Catalog.

Seminars do not count toward the 128 s.h. required for the degree.

For chemical engineering students, the sophomore, junior, and senior years emphasize chemical engineering courses such as process calculations, engineering flow and heat exchange, chemical engineering thermodynamics, mass transfer and separations, chemical reaction engineering, chemical process safety, chemical engineering laboratories, biochemical engineering, process dynamics and control, and process design. Experience in instrumentation, analysis, and design is obtained through an integrated laboratory program. Routine use is made of computer-based data analysis, simulation, and design.

Students are required to participate in at least one enriching activity, which may include a research experience, a cooperative education or internship experience, study abroad, completion of the Certificate in Technological Entrepreneurship, or other approved experiences.

Chemical engineering students may gain depth of knowledge related to a career path through their selection of science, engineering, humanities, and social science electives. Several preapproved elective focus areas may help students define potential careers.

Students must select elective focus area courses according to guidelines established by the Department of Chemical and Biochemical Engineering. See "Elective Focus Area" after the following curriculum list.

The following study plan includes the B.S.E. core requirements and the curriculum for the chemical engineering major. Some courses in this plan are prerequisites for others. Students must complete a course's prerequisites before they may register for the course. Those who take courses in the order below satisfy the prerequisite requirements automatically.

**FIRST YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:011</td>
<td>Principles of Chemistry I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>010:003 (RHET:1030)</td>
<td>Rhetoric</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>052:013 (CBE:3105)</td>
<td>Chemical Engineering Thermodynamics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>052:151 (CBE:3110)</td>
<td>Engineering Flow and Heat Exchange</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:121 (CHEM:2210)</td>
<td>Organic Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:141 (CHEM:2410)</td>
<td>Organic Chemistry Laboratory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>052:091 (CBE:3000)</td>
<td>Professional Seminar: Chemical Engineering</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>052:151 (CBE:3110)</td>
<td>Engineering Flow and Heat Exchange</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**THIRD YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:122 (CHEM:2220)</td>
<td>Organic Chemistry II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:141 (CHEM:2410)</td>
<td>Organic Chemistry Laboratory</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>052:091 (CBE:3000)</td>
<td>Professional Seminar: Chemical Engineering</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>052:171 (CBE:3150)</td>
<td>Thermodynamics/Transport Laboratory</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>052:091 (CBE:3000)</td>
<td>Professional Seminar: Chemical Engineering</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>052:155 (CBE:3155)</td>
<td>Chemical Reaction Engineering/ Separations Laboratory</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>052:187 (CBE:3125)</td>
<td>Chemical Process Safety</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>057:015 (ENGR:2720)</td>
<td>Materials Science</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**FOURTH YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>052:091 (CBE:3000)</td>
<td>Professional Seminar: Chemical Engineering</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>052:108 (CBE:5205)</td>
<td>Introduction to Biochemical Engineering</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
opportunities for graduates are in research and development.

Graduate programs in the Department of Chemical and Biochemical Engineering gain an understanding of the principles of engineering science and use those principles in contemporary applications related to energy, the environment, biotechnology, and materials. The department emphasizes research, since most opportunities for graduates are in research and development.

Research and Study Areas
Current research strengths of the Department of Chemical and Biochemical Engineering are in the areas of global and regional atmospheric modeling, biomaterials medical engineering, cellular engineering, photopolymerization, biocatalysis, and biofuels.

BIOCHEMICAL ENGINEERING
Biochemical engineering involves the industrial application of enzymes, microorganisms, cells, and tissues for production of chemicals, pharmaceuticals, and other materials of commercial value. The department is working to solve problems with the use of insect cell culture for recombinant protein and viral insecticide production. Research is being conducted to improve the quality and quantity of recombinant proteins produced in large-scale bioreactors. In addition, a continuous viral insecticide production system is being developed for the large-scale production of these environmentally safe alternatives to chemical insecticides. The insect cell/baculovirus system is being used as a model system to investigate the role of oxidative stress in viral cytotoxicity.

Carbon dioxide accumulation, which commonly occurs in large-scale bioreactor systems, affects insect cell growth. The department's researchers are investigating the corresponding effect on insect cell growth. The department's researchers are investigating the corresponding effect on insect cell growth and baculovirus infection process.

The department works to design technologies for the characterization and use of extremophiles, organisms that possess unusual abilities to survive in harsh chemical environments. In these studies, novel bioreactor systems can withstand extremes of temperature, pressure, pH, and salinity are being developed. Extremophile strategies for survival also are being studied, with the aim of discovering unique enzymes for industrial applications as well as evaluating molecular interactions that govern protein stability under extreme conditions.

In addition to the study of natural extremophiles, efforts to engineer stability in biocatalysts for industrial processing are under way. Novel solvent-tolerant enzymes and organisms for environmentally beneficial chemical reactions are being generated using molecular biology tools. Combinations of chemical and biological processing are being used to produce valued chemicals from renewable feedstocks. This work contributes to the interdisciplinary training of engineers and scientists to address the challenges of minimizing and cleaning up environmental pollution, while maximizing the economic benefits of chemical processing.

The department also conducts research in structural enzymology, molecular mechanisms of host-pathogen interactions, and biocatalysis. The laboratory uses biophysical, structural, and molecular biology techniques to understand the details of enzyme action. This information is used to design and engineer biocatalysts for the production of chiral compounds. Work also is under way on cellular recognition and signaling processing during infection and inflammation. Knowledge gained from these studies aids the design of drugs and biological sensors for bacterial presence.

The integration of biotechnology with traditional chemical engineering has led to an interdisciplinary area involving other engineering departments and the Departments of Chemical and Biochemical Engineering.

Elective Focus Area
The elective focus area enables students to gain depth of knowledge in a career path. Students meet with their chemical engineering academic advisor to discuss career options and develop a plan for choosing electives based on their career interests. The department offers preapproved elective focus areas in biochemical engineering, pharmaceutics, chemical process engineering, polymers, energy and environment, pre-medicine, business, and entrepreneurship.

Students may prefer to develop an individualized elective focus area, which is subject to approval by the department’s curriculum committee. See the Department of Chemical and Biochemical Engineering web site for detailed descriptions of preapproved elective focus areas, guidelines for tailored elective focus areas, and typical four-year study plans based on elective focus areas.

Joint B.S.E./M.S.
The College of Engineering offers a joint (fast-track) Bachelor of Science in Engineering/Master of Science for chemical engineering undergraduate students who intend to earn an M.S. in chemical and biochemical engineering. B.S.E./M.S. students may count 12 s.h. of course work (typically advanced chemistry sequences and electives) toward both degrees. Once students complete the requirements for the bachelor's degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

To be admitted to the joint degree program, students must have completed at least 80 s.h., must have a cumulative g.p.a. of at least 3.25, and must submit a letter of application and statement of purpose to the chair of the Department of Chemical and Biochemical Engineering.

Graduate Programs of Study
• Master of Science in chemical and biochemical engineering (with or without thesis)
• Doctor of Philosophy in chemical and biochemical engineering

Graduate students in the Department of Chemical and Biochemical Engineering gain an understanding of the principles of engineering science and use those principles in contemporary applications related to energy, the environment, biotechnology, and materials. The department emphasizes research, since most opportunities for graduates are in research and development.
of Chemistry and Biology (College of Liberal Arts and Sciences); the Departments of Biochemistry and Microbiology and the Free Radical and Radiation Biology Program (Carver College of Medicine); and the College of Pharmacy. This focus includes involvement in the University’s Center for Biocatalysis and Bioprocessing, whose fermentation capabilities are highlighted by its 1,500-liter fermentor.

**BIOMEDICAL RESEARCH**

The department’s research involves a multidisciplinary approach to solving problems in the medical field, particularly in drug delivery and biomaterials.

Researchers are working to develop safe delivery systems that target drugs precisely in the human body and avoid premature metabolism or elimination. To treat respiratory infections, micron-sized particles are being engineered with properties that enhance aerodynamic performance, particle stability, and targeting within the respiratory tract. Polymeric vehicles are being designed to provide sustained protection and prevention against cancers by kick-starting the immune system. Finally, work is under way to overcome barriers to efficient delivery of DNA, with the potential to provide cures for genetic disorders such as cystic fibrosis and X-Linked Severe Combined Immunodeficiency (X-SCID). This work brings together collaborators from the Carver College of Medicine, the Colleges of Dentistry and Pharmacy, and the Departments of Chemistry and Biomedical Engineering.

In the biomaterials realm, new materials are being developed that can interact with the human body to perform certain functions while maintaining compatibility. A project with the Department of Ophthalmology and Visual Sciences involves development of biodegradable stent materials to alleviate a serious eye disease induced by a blood clot in the central retinal vein. Research with the Department of Otolaryngology—Head and Neck Surgery is exploring the development of photo-patterned surfaces for directed growth of cells to improve cochlear implants. Current research in the tissue engineering field applies microfabrication techniques to develop scaffolds that are biodegradable and biocompatible with cell-interactive properties, and that directly incorporate controlled-release functionality within the scaffold.

The Department also conducts research that is focused on self-assembling systems, rational design of novel drug and gene delivery systems, and development of sophisticated scaffolds for tissue-specific regeneration. In tissue engineering, microfabrication techniques are applied to novel biomaterials to provide spatial control over tissue formation and to integrate minimally invasive scaffold delivery strategies. In drug and gene delivery, researchers are exploring the synergistic application of degradable particle technology, CpG oligonucleotides, and heat-shock protein therapy for generating sustained, stronger immune responses against carcinomas.

Students involved in animal research have access to the University’s Office of Animal Resources, which is adjacent to the University’s Center for Biocatalysis and Bioprocessing, whose fermentation capabilities are highlighted by its 1,500-liter fermentor.

**ENERGY AND ENVIRONMENT**

Chemical engineers are well-suited to make major contributions toward meeting challenges for the environment, energy, and sustainable development. The Department of Chemical and Biochemical Engineering has an active research program in the environmental areas of air pollution, biofuels, atmospheric chemistry, atmospheric CO2 fluxes, environmental change, bioremediation, and the design of new environmentally compatible technologies. Particular emphasis is placed on the chemistry and physics of local, regional, and global air-pollution problems. Research in support of this activity includes high-speed computing and detailed sensitivity analysis.

This work involves three centers and institutes on campus. The Center for Global and Regional Environmental Research brings together University scientists and scholars from more than 20 disciplines, including chemistry, civil and environmental engineering, geography, geology, law, and medicine. The center’s chief area of concern is environmental change. Chemical and biochemical engineering researchers interact with scientists at IIHR—Hydroscience & Engineering, a research institute focusing on applied fluid mechanics; their collaborations involve environmental fluid mechanics and air pollution field studies. The Nanoscience and Nanotechnology Institute at UI provides an interdisciplinary home for chemical and biochemical researchers working on the development, application, and environmental and health effects of nanomaterials.

**PHOTOPOLYMERIZATION**

Photopolymerizations are chain reactions in which a liquid monomer is converted to a solid, durable polymer in a process triggered by light of the appropriate wavelength. The use of light, rather than heat, to drive a polymerization reaction offers advantages in developing new processes or products.

Photopolymerizations provide both spatial control and temporal control of reactions, since light can be directed to locations of interest in the system and is easily shuttered on or off. Photopolymerizations also provide solvent-free formulations, which reduce the emissions of volatile organic pollutants, and they exhibit extremely rapid reaction rates. These advantages have led to tremendous growth in the application of photopolymerizations in the private sector, but much of this growth has occurred without a fundamental understanding of the underlying chemical processes.

The department’s research in this area focuses on comprehensive characterization of the kinetics, mechanisms, structure, and properties of photopolymerizations. Work includes the following types of studies: characterization of the photochemical processes by which polymerizations may be initiated; kinetic characterization of cationic photopolymerization; development of methods for photopolymerization of thick polymers and composites; development of photopolymerization systems based upon agricultural feedstocks; new methods for monitoring high-speed photopolymerization reactions; nanostructured materials through photopolymerization; biomedical devices formed by photopolymerization; and influence of order on photopolymerization reactions.

**Master of Science**

The Master of Science program in chemical and biochemical engineering requires a minimum of 30 s.h. of graduate credit, with or without thesis. All M.S. students must earn at least 24 s.h. in approved, graduate-level course work; courses numbered below 100 may not be used to satisfy this requirement. Thesis students earn 6
s.h. in 052:199 (CBE:5999) M.S. Thesis Research: Chemical and Biochemical Engineering. Nonthesis students earn 6 s.h. in additional approved course work and must complete and pass a final written exam on the basic core material.

M.S. students must maintain a graduate g.p.a. of at least 3.00. Each student must pass a final M.S. examination. There is no foreign language requirement.

Graduate students who receive assistantships, fellowships, or other financial support awarded with the understanding that they will pursue an advanced degree with thesis may not elect the nonthesis option.

Graduate students in the nonthesis program may petition for entry into the thesis program or the Ph.D. program by requesting a change of status through the Graduate College. The request is reviewed by the graduate admissions committee. If approved by the committee, it is forwarded to the chemical and biochemical engineering faculty for final approval. Students then are assigned to research advisors as though they were newly admitted graduate students. For a detailed description of program requirements, see the Department of Chemical and Biochemical Engineering web site.

Doctor of Philosophy

The Doctor of Philosophy program in chemical and biochemical engineering requires a minimum of 72 s.h. of graduate credit. However, the degree is granted primarily on the basis of achievement rather than on the accumulation of semester hours. Candidates usually are expected to have completed three academic years in residence, or two years if they already hold a recognized master’s degree.

All candidates must complete a core course requirement, which consists of a course in transport phenomena, a course in reaction engineering, a course on proposal writing, and a thermodynamics course, as well as six additional courses (total of 30 s.h.).

Ph.D. candidates must maintain a graduate g.p.a. of at least 3.25.

All doctoral students are required to satisfy a qualifying requirement and pass a comprehensive examination before they can become candidates for the degree. The Ph.D. comprehensive examination is the presentation and defense of the candidate’s Ph.D. research proposal. These examinations are arranged by members of the examining committee and may be repeated at the committee’s discretion. Comprehensive examination policies are published in the Manual of Rules and Regulations of the Graduate College. There is no foreign language requirement. A final examination, which is a defense of the thesis, completes the doctoral program. For a detailed description of program requirements, visit the Department of Chemical and Biochemical Engineering web site.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Applicants should have a B.S. in chemical engineering or related discipline, with satisfactory grades, from a recognized college or university in the United States, and a g.p.a. of at least 2.80. Students who do not meet these requirements may be granted conditional admission, with the department chair’s approval. Graduates of non-U.S. universities may be accepted, depending on evaluation of their records.

Applicants must submit their verbal and quantitative scores on the Graduate Record Examination (GRE) General Test with their applications.

Graduate courses in chemical and biochemical engineering are designed for students who have an undergraduate background in chemical engineering. Exceptional students from other areas also may apply for admission to the M.S. or the Ph.D. program in chemical and biochemical engineering. If admitted, they may be required to take specific undergraduate courses to prepare them for graduate course work.

Financial Support

A number of fellowships, assistantships, and scholarships are awarded on a competitive basis to graduate students who qualify.

Graduate students have the opportunity to receive interdisciplinary research training in several fellowship programs administered through the Center for Bionanotechnology and Bioprocessing (CBB). The program provides research training in areas that combine basic and applied research. Each year the center offers fellowships to doctoral students in biotechnology. These are funded by grants from the National Institute of General Medical Sciences, National Institutes of Health (NIH), National Science Foundation (NSF), and the CBB with funding from the State of Iowa. Through these programs, chemical and biochemical engineering students interact with students and faculty members from biochemistry, biology, chemistry, civil and environmental engineering, medicinal and natural products chemistry, and microbiology.

Facilities and Laboratories

Undergraduate Core

MATERIALS SCIENCE LABORATORY

The Materials Science Laboratory is equipped with optical microscopes and facilities for metallographic preparation. Mechanical tensile testing instruments, heat treatment and sintering furnaces, and hardness testing machines also are available. Teaching aids include metallography specimen kits and crystallography packages.

Required Undergraduate Laboratories

CHEMICAL ENGINEERING LABORATORY

The Chemical Engineering Laboratory provides instruction for undergraduate students. It is equipped for experimentation in transport phenomena, heat transfer, fluid flow, chemical engineering unit operations, and reaction kinetics and catalysis. The laboratory includes pilot plant equipment, such as a distillation column, wiped film evaporator, shell-and-tube heat exchanger, jacketed kettle, and agitated extractor. Other equipment includes an advanced reactive system screening tool, concentric tube heat exchanger, reciprocating plate extractor, membrane gas separator, and a tangential flow filtration system. Analytical equipment includes gas chromatographs, UV/visible spectrophotometers, and high-performance liquid chromatography.
The laboratory is continuously updated to reflect advances at the forefront of chemical engineering technology. Additionally, a wide array of small equipment is available to support laboratory projects and demonstrations in chemical engineering courses and for use by students performing independent investigations.

CHEMICAL PROCESS SAFETY LABORATORY

The Computer Control Laboratory offers an ensemble of learning experiences with the same equipment.

Additional laboratories provide instruction in the use of process simulators that provide analogies and better insight into the control process. Topics include determination of the gain and time constants for single-capacitance systems; determination of gain, time constant, and damping factor of second-order processes; determination of open-loop and closed-loop response to step-and-ramp changes in input for single-capacitance and multicapacitance processes; approximations of mult-capacitance systems as first-order and second-order processes with dead time; analysis of instrumentation characteristics and transfer functions; tuning and optimization of feedback control parameters (P, PI, PID); system identification through frequency response methods; and determination of system stability.

Experimental arrangements in the laboratory are simple enough in design to be easily understood, yet complicated enough to help students appreciate system characteristics inherent in industrial processes (e.g., large time lags, error in parameter estimation).

Graduate Facilities and Laboratories
The department offers a wide variety of facilities to support and develop research activities.

AIR POLLUTION COMPUTATIONAL, FIELD, AND LABORATORY STUDIES
The department maintains extensive facilities for computational, field, and laboratory studies of air pollution, carbon cycle gases, aerosols, and nanoparticles at the Center for Global and Regional Environmental Research (CGRER). The center occupies 5,000 square feet of laboratory and office space on the fourth floor of the Iowa Advanced Technology Laboratories.

CGRER houses one R2 ImmersaDesk Portable Large Scale Visualization System and is linked on campus to two more R2 ImmersaDesk units.

The center’s computer laboratory for environmental and spatial data analysis provides numerous Windows and UNIX workstations, sophisticated software packages, and workstations and a file server necessary to run intensive visualization programs. The network backbone is University supported with high-speed wireless throughout. A variety of digital environmental databases and an extensive library of documentation and related references are available. There are 4 Beowulf Linux clusters on site and Linux clusters of 4, 16, 18, and 20 nodes for large computations and data assimilation. CGRER retains 15 TB of redundant storage and 50 TB of total storage; local storage space is scalable and expandable. A variety of software packages and programming languages are available for data analysis and display, including Arc/Info, Arcview, NCAR Graphics, Matlab, S-Plus, and Vis5d, as well as geographical information software. The ESRI software suite is part of a University-wide site license.

Laboratory and field equipment includes aerosol samplers, including scanning mobility particles sizers for aerosols from 3 nm to 1 micron with time resolution to 30 seconds; aerosol particle sizers for aerodynamic measurements of in situ particles with time resolution to 1 second; and varied condensation particle counters for measuring total particle counts. Several hygroscopic tandem differential mobility analyzers are used, as well as varied aerosol generation devices and unique aerosol inlets for RH and temperature modification and control. Cloud droplet number can be measured in the lab or in the field using a Droplet Measurement Technologies cloud condensation nuclei detector. Advanced computer control of instruments is available through Labview.

Selected instruments are field deployable in a custom air conditioned trailer. Through collaboration with the IIHR—Hydroscience & Engineering, access to micrometeorology sensors, 1-D and 2-D elastic and Raman Lidar, and gas sensors is available, including multichannel ammonia monitors.

BIOCHEMICAL ENGINEERING
Biochemical engineering laboratories provide facilities for preparation of biological media and cultivation of organisms as well as for separation and analysis of biomolecules. This equipment includes biological incubators and floor incubator shakers, agitated and airlift bioreactors, light microscopes, autoclaves, Vi-Cell cell counter, thermocycler for PCR amplification of DNA, high- and low-speed centrifuges, UV-Vis spectrophotometers, a lyophilizer, biological safety cabinets, and an anaerobic glove box. Phase-contrast and epifluorescence microscopes, gel electrophoresis systems, gas chromatography units with flame ionization and electron capture detectors, and several high-performance liquid chromatography systems with refractive index and photodiode array detectors are available for characterization of microorganisms and constituent biomolecules. In addition, the lab has multiple extremophile cultivation systems including a high-pressure (0.1-100 MPa) cell cultivation system, several continuous cultivation systems, and high-temperature oil bath shakers for physiological studies of extremophilic microbes.

Through collaborative research agreements, graduate students also have access to specialized facilities for
electron microscopy, large-scale fermentation, protein structure, recombinant DNA research, and tissue culture/hybridoma; the Flow Cytometry Facility; and the High Resolution Mass Spectrometry Facility.

**BIOMEDICAL ENGINEERING**

The biomedical engineering laboratories house particle technology equipment including microemulsion equipment for drug encapsulation, sonicators, benchtop scale spray dryers, laser diffraction particle sizer, zetapotentiometer; DNA preparation equipment, gel electrophoresis apparatus; interfacial stress rheometer, surface tensiometer, UV-Vis/fluorescent plate reader, high-performance liquid chromatograph, luminometer, lyophilizer, custom-built simulated cough machine, microscopes, incubators, wet chemistry equipment, rotary shakers, incubated plate shakers, autoclave, centrifuges, and laboratory computers. Cell culture and bacterial culture facilities are housed adjacent to the laboratories.

Graduate students also have access to core research facilities including the Central Microscopy Research Facility, Flow Cytometry Facility, DNA Facility, Electron Spin Resonance Facility, Nuclear Magnetic Resonance Facility, High Resolution Mass Spectrometry Facility, and the Center for Gene Therapy.

**COMPUTER FACILITIES**

The departmental computer facilities contain a variety of graphics workstations, printers, and microcomputers. The department is supported by the college's Engineering Computer Services, which maintains a large network of high performance UNIX and Windows XP workstations along with extensive commercial and public domain software. The department also has access to the University's central research facility in high-speed vector computation. This facility has SGI Power Challenge minisupercomputers and provides nodes for external links for access to supercomputers.

**FUNDAMENTALS AND APPLICATIONS OF PHOTOPOLYMERIZATION**

The Photopolymerization Center was established to advance fundamental understanding of the kinetics and mechanisms of photopolymerizations. To this end, the center provides unique opportunities for collaborations by industrial and academic investigators to explore photopolymerization processes and develop novel applications based on photopolymerizations.

The center provides equipment and instrumentation for the characterization of photopolymerization systems on the molecular, microscopic, and macroscopic levels. Center researchers pursue understanding of fundamental photophysical and photochemical processes involved in the photoinitation reaction; characterization of high-speed propagation and termination kinetics that lead to the polymer structure; and evaluation of material properties through the course of the photopolymerization reaction. Both radical and cationic photopolymerizations are studied with state-of-the-art experimental techniques to elucidate the complex chemical and physical mechanisms that control the initiation, propagation, and termination of the active centers.

**Courses**

**General Topics**

**052:000 (CBE:0000) Cooperative Education Training Assignment: Chemical Engineering**

Chemical engineering students participating in the Cooperative Education Program register for this course during work assignment periods; registration provides a record of participation in the program on the student’s permanent record. Requirements: admission to Cooperative Education Program.

**052:002 (CBE:0002) Half-time Cooperative Education Training Assignment: Chemical Engineering**

Registration for work assignment periods; for students participating in the Cooperative Education Program.

**052:029 (CBE:1180) First-Year Seminar**

Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

**052:030 (CBE:2030) Energy and Society**

History of energy development and use throughout the world; how energy has affected the development of human societies; societal impact of engineering advances; current state of energy consumption worldwide, including distribution of energy sources, global variations in consumption, advantages and disadvantages of current energy sources; role of fossil fuel consumption in global climate change, potential scenarios for the future of energy.

**052:041 (CBE:2105) Process Calculations**

Fundamental principles of chemical process analysis, including material and energy balances for single-unit and multiple-unit processes, analysis of reactive and nonreactive systems, introduction to equations of state, thermodynamics of multiphase systems. Prerequisites: 22M:031 (MATH:1550).

**052:090 (CBE:1000) CBE Departmental Seminar**

Introduction to the profession and the department; presentations by guest speakers, visits to laboratories and industries.

**052:091 (CBE:3000) Professional Seminar: Chemical Engineering**

Professional aspects of chemical engineering presented through lectures and discussions by guest speakers, field trips, films, panel discussions. Prerequisites: 052:041 (CBE:2105). Requirements: sophomore standing.

**052:092 (CBE:4195) Senior Enriching Activities Seminar**

Aspects of chemical engineering education, including multidisciplinary team skills, understanding the impact of engineering practice locally and globally. Corequisites: 052:186 (CBE:4110).

**052:098 (CBE:3998) Individual Investigations: Chemical Engineering**

arr.
Individual projects for chemical engineering undergraduate students, such as laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research.

052:103 (CBE:3105) Chemical Engineering Thermodynamics 3 s.h.
Applications of thermodynamic principles to chemical and physical processes; prediction of material properties; phase and chemical equilibria applied to mixtures and reacting systems. Prerequisites: 059:009 (ENGR:2130). Corequisites: 052:041 (CBE:2105).

052:105 (CBE:3120) Chemical Reaction Engineering 3 s.h.
Application of chemical reaction kinetics to design of chemical reactors: batch reactors, mixed flow reactors, plug flow reactors; reversible and irreversible single reactions; parallel, series, and mixed reactions; temperature and pressure effects on reactor design; heterogeneous catalysis; transport in porous catalysts. Prerequisites: 052:161 (CBE:3115).

052:107 (CBE:4410) Sustainable Systems 3 s.h.
New and emerging concepts in sustainable systems design and assessment. Same as 053:107 (CEE:4107).

052:115 (CBE:5104) Introduction to Literature Review and Technical Writing 3 s.h.
Review of technical literature, how to contribute to it; produce and present orally a peer-reviewed-journal-quality review article; brainstorming, group writing, research ethics, plagiarism. Recommendations: nonthesis track graduate standing.

052:117 (CBE:5110) Intermediate Thermodynamics 3 s.h.
Fundamental principles of thermodynamics as applied to phase equilibrium; properties of fluids, first and second law, variable composition systems, behavior of real fluids, mathematical techniques for solution thermodynamics. Requirements: 052:103 (CBE:3105) or 058:040 (ME:3040) or graduate standing. Same as 058:140 (ME:5210).

052:118 (CBE:5140) Mathematical Methods in Engineering 3 s.h.

052:171 (CBE:3150) Thermodynamics/Transport Laboratory 3 s.h.

052:172 (CBE:3155) Chemical Reaction Engineering/Separations Laboratory 2 s.h.
Experimental design, data collection techniques, report writing, oral presentations; laboratory investigations of chemical reaction engineering and separations; experiments with plug flow and batch reactors, distillation, evaporation, membrane separation. Prerequisites: 052:161 (CBE:3115) and 052:171 (CBE:3110). Corequisites: 052:105 (CBE:3120).

052:195 (CBE:5199) Contemporary Topics: Chemical and Biochemical Engineering 1 s.h.
Research techniques for graduate students in chemical and biochemical engineering. Requirements: graduate standing.

052:196 (CBE:5390) Photopolymerization Topics 1 s.h.
Seminars presented by faculty members, research assistants, students.

052:209 (CBE:5240) CBEC Colloquium 1 s.h.
Sustainable development issues addressed by guest speakers from chemical industries; process economics, environmental impact assessment.

052:215 (CBE:5105) Introduction to Literature Review and Proposal Writing 3 s.h.
Tools for reviewing literature, skills for critical reading of publications, training in successful proposal writing; experience drafting a proposal that can be used as a starting point for the Ph.D. comprehensive.

Biochemical Engineering

052:108 (CBE:5205) Introduction to Biochemical Engineering 3 s.h.
Biochemistry, cellular biology, recombinant DNA and hybridoma technologies; emphasis on engineering aspects of biotechnology, including enzyme kinetics, cell growth kinetics, transport phenomena in bioreactors, bioreactor design, bioseparations, formulation and sterilization of growth media, commercial applications of biotechnology. Prerequisites: 052:105 (CBE:3120).

052:180 (CBE:5215) Advanced Biochemical Engineering 3 s.h.
Advanced concepts regarding behavior of biological systems used in modern technologies (e.g., food processing, pharmaceutical production, environmental remediation, chemical synthesis); principles of biochemical engineering applied to design, development, and analysis of processes that use biocatalysts; second in series addressing engineering aspects of biotechnology. Recommendations: 052:108 (CBE:5205).

052:181 (CBE:5210) Bioseparations 3 s.h.
Unit operations used to isolate and purify biologically-derived chemicals, including flocculation, filtration, centrifugation, extraction, adsorption, chromatography, precipitation, crystallization, electrophoresis and cell disruption for intracellular product recovery.

052:223 (CBE:5250) Introduction to Biocatalysis 3 s.h.
Applications of biological catalysis in varied industries; potential of biological catalysis to address future challenges in science and engineering.

052:225 (CBE:6210) Biotechnology of Extremophiles 3 s.h.
Evolution and engineering of biocatalysis under extreme conditions; physiological, kinetic, and molecular behavior of systems that perform under extremes of temperature, pH, salinity, pressure, solvent concentrations.

052:275 (CBE:5875) Perspectives in Biocatalysis  1-3 s.h.

Environmental Engineering
052:133 (CBE:3160) Engineering Analysis of Alternative Energy Systems  3 s.h.
Engineering and sustainability analyses of conventional and emerging energy technologies; alternative energy sources, including biomass, wind, solar, geothermal; alternative energy carriers (transportation fuels), including varied biofuels, hydrogen, natural gas, ammonia. Prerequisites: 059:009 (ENGR:2130).

052:231 (CBE:5152) Environmental Chemistry I  3 s.h.
Principles of general, physical, organic chemistry applied in water and air systems; emphasis on qualitative and quantitative understanding of chemical kinetics and equilibrium; acid-base reactions, complex formation, precipitation, dissolution, and oxidation-reduction reactions; organic nomenclature. Prerequisites: 004:012 (CHEM:1120). Same as 053:152 (CEE:5152).

052:235 (CBE:4459) Air Pollution Control Technology  3 s.h.
Sources, environmental and health impacts, regulations, modeling of air pollution; processes and alternative strategies for control; global climate considerations. Prerequisites: 053:050 (CEE:2150). Same as 053:159 (CEE:4159).

052:236 (CBE:5425) Atmospheric Chemistry and Physics  3 s.h.

052:237 (CBE:5405) Green Chemical and Energy Technologies  3 s.h.
Strategies for pollution prevention for chemical processes studied at the macroscale (industrial sector), the mesoscale (unit operations), and the microscale (molecular level); case studies. Prerequisites: 052:041 (CBE:2105).

Transport Phenomena
052:151 (CBE:3110) Engineering Flow and Heat Exchange  3 s.h.
Fundamentals of fluid flow and heat transfer; fluid rheology, boundary layer theory, potential flow, dimensional analysis, laminar and turbulent flow in pipes, flow through packed beds, fluidized beds, pumps, flow measurement, filtration, heat exchanger design, and conductive, convective, and radiative heat transfer. Corequisites: 052:041 (CBE:2105).

052:161 (CBE:3115) Mass Transfer and Separations  3 s.h.
Mechanisms of diffusional mass transfer; solution of industrial problems, including the design of distillation, extraction, absorption, adsorption, drying, membrane processes; mechanical separations. Prerequisites: 052:103 (CBE:3105) and 052:151 (CBE:3110).

052:217 (CBE:5115) Transport Phenomena I  3 s.h.
Unified treatment of momentum, mass, energy transport in chemical engineering problems; use of vector and tensor notations in expressing equations of continuity, motion, energy.

052:272 (CBE:6145) Diffusive Transport  3 s.h.
Diffusive transport of heat, mass, and momentum; phenomenological laws and analogies; analytical and numerical solution techniques; inverse heat conduction; multiphase and multicomponent systems. Prerequisites: 058:145 (ME:5145). Same as 058:245 (ME:6245).

Materials Science
052:140 (CBE:5309) Polymer Fundamentals  1 s.h.
Basic knowledge of polymers required as a foundation for other UI courses on polymers: basic polymer terminology, polymer groups, polymerization mechanisms, molecular weight determination. Five weeks. Same as 051:168 (BME:5415).

Microscopy methods for research; all aspects of research, from sample preparation to imaging to data analysis; when to use a particular microscopy procedure; theory, operation, and application of scanning electron microscopy, scanning probe microscopy, laser scanning microscopy, X-ray microanalysis. Requirements: a physical science course. Same as 012:156 (GEOS:4156), 060:156 (ACB:5415).

052:241 (CBE:5310) Polymer Science and Technology  3 s.h.

052:242 (CBE:5315) Polymer Chemistry  3 s.h.
Monomer reactivity and polymerization reactions; step, radical, ionic, and ring-opening polymerizations. Prerequisites: 004:122 (CHEM:2220).

Process Dynamics, Design, Analysis
052:184 (CBE:4109) Chemical Engineering Process Design I  2 s.h.
Engineering economics of process evaluation, including time value of money and bases for cost estimation; preliminary design of chemical process plants using computer-aided engineering. Prerequisites: 052:105 (CBE:3120), 052:161 (CBE:3115), and 052:187 (CBE:3125).

052:185 (CBE:4105) Process Dynamics and Control in Design 3 s.h.
Theory and application of process dynamics to the design of chemical process control systems; mathematical models of unit operations, transfer functions, feedback and feed-forward control, stability, instrumentation, digital control systems; computer methods, including simulation and commercial software use; laboratory focus on process analysis and design. Prerequisites: 052:105 (CBE:3120).

052:186 (CBE:4110) Chemical Engineering Process Design II 3 s.h.
Capstone chemical engineering course; design and optimization of chemical process plants; application of process calculations, thermodynamics, kinetics, process synthesis, energy efficiency in separations, heat-exchanger network synthesis, physical property estimation, safety, computer-aided design, unit operations theory, process control, and economics. Prerequisites: 052:184 (CBE:4109).

052:187 (CBE:3125) Chemical Process Safety 3 s.h.

Graduate Seminars, Advanced Topics, Research

052:191 (CBE:5000) Seminar in Chemical and Biochemical Engineering 1 s.h.
Presentation and discussion of recent advances and research in chemical and biochemical engineering by guest lecturers, faculty, students. Requirements: graduate standing.

052:193 (CBE:5100) Graduate Professional Development Seminar 1 s.h.
Seminar participants work with a faculty member to select and attend eight hours of approved seminars and professional development trainings at The University of Iowa; final meeting of participants is held to share notable seminars; typical seminar series include College of Engineering lectures, departmental and research center graduate seminars, the CBE professional seminar series, offerings of the Center for Teaching and Learning. Requirements: CBE masters standing.

052:198 (CBE:5998) Individual Investigations: Chemical and Biochemical Engineering arr.
Individual projects for chemical and biochemical engineering graduate students; may include laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.

052:199 (CBE:5999) M.S. Thesis Research: Chemical and Biochemical Engineering arr.
Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for M.S. with thesis in chemical and biochemical engineering. Requirements: graduate standing.

Experimental and/or analytical investigation of an approved topic for Ph.D. in chemical and biochemical engineering.
Civil and Environmental Engineering

Chair
• Michelle Scherer

Professors

Associate professors
• George Constantinescu, Paul Hanley, Tim Mattes, Salam Rahmataalla, Frank Weirich, Y.K. Zhang

Assistant professors
• David Cwiertny, Craig Just, Gabrielle Villarini

Lecturer
• Christopher Stoakes

Adjunct professors
• Konstantine P. Georgakakos, Tatsuaki Nakato

Adjunct associate professors
• Shauna Hallmark, Louis A. Licht, John Nestler

Adjunct assistant professors
• Nandita Basu, Ibrahim Demir, Ken Lloyd, Ricardo Mantilla, Andres Martinez, Marcela Politano, Doug Schooebelein, Nathan Young, Guangshu Zhai

Adjunct lecturers
• Jon Bailey, Don Guckert, Michael Valde

Professors emeriti
• Dan E. Branson, Forrest M. Holly Jr., Subhash C. Jain, Wayne L. Paulson, Han-Chin Wu

Associate professor emeritus
• James W. Stoner

Undergraduate major: civil engineering (B.S.E.)

Graduate degrees: M.S. in civil and environmental engineering; Ph.D. in civil and environmental engineering

Web site: http://www.engineering.uiowa.edu/cee/

Civil engineering is one of the three largest fields of engineering. It traditionally has been concerned with infrastructure facilities that are both large in scale and essential to modern life. Civil and environmental engineering projects include transportation systems and their components, such as bridges, highways, public transit systems, railways, harbors, airports, seaports, and even spaceports; large-scale structures and office buildings that provide enclosed working and living space; environmental and hydraulic systems that provide clean water and air, including filtration plants and distribution systems for municipal and industrial water supplies, wastewater treatment plants, dams, levees, and irrigation systems.

Growth areas of civil and environmental engineering include water sustainability, infrastructure development, construction management, computer-aided design, hazardous waste management, and engineered environmental systems. In the future, civil and environmental engineers will be called upon to design structures for earth and outer space, prevent erosion and sedimentation of our rivers, predict effects of global climate change on the environment, provide modern and efficient transportation systems, and ensure the quality of our air and our surface waters and groundwaters.

In planning and design, civil and environmental engineers work with other engineers, architects, landscape architects, planners, economists, financiers, sociologists, lawyers, and other specialists as members of the design team. Some civil engineers work in engineering offices; others may be called upon to construct or supervise outdoor projects they have designed. These field assignments, many of which are in remote and fascinating parts of the world, are particularly appealing to many civil and environmental engineers. There also is significant potential for entrepreneurial work by civil and environmental engineers as they start their own companies.

Undergraduate Program of Study

• Major in civil engineering (Bachelor of Science in Engineering)

The undergraduate program in civil engineering provides a well-rounded, superior engineering education that:

• provides students with appropriate proficiency in the civil engineering subdisciplines of structures and materials, water-resources engineering, transportation systems, and environmental engineering;

• ensures that students are knowledgeable about the importance, procedures, and benefits of professional licensure and continuing education;

• offers design experiences that include projects in the curriculum that are offered by and guided in part by the professional community; and

• provides research opportunities to undergraduate students through the department's connections with on-campus research entities including IIHR—Hydroscience and Engineering, the Center for Global and Regional Environmental Research, the Public Policy Center, the Center for Computer Aided Design, the Center for Biocatalysis and Bioprocessing, and the Center for Health Effects of Environmental Contamination.

Bachelor of Science in Engineering

The Bachelor of Science in Engineering requires a minimum of 128 s.h. Students majoring in civil engineering choose one of two subtracks: civil, which provides breadth in the discipline; or environmental, which provides for a concentration.

All engineering students complete the B.S.E. core requirements, which include 010:003 (RHET:1030) Rhetoric; 059:005 (ENGR:1100) Engineering Problem Solving I and 059:006 (ENGR:1300) Engineering Problem Solving II; and courses in chemistry, engineering mathematics and fundamentals, and physics. They must earn a grade of C-minus or higher in the core requirements 22M:031 (MATH:1550) Engineering Mathematics I: Single

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component (15 s.h. of humanities and social science courses). For information about the curriculum stems, see Bachelor of Science in Engineering (p. 814) in the Catalog.

Subtrack requirements are the same for the first semester of the first year but are different beginning with the second semester.

Students must select elective focus area courses according to guidelines established by the Department of Civil and Environmental Engineering. See "Elective Focus Area" after the following curriculum list.

The following study plan includes the B.S.E. core requirements and the curriculum for the civil engineering major. Some courses in the curriculum are prerequisites for others. Students must complete a course’s prerequisites before they may register for the course. Those who take courses in the order below satisfy the prerequisite requirements automatically.

**FIRST YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:011</td>
<td>Principles of Chemistry I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>010:003</td>
<td>RHET:1030 Rhetoric</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22M:031</td>
<td>Engineering Mathematics I: Single Variable Calculus</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>059:005</td>
<td>Engineering Problem Solving I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>059:090</td>
<td>Engineering Success for First-Year</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Students (credit does not count toward B.S.E. degree)

**Civil Subtrack**

**FIRST YEAR**

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22M:032</td>
<td>Engineering Mathematics II: Multivariable Calculus</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22M:033</td>
<td>Engineering Mathematics III: Matrix Algebra</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>029:081</td>
<td>Introductory Physics I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>059:006</td>
<td>Engineering Problem Solving II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>General education component course</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22M:034</td>
<td>Engineering Mathematics IV: Differential Equations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>029:082</td>
<td>Introductory Physics II</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>053:015</td>
<td>Civil and Environmental Engineering Practice</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>059:007</td>
<td>Engineering Fundamentals I: Statics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>059:008</td>
<td>Engineering Fundamentals II: Electrical Circuits</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>059:009</td>
<td>Engineering Fundamentals III: Thermodynamics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:039</td>
<td>Probability and Statistics for the Engineering and Physical Sciences</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:003</td>
<td>Introduction to Earth Science</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>053:020</td>
<td>CEE:2000 CEE Sophomore Seminar</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>053:050</td>
<td>CEE:2150 Natural Environmental Systems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>057:010</td>
<td>ENGR:2710 Dynamics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>057:019</td>
<td>ENGR:2750 Mechanics of Deformable Bodies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>General education component course</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**THIRD YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>053:030</td>
<td>CEE:3530 Soil Mechanics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:033</td>
<td>CEE:3533 Principles of Structural Engineering</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:063</td>
<td>CEE:3763 Principles of Transportation Engineering</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>057:020</td>
<td>ENGR:2510 Fluid Mechanics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>053:100</td>
<td>CEE:3001 Leadership Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>Elective focus area course</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>053:055</td>
<td>CEE:3155 Principles of Environmental Engineering</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>053:071</td>
<td>CEE:3371 Principles of Hydraulics and Hydrology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:086</td>
<td>CEE:3586 Civil Engineering Materials</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:106</td>
<td>CEE:3002 Professional Skills Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>Elective focus area course</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>General education component course</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**FOURTH YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>053:106</td>
<td>CEE:3001 Leadership Seminar</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>General education component course</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Two elective focus area courses</td>
<td>6 s.h.</td>
</tr>
</tbody>
</table>

Two of these, each from a different technical area:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>053:134</td>
<td>CEE:4535 Design of Steel Structures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:136</td>
<td>CEE:3136 Design of Concrete Structures</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:157</td>
<td>CEE:4157 Environmental Engineering Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:162</td>
<td>CEE:4762 Design of Transportation Systems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:174</td>
<td>CEE:4374 Water Resource Design</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>053:084</td>
<td>CEE:3084 Project Design and Management in Civil Engineering</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>General education component course</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Three elective focus area courses</td>
<td>9 s.h.</td>
</tr>
</tbody>
</table>

**Environmental Subtrack**

**FIRST YEAR**

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:012</td>
<td>Principles of Chemistry II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22M:032</td>
<td>Engineering Mathematics II: Multivariable Calculus</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22M:033</td>
<td>Engineering Mathematics III: Matrix Algebra</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>029:081</td>
<td>Introductory Physics I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>059:006</td>
<td>Engineering Problem Solving II</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**SECOND YEAR**

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22M:034</td>
<td>Engineering Mathematics IV: Differential Equations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>General education component course</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:039</td>
<td>Probability and Statistics for the Engineering and Physical Sciences</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:003</td>
<td>Introduction to Earth Science</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>053:015</td>
<td>CEE:2015 Civil and Environmental Engineering Practice</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>
Tailored elective focus areas are offered jointly with other engineering departments cut across programs (e.g., computer-aided engineering, design and optimization, environmental processes).

Civil engineering students must take one general education component course related to their elective focus area.

For more detailed information about elective focus areas, see Bachelor of Science in Engineering (p. 814) in the Catalog. For a list of standard elective focus area options and guidelines for tailored elective focus areas in civil engineering, see the Department of Civil and Environmental Engineering web site.

**Joint B.S.E./M.S.**

The College of Engineering offers a joint (fast-track) Bachelor of Science in Engineering/Master of Science for civil engineering undergraduate students who intend to earn an M.S. in civil and environmental engineering. B.S.E./M.S. students may attend the departmental graduate seminar and work on a master’s thesis or research project while they are still undergraduates. They may count a limited amount of course work toward both degrees. Once students complete the requirements for the bachelor’s degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

To be admitted to the joint degree program, students must have completed at least 80 s.h. and must have a cumulative g.p.a. of at least 3.25. They may count a limited amount of course work toward both degrees. Once students complete the requirements for the bachelor’s degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

Applications are due by March 1.

**Graduate Programs of Study**

- Master of Science in civil and environmental engineering (with or without thesis)
- Doctor of Philosophy in civil and environmental engineering

Graduate study in civil and environmental engineering prepares students for professional careers and further study. The principal concentration areas are environmental engineering and science; hydraulics, hydrology, and water resources; structures, mechanics, and materials; and transportation engineering.

The department also participates in two Graduate College programs: Applied Mathematical and Computational Sciences (p. 908), an interdisciplinary doctoral program; and Transportation Studies (p. 953), a graduate certificate program (see “Related Certificate: Transportation Studies” below).
Research and Study Areas

ENVIRONMENTAL ENGINEERING AND SCIENCE

The environmental engineering and science curriculum provides a comprehensive base of course work and research in the areas of air- and water-quality management, environmental chemistry and microbiology, natural systems modeling, and processes for water supply, pollution control, and solid and hazardous waste management. Interdisciplinary specialization and study are conducted with programs including IIHR—Hydroscience & Engineering, the Center for Global and Regional Environmental Research, the Center for Health Effects of Environmental Contamination, the Hazardous Substances Research Center, the Center for Biocatalysis and Bioprocessing; the Departments of Chemical and Biochemical Engineering, Earth and Environmental Sciences, Geography, Microbiology, Occupational and Environmental Health; and the Urban and Regional Planning Program. New areas of interdisciplinary focus include groundwater contamination, biotechnology, global climate change, and hazardous substances.

HYDRAULICS, HYDROLOGY, AND WATER RESOURCES

The hydraulics, hydrology, and water resources curriculum is associated with IIHR—Hydroscience & Engineering, a world-renowned research institute. Senior staff members of the institute are professors in the program; they devote about half of their time to teaching.

IIHR offers unique opportunities for students to participate actively in the research, analysis, and design aspects of real-world problems. Considerable attention is given to the use of computers in mathematical modeling and in data acquisition and processing. IIHR high-speed computer facilities and advanced graphics and communication software complement the hydrology, hydraulics, and water resources curriculum.

STRUCTURES, MECHANICS, AND MATERIALS

The structures, mechanics, and materials curriculum is designed for students who wish to gain knowledge and skill in the mechanics of solids and structures that they can apply to civil infrastructure systems and other fields. The program concentrates on developing appropriate methodologies for tackling broad, complex issues related to civil infrastructure systems, and on educating engineers in the implementation and application of methodologies to actual engineering projects. Faculty members have expertise in structural engineering, design optimization, solid mechanics, and computational methods.

TRANSPORTATION ENGINEERING

The transportation engineering curriculum aims at graduating students interested in developing specialized knowledge and skills applicable to diverse set of issues associated with transportation. Faculty members have expertise in traffic engineering, infrastructure management systems, pavement engineering, advanced construction materials, dynamic load and pavement simulation, optimal design, winter highway maintenance, real-time simulation, human factors, intelligent sensors, nondestructive testing, transportation planning, and travel demand modeling.

Master of Science

The Master of Science program in civil and environmental engineering requires a minimum of 30 s.h. of graduate credit, with or without thesis. The program enables students to concentrate in one or more areas of their choice. Graduates are placed in advanced technical positions in industry, consulting firms, or government, or they may continue their graduate study. Current and projected demand for M.S. graduates is excellent. Students who choose the thesis program may earn up to 6 s.h. for the thesis.

With the approval of their advisor, students develop a study plan that satisfies the requirements of their chosen curriculum. All M.S. students must maintain a g.p.a. of at least 2.75, pass an oral examination, and in some program options, a written examination.

Consult the department’s Graduate Student Manual for more detailed information about the M.S. program in civil and environmental engineering.

Doctor of Philosophy

The Doctor of Philosophy program in civil and environmental engineering requires a minimum of 72 s.h. of graduate credit. The doctoral degree is granted primarily on the basis of achievement rather than on a prescribed course of study.

Students usually need at least three years of full-time graduate study to complete the degree. All students must pass a qualifying examination. Students also must pass a written and oral comprehensive examination before they may be formally admitted to Ph.D. candidacy; the comprehensive examination usually is taken after all required course work has been completed. Students devote one year to the preparation of a dissertation that contributes to knowledge in the field; they must defend their dissertation successfully in a final examination. Ph.D. students must maintain a g.p.a. of at least 3.00 throughout the program.

Consult the department’s Graduate Student Manual for more detailed information about the Ph.D. program in civil and environmental engineering.

Related Certificate:
Transportation Studies

The Transportation Studies Program offers the Certificate in Transportation Studies, which requires 18 s.h. of graduate credit. The program focuses on the varied and complex problems of transportation and on interdisciplinary approaches to addressing them. The Departments of Civil and Environmental Engineering, Mechanical and Industrial Engineering, and Geographical and Sustainability Sciences and the School of Urban and Regional Planning participate in the program, which is administered by the Graduate College and the University’s Public Policy Center. See Transportation Studies (p. 953) (Graduate College) in the Catalog for more information about the certificate.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations.
of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Each of the program's curricula is flexible; students may be admitted from all disciplines of engineering as well as from the mathematical and basic sciences.

Applicants to the M.S. program should have a cumulative undergraduate g.p.a. of at least 3.00. Ph.D. applicants should have a graduate g.p.a. of at least 3.00. Applicants whose grade-point average is slightly lower should contact the department.

Applicants should have a combined verbal and quantitative score of at least 301 on the Graduate Record Examination (GRE) General Test. Lower scores are considered with other evidence of academic promise (recommendation letters, grade-point average). GRE General Test scores also are used in financial aid decisions.

Financial Support

A significant number of research assistantships are available on a variety of research projects, as are a limited number of teaching assistantships. Selection of recipients usually is based on scholastic achievement and research interest.

Facilities and Laboratories

Undergraduate Core

The first-year engineering course 059:005 (ENGR:1100) Engineering Problem Solving I includes an introduction to the college's Engineering Computer Services. Students in the course use computer-aided design tools on engineering work stations. All civil engineering courses require knowledge of personal computers and contain significant computer content.

For information about laboratories affiliated with core courses coordinated by other engineering departments, see the Catalog section for each of the departments.

Required and Elective Undergraduate Laboratories

053:015 (CEE:2015) Civil and Environmental Engineering Practice (2 s.h.), 053:063 (CEE:3763) Principles of Transportation Engineering (3 s.h.), and 053:084 (CEE:3084) Project Design and Management in Civil Engineering (3 s.h.): use of a state-of-the-art laboratory for computer-aided design and drawing.

053:030 (CEE:3530) Soil Mechanics (3 s.h.): equipped for determining the classification, seepage characteristics, stress-strain properties, and strength of soils.

053:055 (CEE:3155) Principles of Environmental Engineering (4 s.h.): conducted at the University Water Treatment Plant and Iowa City Wastewater Plant for demonstrations of unit operations and processes of water and wastewater treatment, and applications in environmental chemistry and microbiology.

053:071 (CEE:3371) Principles of Hydraulics and Hydrology (3 s.h.): hydraulics of pressure conduits and open channels, dimensional analysis, flow measurements, hydraulic machinery, with laboratory.

053:086 (CEE:3586) Civil Engineering Materials (3 s.h.): structure, strength and failure, durability, deformation, practice, and processing for primary construction materials systems, including steel, aluminum, concrete, asphalt, fiber-reinforced composites, masonry, timber.

053:153 (CEE:4153) Environmental Chemistry Laboratory (3 s.h.): experiments to demonstrate fundamental principles of aquatic chemistry and chemical analyses for characterization of water and wastewater quality, conducted in the Environmental Engineering Laboratories.

053:154 (CEE:5154) Environmental Microbiology (3 s.h.): typical microorganisms isolated and their physiology and metabolic characteristics studied in the Environmental Engineering Laboratories.

053:156 (CEE:5156) Physical-Chemical Process Fundamentals (3 s.h.) and 053:151 (CEE:4151) Biological Treatment Processes (3 s.h.): unit operations, processes studied in bench scale experiments; use of typical process analytical parameters; experiments conducted in the Environmental Engineering Laboratories, University Water Plant, and Iowa City Wastewater Treatment Plant.

Graduate Laboratories

ENVIRONMENTAL ENGINEERING AND SCIENCE

The Environmental Engineering and Science Laboratories provide state-of-the-art facilities, equipment, and expertise to support both undergraduate and graduate-level instruction and research. The laboratories support research in contaminant fate and transport in various media (air, water, soil, plants, and microbes), drinking water disinfection and distribution, wastewater treatment, geochemical-contaminant interactions, bioremediation, and phytoremediation. They also provide resources for analytical chemistry, electrochemistry, molecular biology, microscopy, computer modeling, and simulated environments on the bench- and pilot-scale levels.

The Environmental Engineering and Science Laboratories are affiliated with the University's Center for Health Effects of Environmental Contamination and its Center for Global and Regional Environmental Research, and with the UI Environmental Health Sciences Research Center, an affiliate of the National Institute of Environmental Health Sciences (NIEHS).

HYDRAULICS, HYDROLOGY, AND WATER RESOURCES

The teaching and research functions of the department are closely connected to the research activities of IIHR—Hydroscience & Engineering. The institute houses some of the most modern research facilities in the world, including a 100-meter towing tank, a wave basin facility for ship hydrodynamics research, several flumes, an array of field instrumentation for hydrologic experiments, extensive laboratory space for hydraulic modeling, state-of-the-art instrumentation for flow measurements and visualization, and comprehensive computational facilities.

Research related to ecohydraulics and the environment takes place at the Lucille A. Carver Mississippi Riverside Environmental Research Station. IIHR—Hydroscience & Engineering operates the 250-square-foot facility, which is located on the Mississippi River near Muscatine, Iowa. The station provides engineers and biological scientists with an ideal facility in which to examine the multifaceted ecohydraulic processes of the upper Mississippi. It is equipped with water quality laboratories, research boats, and a seminar room.
STUCTURES, MECHANICS, AND MATERIALS

Facilities for computations, materials testing, geotechnical experiments, and small-scale structural testing are available for research and teaching. Faculty, staff, and students in structures, mechanics, and materials (SMM) have access to the computing resources of Engineering Computer Services and the Center for Computer-Aided Design (CCAD). Both centers continuously update their computing facilities to maintain pace with the rapidly changing field.

A wide range of experimental facilities is available for testing structural materials such as Portland cement concrete, asphalt, metals, timber, and composites. These facilities include several loading frames (purely uniaxial, purely torsional, and axial-torsional) that are available with computer-based control and data collection systems. Facilities for creep testing, triaxial soil testing, and high-cycle fatigue testing are also available. The laboratories have a variety of ovens and other facilities for preparation and treatment of test specimens.

Four well-equipped physical testing laboratories are dedicated to SMM teaching and research: the Civil Materials Laboratory, Soil Mechanics Laboratory, Plasticity Laboratory, and the Asphalt Laboratory. The Civil Materials Laboratory currently has a small-scale single-degree-of-freedom shaker table. Faculty, staff, and students have access through CCAD to a six-degree-of-freedom man-rated shaker table with 4000-pound payload and a 12-camera Vicon motion-capture system.

TRANSPORTATION ENGINEERING

The department’s Asphalt Laboratory is equipped with a set of SuperPave testing equipment and asphalt mixture performance testing equipment, which can measure dynamic modulus and flow number of asphalt mixtures. The laboratory has a Hamburg Wheel Tracking Device for measuring the moisture sensitivity of asphalt mixtures; asphalt foaming equipment for mix design of cold-in-place recycled asphalt using foamed asphalt; and equipment for Marshall mix design, indirect tensile strength test, and volumetric analysis of asphalt mixtures. The Asphalt Laboratory is one of the department’s group of laboratories for testing the strength behavior of other materials.

Courses

Special Topics

053:000 (CEE:0000) Cooperative Education Training Assignment: Civil Engineering 0 s.h.

Civil engineering students participating in the Cooperative Education Program register in this course during work assignment periods; registration provides a record of participation in the program on the student’s permanent record card. Requirements: admission to the Cooperative Education Program.

053:002 (CEE:0002) Half-time Cooperative Education Training Assignment: Civil and Environmental Engineering 0 s.h.

Registration for work assignment periods; for students participating in the Cooperative Education Program.

053:015 (CEE:2015) Civil and Environmental Engineering Practice 2 s.h.

Concepts of the built environment and the natural environment; infrastructure life cycle; engineering communication (plans, engineering drawings and information systems, computer-aided drafting); field trip to major city.

053:020 (CEE:2000) CEE Sophomore Seminar 0 s.h.

Introduction to civil and environmental engineering curriculum and profession; presentations by senior undergraduate students, faculty, and professionals; lifelong learning skills and requirements for professional licensure in civil engineering. Requirements: sophomore standing.

053:040 (CEE:2240) Introduction to Computer-Aided Design for 3-D Design 3 s.h.

Basic principles of 2-D and 3-D computer-aided drafting; use of AutoCAD software to draw plans, elevations, and sections for objects and interior spaces. Prerequisites: 01A:003 (ARTS:1510) and 01A:004 (ARTS:1520). Same as 01T:064 (TDSN:2240).

053:083 (CEE:3783) Surveying and Remote Sensing 3 s.h.

Engineering surveying measurements, methods, computations. Prerequisites: 059:005 (ENGR:1100).

053:084 (CEE:3084) Project Design and Management in Civil Engineering 3 s.h.

Design of civil engineering systems, individual and team design projects oriented toward the solution of local problems, project management, construction management, contracts, budgeting, bidding. Prerequisites: 053:033 (CEE:3533), 053:050 (CEE:2150), 053:063 (CEE:3763), 053:071 (CEE:3371), and 053:108 (CEE:3003). Requirements: senior standing.

053:091 (CEE:3000) Professional Seminar: Civil Engineering 0 s.h.

Professional aspects of civil engineering presented through lectures and discussions by guest speakers, field trips, films, panel discussions. Requirements: junior standing.

053:098 (CEE:3998) Individual Investigations: Civil Engineering arr.

Individual projects for civil engineering undergraduate students: laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research.

053:100 (CEE:3001) Leadership Seminar 1 s.h.

Survey of leadership ideas and principles as applied to situations commonly encountered in civil engineering practice, especially as they relate to challenges that beginning engineers face; speakers in selected engineering professions provide context and examples; exercises on leadership principles. Requirements: junior standing in civil and environmental engineering.

053:106 (CEE:3002) Professional Skills Seminar 1 s.h.

Ethics, business, and management policies; public policy; outside speakers; taken spring of junior year. Requirements: junior standing.

053:107 (CEE:4107) Sustainable Systems 3 s.h.

New and emerging concepts in sustainable systems design and assessment. Same as 052:107 (CEE:4410).
053:108 (CEE:3003) Senior Design Seminar 1 s.h.
Review and extension of civil and environmental engineering project management skills in preparation for capstone senior design course; project scheduling, cost estimating, contract types, construction phasing; review for Fundamentals of Engineering Exam (FE) and practice tests in four subdisciplinary areas. Requirements: senior standing.

053:111 (CEE:4511) Numerical Calculations 3 s.h.
Development of algorithms for functional approximations, numerical differentiation and integration; solution of algebraic and differential equations, with emphasis on digital computations; initial and boundary value problems. Prerequisites: 22M:034 (MATH:2560). Same as 058:111 (ME:4111).

053:112 (CEE:4512) Engineering Design Optimization 3 s.h.
Engineering design projects involving modeling, formulation, and analysis using optimization concepts and principles; linear and nonlinear models, optimality conditions, numerical methods. Prerequisites: 22M:033 (MATH:2550) and 059:007 (ENGR:2110). Requirements: junior standing. Same as 058:112 (ME:4112).

053:113 (CEE:5513) Mathematical Methods in Engineering 3 s.h.

053:115 (CEE:4515) Computer-Aided Engineering 3 s.h.

053:116 (CEE:4116) Computer-Aided Design for Civil and Environmental Engineering 3 s.h.
Introduction to engineering design process and graphical communications tools used by civil engineers; fundamentals of engineering drawing, descriptive geometry, multiview projection, graphical analysis, coordinate systems, database manipulation, building information modeling (BIM); AutoCAD. Prerequisites: 053:015 (CEE:2015). Requirements: civil and environmental engineering major.

053:126 (CEE:4788) International Perspectives: Xicotepec 3 s.h.
Introduction to providing service to a community in a less developed country; student projects intended to improve community life in Xicotepec. Requirements: P3 standing. Same as 046:126 (PHAR:8788), 152:126 (GHS:4126).

053:129 (CEE:5129) Information Systems for Resource Management 3 s.h.
Understanding and managing natural and engineered resources requiring data-reach foundation; management of data; complex data-driven technologies integrated into data and information systems (DIS); hands-on opportunity to develop or use capabilities of DIS for study or research area of interest (science, engineering, industrial operation); wind power generation, an emerging field in Iowa, used as a case study for illustrating key DIS components, links, and functionalities. Same as 056:129 (IE:5129), 058:129 (ME:5129), 053:129 (CEE:5129), 044:140 (OEHG:5129).

053:168 (CEE:4568) Civil Infrastructure 3 s.h.
Analytical methods for developing Infrastructure Management Systems (IMS); evaluation of infrastructure condition, performance modeling, rehabilitation optimization, development of the IMS; basic concepts of information technology applied in solving civil infrastructure management problems. Prerequisites: 053:015 (CEE:2015).

053:187 (CEE:4187) Statistics for Experimenters 3 s.h.
Application of statistical techniques to evaluate data derived from experimental samples designs; use of spreadsheets, statistical software; design and analysis of experiments; regression analysis; model building; practical applications. Same as 175:182 (OEHG:4540).

053:210 (CEE:5210) Developing Professional Service Business 2-3 s.h.
Use of professional skills and functional knowledge in creating a specialized service business. Same as 06T:210 (ENTR:9000).

053:214 (CEE:6310) Analytical Methods in Mechanical Systems 3 s.h.
Vector and function spaces; functionals and operators in Hilbert spaces; calculus of variations and functional analysis with application to mechanics; Ritz and Galerkin methods. Prerequisites: 058:113 (ME:5113). Same as 058:214 (ME:6214).

053:297 (CEE:7197) Teaching Undergraduate Science and Engineering arr.
Basic skills to be a successful undergraduate instructor; teaching of technical subjects and solving problems; emphasis on practical applications of lesson material and class demonstrations; techniques for teaching effective classes; opportunity for students to teach; intended for graduating Ph.D. students with a career interest in a university environment.

Structures, Mechanics, and Transportation

053:030 (CEE:3530) Soil Mechanics 3 s.h.
Identification and classification of earth materials; hydraulic and mechanical properties of soils; soil improvement; laboratory testing. Prerequisites: 057:019 (ENGR:2750).

053:033 (CEE:3533) Principles of Structural Engineering 3 s.h.
Fundamental principles of structural analysis applied to statically determinate and indeterminate structures, continuous beams, trusses, and frames; external and internal equilibrium, compatibility of deformation, influence lines, virtual work; parallel use of classical and matrix formulation; slope deflection, flexibility and stiffness methods; use of computers. Prerequisites: 057:019 (ENGR:2750).
053:063 (CEE:3763) Principles of Transportation Engineering 3 s.h.

053:086 (CEE:3586) Civil Engineering Materials 3 s.h.
Structure, strength and failure, durability, deformation, practice, and processing for primary construction materials systems, including steel, aluminum, asphalt, fiber-reinforced composites, masonry, timber. Corequisites: 053:030 (CEE:3530) and 057:019 (ENGR:2750).

053:131 (CEE:4131) Impacts of Technological Singularity 3 s.h.
Technological singularity—what it is, its current standing, impacts, implications; bio-, nano-, and information technologies; how new technologies affect sustainability; ethical issues raised by technologies.

053:132 (CEE:4532) Fundamentals of Vibrations 3 s.h.
Vibration of linear discrete and continuous mechanical and structural systems; harmonic, periodic, and arbitrary excitation; modal analysis; applications. Prerequisites: 057:019 (ENGR:2750). Same as 058:153 (ME:4153).

053:133 (CEE:4533) Finite Element I 3 s.h.
One- and two-dimensional boundary value problems; heat flow, fluid flow, torsion of bars; trusses and frames; isoparametric mapping; higher order elements; elasticity problems; use of commercial software. Prerequisites: 057:019 (ENGR:2750). Same as 058:115 (ME:4115).

053:134 (CEE:4535) Design of Steel Structures 3 s.h.
Concepts and procedures in steel design; LRFD (load and resistance factor design) methodology for beams/columns; analysis and design of indeterminate structures. Prerequisites: 053:033 (CEE:3533).

053:135 (CEE:3135) Structural Modeling and Health Monitoring 3 s.h.
Measurements, structural modeling, structural analysis, stiffness method, trusses and frames, structural testing, modal analysis. Prerequisites: 053:033 (CEE:3533) and 057:019 (ENGR:2750).

053:136 (CEE:3136) Design of Concrete Structures 3 s.h.
Fundamental analysis and design of reinforced concrete members and structures, flexure, shear, bond, continuity, beams, one-way slab system; columns. Prerequisites: 053:033 (CEE:3533).

053:137 (CEE:5137) Composite Materials 3 s.h.
Mechanical behavior of composite materials and their engineering applications; composite constituents (fibers, particles, matrices) and their properties and behavior; macromechanical behavior of composite laminae; micromechanical predictions of composite overall properties; classical lamination theory; composite beams and plates. Prerequisites: 057:019 (ENGR:2750). Same as 058:167 (ME:5167).

053:139 (CEE:4539) Foundations of Structures 3 s.h.
Application of soil mechanics to analysis of structural foundations; slope stability analysis; bearing capacity and settlement of shallow and deep foundations; retaining structures, braced cuts, reinforced earth structures; usage of computational models; subsurface exploration methods. Prerequisites: 053:030 (CEE:3530).

053:140 (CEE:5540) Intermediate Mechanics of Deformable Bodies 3 s.h.
Application of equilibrium analyses, strain-displacement relations, and constitutive relationships to practical structural systems and elementary plane elasticity problems. Prerequisites: 057:019 (ENGR:2750). Same as 058:150 (ME:5150), 051:151 (BME:5660).

053:142 (CEE:3142) Quality Control 3 s.h.
Basic techniques of statistical quality control; application of control charts for process control variables; design of inspection plans and industrial experimentation; modern management aspects of quality assurance systems. Offered fall semesters. Prerequisites: 22S:030 (STAT:2010) and 22S:039 (STAT:2020). Same as 056:162 (IE:3600), 22S:133 (STAT:3620).

053:144 (CEE:4560) Pavement Engineering 3 s.h.
Fundamental design principles; characterization and testing of asphalt and concrete paving materials; stresses and strain development within pavement structure; basic principles of mechanistic-empirical pavement design procedures. Prerequisites: 053:063 (CEE:3763).

053:149 (CEE:5549) Fracture Mechanics 3 s.h.
3-D stress states, definition and criteria for failure, nominal and local yield phenomena, linear elastic and elastic plastic fracture mechanics, plane stress and plane strain fracture toughness, J-integral, crack opening displacement, environmental assisted cracking, fatigue crack growth, fail safe, and damage tolerant design. Prerequisites: 051:085 (BME:4910) or 058:055 (ME:4055) or 058:150 (ME:5150). Same as 056:159 (ME:5159).

053:160 (CEE:4160) Introduction to Bridge Engineering 3 s.h.
Bridge engineering and design; history of the bridge; factors that affect bridge design; bridges according to use (e.g., road, rail, pedestrian and bicycle) and type (e.g., suspension, cable stay, truss); how sustainability concepts may impact bridge design; substantial design exercise. Prerequisites: 053:033 (CEE:3533).

053:162 (CEE:4762) Design of Transportation Systems 3 s.h.
Application of CAD/CAE tools to transportation systems design; review of CAD tools, derivation of standards for geometric design, roadway design software, cross-sectional and longitudinal geometric design of highways, applications to visualization and animation. Prerequisites: 053:063 (CEE:3763).

053:163 (CEE:4763) Traffic Engineering 3 s.h.
Design of traffic control devices; evaluation and analysis of intersections and transportation networks using appropriate computer software. Prerequisites: 22S:039 (STAT:2020) and 053:063 (CEE:3763).
053:164 (CEE:4764) Winter Highway Maintenance 3 s.h.
Aspects of winter highway maintenance; current and innovative practices and the theory that underpins them.

053:167 (CEE:4167) Public Transit Operations and Planning 3 s.h.
Bus, light and heavy rail, and paratransit modes; transit operations, planning, modeling and optimization, transit agency economics, transit finance, and evolving transportation policy; skills essential to planners and engineers who intend to work for a either planning agency, transportation provider, or a transportation or planning consulting firm; individual and group projects involving transit operations. Requirements: undergraduate or graduate standing in engineering, or graduate standing in urban and regional planning. Same as 102:195 (URP:4195).

053:176 (CEE:4176) Transportation Demand Analysis 3 s.h.
City planning procedures and traffic engineering techniques applied to transportation problems; trip generation, distribution, assignment, mode choice models; travel surveys, data collection techniques; arterial flow, intersection performance, parking; transit system analysis. Same as 102:162 (URP:4262).

Mechanics of continuous media; kinematics of deformation, concepts of stress and strain; conservation laws of mass, momentum and energy; constitutive theories; boundary and initial value problems. Prerequisites: 057:019 (ENGR:2750) or 057:020 (ENGR:2510). Same as 058:179 (ME:3179).

053:194 (CEE:5094) Graduate Seminar: Transportation 0 s.h.
Recent advances and research in transportation engineering. Requirements: senior or graduate standing.

053:233 (CEE:6532) Finite Element II 3 s.h.
Computer implementation; plate and shell elements; mixed and hybrid formulations; nonlinear analysis; recent development; introduction to boundary element method. Prerequisites: 053:133 (CEE:4533). Same as 058:215 (ME:6215).

053:234 (CEE:6534) Applied Optimal Design 3 s.h.
Optimal design problem formulation; optimality conditions; linear, quadratic, convex, and nonlinear programming; Lagrangian duality; numerical algorithms for unconstrained and constrained design problems, design sensitivity analysis, engineering applications. Prerequisites: 053:113 (CEE:5513).

053:236 (CEE:5236) Optimization of Structural Systems 3 s.h.
Advanced topics; optimization of structural topology, shape, and material; finite dimensional dynamic response optimization, sensitivity analysis, distributed parameter systems; projects.

053:243 (CEE:4543) Computational Inelasticity 3 s.h.
Computational techniques and implementations for elastic, hyperelastic, elasto-plastic, visco-elastic, and visco-plastic material models; development of sound numerical integration algorithms from rate constitutive equations. Recommendations: 053:179 (CEE:3179).

053:247 (CEE:6547) Advanced Continuum Mechanics 3 s.h.

053:249 (CEE:7549) Multiscale Modeling 3 s.h.
Computational modeling of engineering materials ranging from molecular to continuum scales, molecular dynamics and Monte Carlo methods, nanoscale continuum modeling, scale-coupling methods. Prerequisites: 058:115 (ME:4115) or 058:143 (ME:5143). Same as 058:255 (ME:6255).

053:250 (CEE:7250) Advanced Fracture Mechanics 3 s.h.
Fracture of modern engineering materials; linear-elastic fracture; computational methods; functionally graded materials; elastic-plastic fracture; multiscale fracture and fatigue crack initiation. Prerequisites: 058:113 (ME:5113), and 058:115 (ME:4115) or 058:159 (ME:5159). Same as 058:250 (ME:7250).

053:263 (CEE:6763) Application Simulation to Transportation 3 s.h.
Transportation system management and traffic engineering; application of real-time simulation and visualization. Prerequisites: 053:063 (CEE:3763) or 053:163 (CEE:4763). Same as 102:263 (URP:6063).

Environmental Engineering and Science

053:003 (CEE:1030) Introduction to Earth Science 3-4 s.h.
Relationships between plate tectonics, geologic time, and the rock cycle with volcanoes and igneous, sedimentary, metamorphic rocks; fossils; radioactive isotopes; landscape evolution; mountain building; natural resources; their impacts on civilization. GE: Natural Sciences without Lab; Natural Sciences with Lab. Same as 012:003 (GEOS:1030).

053:050 (CEE:2150) Natural Environmental Systems 3-4 s.h.
Environmental chemistry and biology of air, water, and soil quality, air and water pollution, limnology, global atmospheric change, fate and transport of pollutants; hazardous substances, risk analysis, standard setting. Prerequisites: 004:011 (CHEM:1110). Same as 152:050 (GHS:2150).

053:055 (CEE:3155) Principles of Environmental Engineering 4 s.h.
Water supply and treatment processes; wastewater treatment processes; processes for air pollution control, groundwater remediation; solid and hazardous waste management. Prerequisites: 053:050 (CEE:2150).

053:102 (CEE:4102) Groundwater 3 s.h.
Groundwater quality and quantity; Darcy’s Law, 2-D flow equation, unsaturated zone, contaminant transport, redox reactions, drinking water quality, bioremediation; laboratories in permeameter testing, porous media grain size analysis, pump testing, monitoring well installation.
053:104 (CEE:4104) Groundwater Modeling 3 s.h.
Groundwater flow and contaminant transport modeling; numerical methods, applications of groundwater modeling to water supply, groundwater resources evaluation, remediation design using software: GMS (MODFLOW, MODPATH, and MT3D). Prerequisites: 012:166 (GEOS:4630) or 053:103 (CEE:4103), and 22M:026 (MATH:1860). Same as 012:184 (GEOS:4660).

053:141 (CEE:4141) Design for the Developing World 3 s.h.
Experience working on interdisciplinary teams to solve problems of the developing world; technologies for improving water and sanitation, energy, housing, and health; community building strategies, participatory methods, other techniques essential to good design; service-learning component. Recommendations: junior or higher standing. Same as 152:141 (GHS:4141).

053:147 (CEE:4147) Decentralized Wastewater Treatment 3 s.h.
Established and innovative technologies used in decentralized wastewater treatment; lagoons, constructed wetlands, sand filters, and other ecological technologies appropriate for small wastewater flows; need for more sustainable treatment of small wastewater flows; Iowa's approximately 739 unsewered communities throughout the state, high-growth areas surrounding Des Moines and Cedar Rapids-Iowa City corridor with small developments in need of wastewater treatment, developing countries. Prerequisites: 053:050 (CEE:2150), 053:055 (CEE:3155), and 053:071 (CEE:3371).

053:151 (CEE:4151) Biological Treatment Processes 3 s.h.
Applied microbiology and fundamental principles of aerobic and anaerobic biological wastewater treatment processes; sludge processing and advanced wastewater treatment and bioremediation; lectures and laboratory. Prerequisites: 053:050 (CEE:2150), 053:152 (CEE:5152), and 053:154 (CEE:5154). Corequisites: 053:055 (CEE:3155) and 053:156 (CEE:5156).

053:152 (CEE:5152) Environmental Chemistry I 3 s.h.
Principles of general, physical, organic chemistry applied in water and air systems; emphasis on qualitative and quantitative understanding of chemical kinetics and equilibrium; acid-base reactions, complex formation, precipitation, dissolution, and oxidation-reduction reactions; organic nomenclature. Prerequisites: 004:012 (CHEM:1120). Same as 052:231 (CBE:5152).

053:153 (CEE:4153) Environmental Chemistry Laboratory 3 s.h.
Laboratory experiments to demonstrate important concepts in environmental chemistry and to familiarize students with procedures used to characterize water and wastewater and evaluate certain treatment processes. Prerequisites: 004:012 (CHEM:1120). Corequisites: 053:152 (CEE:5152).

053:154 (CEE:5154) Environmental Microbiology 3 s.h.
Fundamentals of microbiology and microbial ecology with application in water quality and biodegradation of priority pollutants; lectures and laboratory. Corequisites: 053:152 (CEE:5152).

053:156 (CEE:5156) Physical-Chemical Process Fundamentals 3 s.h.
Theory of physical and chemical operations and processes in water and wastewater treatment, including fundamental aspects of process dynamics; lectures, laboratory. Prerequisites: 053:050 (CEE:2150) and 053:152 (CEE:5152). Corequisites: 053:055 (CEE:3155).

053:157 (CEE:4157) Environmental Engineering Design 3 s.h.
Application of physical, chemical, and biological operations and processes to the design of water and wastewater treatment systems; applications in solid and hazardous waste treatment. Prerequisites: 053:050 (CEE:2150), 053:071 (CEE:3371), and 053:055 (CEE:3155).

053:158 (CEE:4158) Solid and Hazardous Wastes 3 s.h.

053:159 (CEE:4159) Air Pollution Control Technology 3 s.h.
Sources, environmental and health impacts, regulations, modeling of air pollution; processes and alternative strategies for control; global climate considerations. Prerequisites: 053:050 (CEE:2150). Same as 052:235 (CBE:4459).

053:161 (CEE:5115) Atmospheric Chemistry and Physics 3 s.h.

053:180 (CEE:4180) Fundamentals of Atmospheric Science 3 s.h.
Review of fundamental principles in atmospheric sciences needed for study of interdisciplinary topics involving the Earth's atmosphere: understanding weather and climate processes to address problems in engineering; hydrometeorology of rainfall and its measurement by remote sensing; impact of climate anomalies and climate change on water resources; exchange of water, energy, and chemicals at the land-atmosphere boundary; forecasting of atmospheric chemistry and air quality. Prerequisites: 057:020 (ENGR:2510).

053:204 (CEE:4220) U.S. and Global Environmental Health Policy 3 s.h.

053:251 (CEE:6151) Environmental Systems Modeling 3 s.h.
Mathematical modeling of environmental systems, including rivers, lakes, estuaries, treatment systems for conventional and toxic pollutants. Prerequisites: 053:050 (CEE:2150), 053:055 (CEE:3155), and 053:152 (CEE:5152).
Hydraulics, Hydrology, and Water Resources

053:253 (CEE:6253) Environmental Chemistry II 3 s.h.
Solid-liquid interface problems, heterogenous equilibria, environmental organic chemistry, modeling chemical equilibrium and kinetics, redox chemistry, atmospheric chemistry. Prerequisites: 053:152 (CEE:5152).

053:275 (CEE:5875) Perspectives in Biocatalysis 1-3 s.h.

053:317 (CEE:4317) Remote Sensing 3 s.h.
Fundamentals of electromagnetic waves, atmospheric radiative transfer, passive remote sensing, weather radar, hydrologic application of remote sensing.

053:318 (CEE:4318) Probabilistic Methods in Hydroscience 3 s.h.
Common probabilistic models used in hydrology, hydraulics, and water resources; derived distributions; multivariate models and estimation of model parameters; analysis of data and model building; uncertainty analysis. Prerequisites: 22M:034 (MATH:2560) and 22S:039 (STAT:2020).

053:319 (CEE:4319) Hydrology 3 s.h.
Overview of fundamental processes in water cycle, including precipitation, evaporation, infiltration, and runoff; quantitative approaches for predicting streamflow and design discharges; applications to flood hazard assessment and stormwater management. Prerequisites: 057:020 (ENGR:2510).

053:320 (CEE:4320) Water Resources Sustainability 3 s.h.
Effect of human impact on hydrologic ecosystems (aquifers, watersheds, coastal zones, lakes, and wetlands); quantitative measures of impact and mitigation/attenuation efforts; key questions addressed (What does water resources sustainability mean? How can it be measured? How can it be implemented?); worldwide case studies that illustrate the detrimental effects of unsustainable resource utilization and the benefits of implementing sustainable resource management strategies.

053:328 (CEE:3328) Fluvial Geomorphology 3 s.h.
Hydrologic principles, stream channel processes, and fluvial geomorphology within drainage basin systems; spatial and temporal variations in water distribution, analysis of hydrological data, flow mechanisms, sediment transport, forecasting procedures, hydrograph construction, modeling. Requirements: 012:102 (GEOS:3020) or another 100-level geology or hydraulics course. Same as 012:138 (GEOS:3380).

Hydrologic principles over the last century developed from experimentation at laboratory and small plot scales; major scientific and engineering challenges, including links between statistical fluctuations that data exhibits; physical, chemical, and biological principles through appropriate mathematical theories, numerical models, and field observations; coupled hydrologic processes at larger scales using newly built on abstraction; observations used in hydrologic engineering at larger scales for several decades and missing a coherent theory that ties them together. Prerequisites: 22M:213 (MATH:6600) and 057:020 (ENGR:2510). Requirements: three semesters of calculus and college physics, an introductory hydrology course, and a probability and statistics course.

053:369 (CEE:5369) Intermediate Mechanics of Fluids 3 s.h.
Basic concepts and definitions; pressure distribution in a fluid; governing equations and boundary conditions; integral and differential analysis; dimensional analysis and similarity; experimental analysis; laminar and turbulent internal and external flows; potential flows; engineering applications. Prerequisites: 057:020 (ENGR:2510) and 058:040 (ME:3040). Same as 058:160 (ME:5160).

053:370 (CEE:4370) Flow in Open Channels 3 s.h.
In-depth analysis of governing flow equations; steady uniform flow in channels of different resistance and cross section; flow control sections; specific energy considerations; analysis and computation of gradually varied profiles and spatially varied flow effected by lateral outflow and inflow; unsteady flow; flood routing. Prerequisites: 053:071 (CEE:3371).

053:371 (CEE:4371) Water Resources Engineering 3 s.h.
Planning and economics of varied water resources projects; stochastic basis for design; flood damage mitigation, reservoirs, river morphology, economic analysis of water projects, urban water requirements, water supply, hydroelectric power systems, river navigation; contemporary civil-engineering problems and issues associated with water infrastructure development. Prerequisites: 053:174 (CEE:4374).

Hands-on experience in methodology of conducting experiments in fluid mechanics and heat transfer from design to data acquisition and processing; essential theoretical elements, experimental methodologies, data acquisition systems, uncertainty analysis; wide variety of instruments for fundamental and applied experimentation; work in small groups; design, implementation, test, and report an experiment in area of interest. Same as 058:162 (ME:5162).

053:173 (CEE:4373) River Mechanics 3 s.h.
Laws governing fall velocity, applications to particle-size analysis; incipient motion, bed forms, bed load, suspended load, natural river processes; theory and practice of movable-bed model experiments. Prerequisites: 053:170 (CEE:4370).

Prerequisites to storm water management systems design, including design flows and rates; analysis and design of storm sewers, detention basins, street and highway drainage facilities, culverts, dams, spillways, measures for energy dissipation; review of wastewater transfer systems and design. Prerequisites: 22S:039 (STAT:2020) and 053:071 (CEE:3371).

053:175 (CEE:5375) Environmental Fluid Dynamics 3 s.h.
Same as 058:163 (ME:5163).

053:178 (CEE:4378) Hydrometeorology 3 s.h.
Atmospheric thermodynamics; precipitation processes; evaporation; infiltration; surface runoff; hydrographs, runoff relations; runoff hydrography; storage problems; frequency, intensity, duration studies of storms, floods, droughts; hydrometeorological observations and network design; watershed modeling; urban hydrology climate.

053:183 (CEE:5083) Introduction to Comp Flow in Pipes and Channels 3 s.h.
General review of numerical methods in hydraulics (finite-difference, finite-element, and method of characteristics); stability and accuracy of numerical schemes; steady free surface flows; flow transients in pipelines and channels. Prerequisites: 053:169 (CEE:5369).

053:184 (CEE:5184) The Fate and Transport of Contaminated Sediments 3 s.h.
Rich and complex field of sediment and contaminant transportation; involves physical, chemical, biological processes as well as mathematical modeling of these processes; recently investigated topics not covered elsewhere; physical processes affecting stability/mobility, transport, and fate of contaminants in sediments; lack of general understanding of development of fine-scale sedimentary structure in different systems, particularly contamination and contamination release; issue of suspension effects on turbulent flows; flow dynamics. Prerequisites: 053:030 (CEE:3530), 053:170 (CEE:4370), and 053:173 (CEE:4373).

053:216 (CEE:5216) Coherent Structures in Environmental Hydraulics 3 s.h.
Introduction to coherent structures and their role in explaining the physics of several important categories of environmental flows; focus on examples related to hydraulics, river engineering, stratified flows, and geosciences; turbulence modeling using eddy resolving techniques that can capture the dynamics of coherent structures; no prior experience in coding or numerical methods is expected. Prerequisites: 053:169 (CEE:5369). Requirements: M.S. or Ph.D. standing.

053:220 (CEE:6520) Watershed Sedimentation 3 s.h.
Exploration of rich and complex field of sediment transport, geomorphology, and contaminant transport; associated physical, chemical, and biological processes with associated mathematical modeling; investigation of current topics not covered elsewhere, including physical processes affecting stability/mobility, transport, and fate of soil/sediments; lack of general understanding in development of fine-scale sedimentary structure in different systems, particularly contamination and contamination release; suspension effects on turbulent flows. Prerequisites: 053:170 (CEE:4370) and 053:173 (CEE:4373).

053:272 (CEE:6372) Environmental Dispersion Processes 3 s.h.
Review of classical diffusion theories; longitudinal dispersion, transverse and vertical mixing in free-surface turbulent shear flow; application to natural channels; selected topics including stream-tube models, mixing and dispersion of heated effluents. Corequisites: 053:169 (CEE:5369).

053:276 (CEE:6376) Viscous Flow 3 s.h.

Graduate Seminars, Advanced Topics, Research

053:191 (CEE:5091) Graduate Seminar: Structure, Mechanics, Materials 0 s.h.
Presentation and discussions of recent advances and research in structures, mechanics, and materials engineering by guest lecturers, faculty, students. Requirements: senior or graduate standing.

053:192 (CEE:5092) Graduate Seminar: Environment Engineering Seminar 0 s.h.
Presentation and discussion of current topics, case studies, and research in environmental science and engineering by students, guest lecturers, faculty. Requirements: senior or graduate standing.

053:193 (CEE:5093) Graduate Seminar: Hydraulics, Hydrology, and Water Resources 0 s.h.
Presentation and discussions of recent advances and research in hydraulics, hydrology, and water resources by guest lecturers, faculty, students. Requirements: senior or graduate standing.

053:195 (CEE:4995) Contemporary Topics in Civil and Environmental Engineering arr.
New topics or areas of study not formally offered in other civil and environmental courses: ice engineering, chaos and strange attractors, remote sensing, nonlinear dynamics of hydrologic processes, advanced water and wastewater treatment processes, hazardous waste control, global climate change, damage mechanics; based on faculty/student interest.

053:198 (CEE:5998) Individual Investigations: Civil and Environmental Engineering
Individual projects for civil and environmental engineering graduate students: laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.

053:199 (CEE:5999) Research: Civil and Environmental Engineering M.S. Thesis
Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for the M.S. with thesis in civil and environmental engineering. Requirements: graduate standing.

053:299 (CEE:7999) Research: Civil and Environmental Engineering Ph.D. Dissertation
Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for the Ph.D. in civil and environmental engineering.
Electrical and Computer Engineering

Chair
- Milan Sonka

Professors

Associate professors
- Mark S. Andersland, Reinhard Beichel, John Prineas, Tom Schnell, Xiaodong Wu

Assistant professors
- Guadalupe Canahuate, Mona Garvin, Mathews Jacob, Hans Johnson, Raghuraman Mudumbai, Hassan Raza, Ananya Sen Gupta, Alf Siochi, Weiyu Xu

Lecturers
- Cliff Curry, Jim Maxted, Dan Thedens

Adjunct assistant professors
- Dave Matthews, Ed Ratner, Andreas Wahle

Professors emeriti
- Steve M. Collins, Earl D. Eyman, Adrianus Korpel, Karl E. Lonngren, Norbert R. Malik, John P. Robinson

Undergraduate major: electrical engineering (B.S.E.)
Graduate degrees: M.S. in electrical and computer engineering; Ph.D. in electrical and computer engineering
Web site: http://www.ece.engineering.uiowa.edu/

Electrical engineers and computer engineers make vital contributions to nearly all facets of modern society through their work in areas such as computer systems, medical imaging, robotics, wireless communications, and fiber optics. From the World Wide Web to high-definition television, cellular telephones, and computer networks, the contributions of electrical and computer engineers are changing everyday life.

Many benefits that have sprung from electrical engineering technology now are taken for granted—noninvasive imaging of the brain and other internal organs, astonishing views of the solar system’s outer planets, and wireless telecommunications. Electrical engineers also play crucial roles in major emerging technologies, for example, wireless Internet, optical communications, and mapping of the human genome.

As the United States strives to retain or enlarge its share of national and international markets, electrical engineers are certain to play an important role in improving productivity through automation, increased efficiency, and new technologies.

Electrical and computer engineers work in research, design, development, manufacturing, sales, market analysis, consulting, field service, and management. They are employed in computer, semiconductor, software, aerospace, telecommunication, medical, radio, television, and power industries.

Undergraduate Program of Study
- Major in electrical engineering (Bachelor of Science in Engineering)
The undergraduate program in electrical engineering produces graduates who:
  - contribute to society in a broad range of careers;
  - function professionally in an increasingly international and rapidly changing world;
  - effectively understand, use, and develop modern electrical and computer engineering technologies and concepts; and
  - achieve success throughout their careers.

Bachelor of Science in Engineering

The Bachelor of Science in Engineering requires a minimum of 128 s.h. The major in electrical engineering provides technical depth and breadth as well as flexibility and the opportunity for students to customize their programs according to their own goals. Students choose one of several elective focus areas according to the type of job or research they plan to pursue. They also chose one of two tracks to support their elective focus area.

All engineering students complete the B.S.E. core requirements, which include 010:003 (RHET:1030) Rhetoric; 059:005 (ENGR:1100) Engineering Problem Solving I and 059:006 (ENGR:1300) Engineering Problem Solving II; and courses in chemistry, engineering mathematics and fundamentals, and physics. They must earn a grade of C-minus or higher in the core requirements 22M:031 (MATH:1550) Engineering Mathematics I: Single Variable Calculus and 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus.

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component (15 s.h. of humanities and social science courses). For information about the curriculum stems, see Bachelor of Science in Engineering (p. 814) in the Catalog.

Electrical engineering students complete the curriculum below. During their second year, they select an elective focus area (EFA) and choose a track that corresponds with it: the computer track or the electrical track. They begin taking track and EFA courses in their third year.

The following study plan includes the B.S.E. core requirements and the curriculum for the electrical engineering major. Some courses in the curriculum are prerequisites for others. Students who take courses in the order below satisfy the prerequisite requirements automatically. Students who do not follow this sequence still must satisfy all course prerequisites.

FIRST YEAR

First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:011</td>
<td>(CHEM:1110) Principles of Chemistry I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>010:003</td>
<td>(RHET:1030) Rhetoric</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>059:005</td>
<td>(ENGR:1100) Engineering Problem Solving I</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Elective Focus Area and Track

Students select an elective focus area to personalize their curriculum and to help them prepare for the type of job or research they plan to pursue. More than 20 EFAs are available, such as bioinformatics, business, communication systems, medical imaging, nanotechnology, power systems, and software; visit ECE Elective Focus Areas for a complete list. Students also select one of two tracks—computer or electrical—to support their EFA. They complete seven courses in their track and seven EFA courses.

Students who choose their track and EFA courses carefully may be able to earn the Certificate in Sustainability (p. 1242), the Certificate in Technological Entrepreneurship (p. 886), or one of several undergraduate minors offered by the University without taking courses beyond those required for the electrical engineering major.

The electrical engineering major requires the following track and elective focus area courses.

REQUIRED COMPUTER TRACK COURSES

Students in the computer track complete all of these:

- 22C:019 (CS:2210) Discrete Structures 3 s.h.
- 22C:031 (CS:3330) Algorithms 3 s.h.
- 055:033 (ECE:3330) Introduction to Software Design 3 s.h.
- 055:035 (ECE:3350) Computer Architecture and Organization 3 s.h.
- 055:036 (ECE:3360) Embedded Systems and Systems Software 3 s.h.

REQUIRED ELECTRICAL TRACK COURSES

Students in the electrical track complete all of these:

- 055:041 (ECE:3410) Electronic Circuits 4 s.h.
- 055:043 (ECE:3400) Linear Systems II 3 s.h.
- 055:050 (ECE:3500) Communication Systems 3 s.h.
- 055:060 (ECE:3600) Control Systems 3 s.h.
- 055:072 (ECE:3720) Electrical Engineering Materials and Devices 3 s.h.

TRACK BREADTH AND DEPTH ELECTIVES

Students complete one track breadth elective and one track depth elective.

Students in the computer track must choose their track breadth elective from the list of required electrical track courses above. Students in the electrical track must choose their track breadth elective from the list of required computer track courses.

The track depth elective must be an advanced course in a subject area within the student’s track—normally numbered 100 (3000) or above—for which one of the required track courses is a prerequisite. For a complete list of depth electives for each track, consult the Department of Electrical and Computer Engineering.

ELECTIVE FOCUS AREA COURSES

Students complete seven elective focus area courses, which they choose according to guidelines established by the department. For a list of EFAs and course selection guidelines, see ECE Elective Focus Areas on the Department of Electrical and Computer engineering web site.
Joint B.S.E./M.S.

The College of Engineering offers a joint (fast-track) Bachelor of Science in Engineering/Master of Science for electrical engineering undergraduate students who intend to earn an M.S. in electrical and computer engineering. B.S.E./M.S. students may take up to 12 s.h. of graduate-level course work and do thesis-level research while they are still undergraduates. They may count 9 s.h. of graduate course work toward both degrees. Once students complete the requirements for the bachelor’s degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

To be admitted to the joint degree program, students must have completed at least 80 s.h., must have a cumulative g.p.a. of at least 3.25, and must submit a letter of application to the chair of the Department of Electrical and Computer Engineering.

Graduate Programs of Study

- Master of Science in electrical and computer engineering (with or without thesis; software engineering subtrack available)
- Doctor of Philosophy in electrical and computer engineering

The Department of Electrical and Computer Engineering stimulates excellence in scholarship and research through close contact with the faculty and programs tailored to fit students’ individual needs.

Students select an advisor and, with the advisor, plan an individual program bounded only by the broad guidelines of the Graduate College and the program. The department maintains close interdisciplinary ties with other University of Iowa departments, especially with the Departments of Physics and Astronomy, Computer Science, Mechanical and Industrial Engineering, and Biomedical Engineering, and the Carver College of Medicine. Principal areas of graduate study include waves and materials, computer systems, wireless communications, signal and image processing, computational genomics, and control systems and systems theory.

Research and Study Areas

BIOINFORMATICS AND COMPUTATIONAL BIOLOGY

The Center for Bioinformatics and Computational Biology (CBCB) is a multidisciplinary research enterprise that encompasses numerous laboratories and collaborates with many graduate programs on campus. Students may earn the Certificate in Informatics, offered by the Graduate College, to augment their Ph.D. training in disciplines ranging from molecular biology to biochemistry to computer science to engineering.

Since 1994, the Coordinated Laboratory for Computational Genomics, a CBCB affiliate, has engaged in a broad range of research activities that complement the Human Genome Project. Members of the laboratory develop new hardware and software techniques for analysis and annotation of genomic sequence, its transcription and translation, and the proteome. Other efforts are aimed at systematic capture and curation of phenotypic information acquired from massive databases of clinical information derived from collaborations with the College of Medicine. The goal of these projects is to elucidate the mechanisms of human disease and develop promising new methods for cures and treatments.

The laboratory’s facilities include more than 200 workstations, 3 Linux clusters, and access to the NSF TeraGrid and other high-performance computing facilities. Projects in the laboratory frequently involve cutting-edge genomic and proteomic instruments such as the Roche 454 next-generation sequencing platform and several high-throughput gene expression (microarray) measurement platforms.

COMPUTER SYSTEMS AND VLSI CIRCUITS

Research emphasis is directed toward design and test of very-large-scale integrated (VLSI) circuits, high-performance computing and networking, and intelligent agent systems. Research in the VLSI area involves development of techniques and algorithms that assist in synthesis and testing of large-scale logic circuits, and incorporation of these techniques into computer-aided design tools. Current projects include new pattern sources for built-in-test, efficient test pattern generation, generation of compact test sets, and methods for reducing test data volumes.

High-performance computing research involves development of collaborative and parallel computing environments and associated software tools, and use of these facilities and tools in varied application domains, including image processing and computational biology. Current work in networking focuses on protocols and layer-integration schemes that support high-performance wireless networking, and on control and coordination of mobile ad hoc networks. Current research facilities in these areas include several large cluster computers and an experimental asynchronous transfer mode (ATM) network.

Departmental facilities that support this work include Linux and Windows workstations and server nodes that provide college-wide networked computer services. Advanced computing facilities also are available at national supercomputing centers and federal laboratories.

CONTROL SYSTEMS AND SYSTEMS THEORY

Control systems and system theory use feedback to improve the predictability and efficiency of engineered systems ranging from electronic amplifiers to vehicle guidance systems, manufacturing processes, communication channels, and the Internet. Work in control systems and systems theory draws heavily on results from mathematics, physics, and computer science to model the systems that are to be controlled and to implement feedback controllers.

Current research emphasizes optimal, adaptive, digital, robust, and stochastic control and the control of discrete event dynamical systems. Recent work has concerned the estimation, identification, and robust control of linear and nonlinear dynamical systems; set membership identification, control over wireless communication channels; coordinated fault tolerant control of unmanned vehicles; use of control theory to analyze distributed computing, communications, and manufacturing systems; interplay between communications and control; design of fast digital controllers using subband coding; and multirate control systems.

Research in control systems and systems theory is supported by extensive computing resources and collaborations with local industry, the Center for Computer
Aided Design, the National Advanced Driving Simulator (NADS), and the Carver College of Medicine.

NANO SCALE ELECTRONICS AND SPINTRONICS

Nanoscale devices and systems provide solutions for low-power logic devices, high-density 3-D stackable electronic and/or spintronic memory elements, and solar/waste energy harvesting applications. Current nanoscale and spintronics work involves post-CMOS transistor research to extend Moore’s law in this century; use of novel magnetic and nonmagnetic nanomaterials for enhanced-CMOS and nonvolatile memory; and intelligent solar cells, thermoelectric devices, fuel cells and batteries for efficient solid-state energy conversion. Departmental researchers are pursuing experimental, theoretical, and large-scale computational approaches.

SIGNAL AND IMAGE PROCESSING

Research in image processing and basic and applied signal processing is supported by a digital signal processing laboratory and an image analysis laboratory. Collaborative research with faculty in the Departments of Radiology, Neurology, Psychiatry, Internal Medicine, Ophthalmology and Visual Sciences, Radiation Oncology, and Biomedical Engineering is directed at quantitative analysis of medical images.

In the area of signal processing, current projects include analysis and design of efficient adaptive algorithms for signal processing, efficient coding and transmission of speech, speech processing aids for the hearing-impaired, robust equalization of uncertain channels, application of neural networks to communications systems, multirate signal processing, and subband coding and channel equalization.

Image processing and analysis projects include development of novel methods for image segmentation, image registration, computer-aided detection and diagnosis, early identification of disease patterns from medical image data, computer-aided surgical planning, virtual and augmented reality medical image visualization, building anatomic atlases, and a broad range of translational medicine projects focusing on research and clinical applications of the novel methods. The areas of interest span all scales, from molecules to cells to small animals to humans, and cover a broad range of organ systems and targeted diseases. The spectrum of medical imaging modalities used for research and applications in image processing and analysis is equally broad, encompassing all existing modalities, including X-ray, CT, MR, PET, SPECT, and OCT.

The Medical Image Analysis Labs consist of several specialized facilities for digital image processing. They are equipped with state-of-the-art devices for data storage, transfer, visualization, and analysis. High-capacity data storage devoted to image processing research offers more than 35 TB of online hard disk space. An augmented reality medical image visualization lab serves as a high-performance collaborative resource for the Iowa Institute for Biomedical Imaging. The institute makes additional performance collaborative resource for the Iowa Institute for Biomedical Imaging. The institute makes additional performance collaborative resource for the Iowa Institute for Biomedical Imaging.

WAVES AND MATERIALS

Research in this area is carried out primarily in the Iowa Advanced Technology Laboratories, a well-equipped, modern facility two blocks from the Engineering Building, and in Van Allen Hall. Current research topics are optical and electronic properties of semiconductors, semiconductor devices, electro-optics, nonlinear optics, nonlinear wave propagation in plasmas, nanotechnology, and medical devices.

Much work is done in collaboration with other University of Iowa departments, including the Departments of Physics and Astronomy, Chemistry, Internal Medicine, and Neurosurgery. Facilities include two molecular beam epitaxy reactors (in physics and astronomy), a microfabrication laboratory with micrometer resolution capabilities, electrical characterization capability to 22 GHz, several Ti-sapphire lasers, a mid-infrared optical parametric oscillator, and plasma equipment for nonlinear wave plasma interaction studies.

Examples of current projects are the design and fabrication of diode lasers based on the bandgap engineering of antimony and arsenic-based III-V compound semiconductors, phase control of laser arrays, development of an all-optical power equalizer, characterization of quantum well devices, nonlinear waveguide devices, development of a noncontact method to measure transport properties, plasma and optical soliton excitation and propagation, development of cellular probes, and a noninvasive glucose sensor for medical research.

WIRELESS COMMUNICATION SYSTEMS

The department is engaged in research using wireless sensor networks (WSNs), which consist of spatially distributed autonomous devices that use sensors to cooperatively monitor physical or environmental conditions such as temperature, sound, vibration, pressure, motion, and pollutants at different locations. WSNs are used for environment and habitat monitoring, healthcare applications, home automation, and traffic control. Current research includes the application of WSN, traditional telemetry, and commercial cellular communication infrastructure for geosciences data collection (e.g., rainfall, water quality, soil moisture).

Another important research interest involving distributed sensor networks is the distributed control of power systems, especially requirements of the next-generation electric grid with smart metering and distributed generation using small-scale wind and solar generators. Research on WSNs also includes the design of cooperative communication techniques for energy efficient WSNs and issues of localization, network organization, and control.

Research activities in communication systems focus on design and analysis of receivers for digital wireless communications, especially the development of effective and practical receivers for multiple-user wireless cellular systems in multipath channels. Projects include the removal of intersymbol interference by blind identification/equalization, multiple-user detection in CDMA without power control, receiver structures for 3G wireless cellular systems, cooperative beam forming for ad hoc wireless networks, resource allocation in OFDM systems, and scheduling in wireless networks. Fundamental theoretical issues and practical implementation are emphasized.
Master of Science

The Master of Science program in electrical and computer engineering requires 30 s.h. of graduate credit with thesis and 36 s.h. of graduate credit without thesis. Either option may precede Ph.D. study. M.S. students must maintain a cumulative g.p.a. of at least 3.00.

Thesis students must complete at least 12 s.h. from an approved list of electrical and computer engineering courses and 6 s.h. in 055:199 (ECE:5999) Research: Electrical and Computer Engineering M.S. Thesis. Nonthesis students must complete at least 18 s.h. from an approved list of electrical and computer engineering courses; nonthesis students may count no more than 3 s.h. of independent study toward the degree. Courses required for the B.S.E. in electrical engineering do not count toward the M.S. requirements.

All M.S. students must successfully complete a final examination, which is conducted by a committee of at least three faculty members. One part of the final examination for thesis students consists of an oral defense of the thesis.

M.S. Subtrack in Software Engineering

A Master of Science subtrack in software engineering is available to both thesis and nonthesis students. The M.S. with software engineering subtrack requires the same amount of graduate credit as the M.S. without the subtrack: a minimum of 30 s.h. for the thesis option, and 36 s.h. for the nonthesis option. All rules for additional credit and the M.S. final examination are the same as for the M.S. without the subtrack. Successful completion of the subtrack results in the designation "with specialization in software engineering" on the student's transcript.

The software engineering subtrack requires the following course work.

- 055:131 (ECE:5310) Introduction to VLSI Design 3 s.h.
- 055:133 (ECE:5330) Graph Algorithms and Combinatorial Optimization 3 s.h.
- 055:180 (ECE:5800) Fundamentals of Software Engineering 3 s.h.
- 055:182 (ECE:5820) Software Engineering Languages and Tools 3 s.h.
- 055:183 (ECE:5830) Software Engineering Project 3 s.h.

In addition to the courses listed above, thesis students complete another 3 s.h. of course work from the approved list of electrical and computer engineering courses; nonthesis students complete another 6 s.h.

Doctor of Philosophy

The Doctor of Philosophy program in electrical and computer engineering requires a minimum of 72 s.h. of graduate credit. At least 45 s.h. must be earned in formal course work (not in thesis work or other independent study), including 30 s.h. from an approved list of electrical and computer engineering courses. Each Ph.D. student's study plan must be approved by the student's advisor and by the graduate committee.

Ph.D. students take a Ph.D. qualifying examination and a Ph.D. comprehensive examination. Then they must successfully complete a research program that includes a minimum of 18 s.h. of Ph.D. research and culminates in the preparation of a thesis. Finally, the candidate must present a successful oral defense of the thesis.

Ph.D. students must maintain a cumulative g.p.a. of 3.25 or higher in all graduate course work.

Acceptance to the Ph.D. program requires successful completion of the Ph.D. qualifying examination. This all-day written exam is given once a year, late in the spring semester. It covers four areas chosen by the student from an extensive list. Students normally are expected to take the qualifying examination within the first 30 s.h. of graduate studies. A cumulative g.p.a. of at least 3.25 is required for admittance to the exam. Students who fail the examination may retake it only once, the next time it is offered.

Following successful completion of the Ph.D. qualifying examination and invitation to the Ph.D. program, a student must complete the two-part Ph.D. comprehensive examination. The first part is a written research proposal that includes a thorough literature survey providing the motivation and background for the proposal. The second part is an oral examination.

Students must pass the Ph.D. qualifying examination before they may take the Ph.D. comprehensive exam, and they must complete the comprehensive exam no later than three calendar years after passing the qualifying exam. Students who fail to meet this deadline must retake the qualifying exam. The qualifying exam and the comprehensive exam may not be taken in the same semester.

The final requirement for completion of the Ph.D. program is the preparation and successful defense of the Ph.D. thesis. This must be completed no sooner than six months but no longer than three years after completion of the comprehensive examination.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog.

M.S. applicants must have a g.p.a. of at least 3.00, and Ph.D. applicants must have a g.p.a. of at least 3.25, on all electrical and computer engineering, mathematics, and physics course work. M.S. applicants with a g.p.a. between 2.75 and 3.00 in electrical and computer engineering, mathematics, and physics course work may be admitted on probation, if warranted by other aspects of their academic records.

Students with baccalaureate degrees in related areas (e.g., physics, mathematics, and computer science) may be admitted on conditional status. They may be required to complete additional course work, without earning graduate credit, before being granted regular status.

Each application is reviewed individually. Extenuating circumstances may permit deviations from the usual standards.
Financial Support
A number of fellowships, traineeships, assistantships, scholarships, and industrial grants are available to graduate students who qualify. These are awarded on a competitive basis.

Facilities and Laboratories

Undergraduate Core
Electrical and computer engineering provides core instruction for the college in electrical circuits, electronics, instrumentation, and computers. A key part of this core teaching responsibility lies in providing students with an early opportunity to use engineering laboratory instrumentation.

Undergraduate Laboratories
The department’s undergraduate laboratories include facilities for the study of electrical and electronic circuits, wireless communication, power and sustainable energy, signals and systems, microprocessor-based computers and systems, measurement automation, communication systems, control systems, computer-aided design of VLSI circuits, image processing, robotics, and optics. The laboratories are equipped with modern equipment, including digital oscilloscopes, computer-controlled virtual instrumentation, and software and hardware for embedded-systems development.

Graduate Facilities and Laboratories
The department has laboratories intended primarily for graduate research in the areas of bioinformatics, image processing, software engineering, electro-optics, control systems, medical imaging and image analysis, large-scale intelligent systems, and wireless communication. Linux and Windows workstations and server nodes provide college-wide networked computing support. Through cooperative arrangements, advanced computing facilities at national supercomputing centers, federal laboratories, and other universities are available for graduate research.

Courses

Special Topics
055:000 (ECE:0000) Cooperative Education

Training Assignment: Electrical Engineering
Electrical engineering students participating in the Cooperative Education Program register in this course during work assignment periods; registration provides a record of participation in the program on the student’s permanent record. Requirements: admission to Cooperative Education Program.

055:002 (ECE:0002) Half-time Cooperative Education Training Assignment: Electrical Engineering
Registration for work assignment periods; for students participating in the Cooperative Education Program.

055:012 (ECE:2120) Art and Engineering
Collaborative, interdisciplinary, cutting-edge opportunity to gain real world engineering experience while learning to think creatively and analytically to create engaging works of art; interdisciplinary collaboration and creative methodologies that enhance life-long creative practice of artists and engineers; basic electronics and Arduino prototyping platform to create programmable, sensor-driven, responsive circuits. Same as 01T:020 (TDSN:2205).

055:018 (ECE:2410) Principles of Electronic Instrumentation
Principles of analog signal amplification, signal conditioning, filtering; operational amplifier circuit analysis and design; principles of operation of diodes, bipolar transistors, field effect transistors; discrete transistor amplifier analysis and design; laboratory included. Prerequisites: 029:082 (PHYS:1612) and 059:008 (ENGR:2120).

055:088 (ECE:4880) Principles of Electrical Engineering Design
Design problems requiring integration of subject matter from other required electrical and computer engineering courses. Requirements: senior standing.

055:089 (ECE:4890) Senior Electrical Engineering Design
Individual or team project; demonstration of completed project and formal engineering report. Prerequisites: 055:088 (ECE:4880). Requirements: senior standing.

055:091 (ECE:3000) Professional Seminar: Electrical Engineering
Professional aspects of electrical engineering presented through lectures and discussions by guest speakers, field trips, films, panel discussions. Requirements: junior standing.

055:098 (ECE:3998) Individual Investigations: Electrical Engineering
Individual projects for electrical engineering undergraduate students: laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research.

Digital Systems, Computers, Software Engineering

055:032 (ECE:3320) Introduction to Digital Design
Modern design and analysis of digital switching circuits; combinational logic; sequential circuits and system controllers; interfacing and busing techniques; design methodologies using medium- and large-scale integrated circuits; lab arranged. Requirements: sophomore standing.

055:033 (ECE:3330) Introduction to Software Design
Design of software for engineering systems; algorithm design and structured programming; data structures; introduction to object-oriented programming in JAVA; applications to engineering problems; lab arranged. Prerequisites: 057:017 (ENGR:2730).

055:035 (ECE:3350) Computer Architecture and Organization

Basic concepts; computer evolution, register transfer level design, simulation techniques, instruction sets (CISC and RISC), assembly language programming, ALU design, arithmetic algorithms and realization of arithmetic functions, hardwired and microprogrammed control, memory hierarchies, virtual memory, cache memory, interrupts and DMA, input/output; introduction to high-performance techniques, pipelining, multiprocessing; introduction to hardware description languages (Verilog, VHDL); students design and simulate a simple processor. Offered fall semesters. Prerequisites: 055:032 (ECE:3320) and 057:017 (ENGR:2730).

**055:036 (ECE:3360) Embedded Systems and Systems Software**

Microprocessors and microcontrollers as components in engineering systems; embedded system design processes; microcontroller/microprocessor architecture; interrupts and traps; memory and device interfacing; low-level and high-level software design for embedded systems; examples of embedded system architecture and design; fundamentals of operating systems; tasks and processes; context switching and scheduling; memory and file management; interprocess communication; device drivers. Prerequisites: 057:017 (ENGR:2730).

**055:122 (ECE:5220) Computational Genomics**

Introduction to computational methods used in genome analysis and functional genomics; biological sequence analysis, sequence database search, microarray data analysis, biological network analysis; in-depth coverage of principal genome science challenges and recent solutions. Same as 002:174 (BIOL:5320), 051:122 (BME:5330), 127:173 (GENE:5173).

**055:129 (ECE:5129) Information Systems for Resource Management**

Understanding and managing natural and engineered resources requiring data-reach foundation; management of data; complex data-driven technologies integrated into data and information systems (DIS); hands-on opportunity to develop or use capabilities of DIS for study or research area of interest (science, engineering, industrial operation); wind power generation, an emerging field in Iowa, used as a case study for illustrating key DIS components, links, and functionalities. Same as 056:129 (IE:5129), 058:129 (ME:5129), 053:129 (CEE:5129), 044:140 (GEOG:5129).

**055:130 (ECE:5300) Switching Theory**

Switching algebra; combinational circuits—hazards, minimization, multiple-output networks; sequential circuits—critical races, essential hazards, fundamental-mode, pulse-mode, synchronous circuits-state assignment, state reduction; input-output experiments. Prerequisites: 055:032 (ECE:3320).

**055:131 (ECE:5310) Introduction to VLSI Design**

MOS devices and circuits; MOS transistor theory, MOS processing technologies, MOS device models; timing and power considerations; performance issues; scaling; various logic schemes; circuit techniques; clocking strategies; I/O structures; design styles; ASIC design; MOS subsystem design; system case studies, use of electronic design automation tools, introduction to hardware description languages, design synthesis, design projects; lab. Prerequisites: 055:032 (ECE:3320) and 055:041 (ECE:3410).

**055:132 (ECE:5320) High Performance Computer Architecture**

Problems involved in designing and analyzing current machine architectures using hardware description language (HDL) simulation and analysis, hierarchical memory design, pipeline processing, vector machines, numerical applications, multiprocessor architectures and parallel algorithm design techniques; evaluation methods to determine relationship between computer design and design goals. Prerequisites: 22C:112 (CS:3620) or 055:035 (ECE:3320). Same as 22C:160 (CS:5610).

**055:133 (ECE:5330) Graph Algorithms and Combinatorial Optimization**

Combinatorial optimization problems; time complexity; graph theory and algorithms; combinatorial optimization algorithms; complexity theory and NP-completeness; approximation algorithms; greedy algorithms and matroids. Prerequisites: 055:033 (ECE:3330).

**055:138 (ECE:5380) Testing Digital Logic Circuits**

Logic models for faults; fault detection in combinational and sequential circuits; fault-diagnosis; design for testability; random testing, compressed data testing, built-in testing. Prerequisites: 055:032 (ECE:3320).

**055:180 (ECE:5800) Fundamentals of Software Engineering**

Problem analysis, requirements definition, specification, design, implementation, testing/maintenance, integration, project management; human factors; management, technical communication; design methodologies; software validation, verification; group project experience. Prerequisites: 22C:022 (CS:2820) or 055:033 (ECE:3330). Same as 22C:180 (CS:5800).

**055:181 (ECE:5810) Formal Methods in Software Engineering**

Models, methods, and their application in all phases of software engineering process; specification methods; verification of consistency, completeness of specifications; verification using tools. Prerequisites: 22C:022 (CS:2820) or 055:033 (ECE:3330). Recommendations: 22C:188 (CS:4350). Same as 22C:181 (CS:5810).

**055:182 (ECE:5820) Software Engineering Languages and Tools**

Modern agile software development practices for cloud and web-based applications, using state-of-the-art software engineering languages, tools, and technologies; agile software development practices, software-as-a-service (SAAS), and the Ruby on Rails Development Framework. Prerequisites: 22C:180 (CS:5800) or 055:180 (ECE:5800). Requirements: solid understanding of object-oriented design and programming, and facility with at least one object-oriented programming language. Same as 22C:182 (CS:5820).

**055:183 (ECE:5830) Software Engineering Project**

Team software development project using concepts and methodologies learned in earlier software engineering classes; practical aspects of large-scale software development. Prerequisites: 22C:180 (CS:5800) and 22C:182 (CS:5820). Same as 22C:193 (CS:5830).
### Signal and Image Processing

**055:040 (ECE:2400) Linear Systems I** 3 s.h.  
Introduction to continuous and discrete time signals and systems with emphasis on Fourier analysis; examples of signals and systems; notion of state and finite state machines; causality; linearity and time invariance; periodicity; Fourier transforms; frequency response; convolution; IIR and FIR filters, continuous and discrete Fourier transforms; sampling and reconstruction; stability. Prerequisites: 22M:034 (MATH:2560) and 059:008 (ENGR:2120).

**055:041 (ECE:3410) Electronic Circuits** 4 s.h.  
Design and analysis of FET and BJT amplifiers; low, midrange, high-frequency analysis; difference amplifiers; feedback amplifiers; SPICE simulation; power amplifiers; digital logic families. Prerequisites: 055:018 (ECE:2410) and 055:040 (ECE:2400).

**055:043 (ECE:3400) Linear Systems II** 3 s.h.  
Continuation of 055:040 (ECE:2400), emphasis on Laplace and Z-transform analysis; unilateral and bilateral Laplace transforms; region of convergence; stability; block diagram algebra; first- and second-order continuous and discrete time systems; Bode plots. Prerequisites: 055:040 (ECE:2400).

**055:141 (ECE:5410) Advanced Circuit Techniques** 3 s.h.  
Advanced circuit principles; component, signal and noise models; sub-circuit design including oscillators, amplifiers, multipliers, noise generators, frequency converters, phase-locked loops, filters, transmission gates and level-shifters; measurement techniques including bridge, signal averaging and lock-in techniques, case studies of A/D and D/A converters, single-supply op amps, low-noise, large-signal and high frequency circuits; lab. Prerequisites: 055:041 (ECE:3410).

**055:142 (ECE:5420) Power Electronics** 3 s.h.  
Fundamental concepts and design techniques of power electronics circuits; switching power pole and various switch-mode DC to DC power conversion topologies; feedback control of switch-mode DC to DC power supplies; diode rectification of AC utility power and Power Factor Control (PFC) circuits; electromagnetic concepts and design of high-frequency inductors and transformers; electrically isolated switch-mode DC power supply topologies and soft-switching DC-DC converters and inverters; techniques for synthesis of DC and low-frequency AC sinusoidal voltages. Prerequisites: 029:081 (PHYS:1611) and 059:008 (ENGR:2120). Requirements: junior standing.

**055:143 (ECE:5620) Electric Power Systems** 3 s.h.  
Overview of electric power systems; single phase and three-phase representations of electric power signals and electromagnetic concepts; AC transmission lines and underground cables, power flow in a power system network, AC power transformers, High Voltage DC (HVDC) power transmission, electric power distribution, synchronous generators, voltage regulation and stability, power system transients and dynamic stability, control of interconnected power systems, transmission line faults, transient over-voltages and surge protection. Prerequisites: 029:081 (PHYS:1611) and 059:008 (ENGR:2120). Requirements: junior standing.

**055:145 (ECE:5450) Pattern Recognition** 3 s.h.  
Mathematical foundations and practical techniques of pattern recognition; adaptation, learning, description; statistical pattern recognition; syntactic pattern recognition, neural networks for recognition; fuzzy logic for recognition; nonstandard and combined pattern recognition approaches. Prerequisites: 055:040 (ECE:2400).

**055:146 (ECE:5460) Digital Signal Processing** 3 s.h.  
Theory, techniques used in representing discrete-time signals; system concepts in frequency and sampling domains; FIR and IIR digital filter theory, design and realization techniques; theory, application of discrete Fourier transforms/FFT. Prerequisites: 055:043 (ECE:3400).

**055:148 (ECE:5480) Digital Image Processing** 3 s.h.  
Mathematical foundations and practical techniques for digital manipulation of images; image sampling, compression, enhancement, linear and nonlinear filtering and restoration; Fourier domain analysis; image pre-processing, edge detection, filtering; image segmentation. Prerequisites: 051:080 (BME:2210) or 055:040 (ECE:2400). Same as 051:148 (BME:5220).

**055:245 (ECE:7450) Magnetic Resonance Imaging Systems** 3 s.h.  
Mathematical foundations and practical implementation for magnetic resonance imaging (MRI); principles of image formation using Fourier and projection techniques, non-Cartesian sampling, tomographic image reconstruction, sources of artifacts and their correction. Prerequisites: 055:146 (ECE:5460) and 055:148 (ECE:5480).

**055:247 (ECE:7470) Image Analysis and Understanding** 3 s.h.  
Mathematical foundations and practical techniques of digital image analysis and understanding; image segmentation (from edges and regions), object description (from boundaries, regions, scale, scale insensitive descriptions, 3-D shape, texture) pattern recognition (statistical and syntactic methods, cluster analysis), image understanding (knowledge representation, control strategies, matching, context, semantics), image analysis and understanding systems; lab arranged. Prerequisites: 055:148 (ECE:5480).

**055:248 (ECE:7480) Advanced Digital Image Processing** 3 s.h.  
Advanced local operators (scale-space imaging, advanced edge detection, line and corner detection), image morphology (binary/grayscale operators, morphological segmentation and watershed), digital topology and geometry (binary/fuzzy digital topology, distance functions, skeletonization), color spaces, wavelets and multi-resolution processing (Haar transform, multi-resolution expansions, wavelet transforms in one or two dimensions, fast wavelet transform, wavelet packets), image registration (intensity correlation, mutual information, and landmark-based deformable registration methods). Prerequisites: 055:146 (ECE:5460) and 055:148 (ECE:5480).

**055:292 (ECE:7920) ECE Graduate Seminar on Image Processing, Computer Vision and Medical Imaging** 0 s.h.  
Recent advances and research in image processing, computer vision, and medical imaging; presentation by guest lecturers, faculty, students. Requirements: graduate standing.
Communication and Information

055:050 (ECE:3500) Communication Systems 3 s.h.
Introduction to analog and digital communications, with an emphasis on modulation and noise analysis; Fourier analysis, probability theory, random variable and processes, AM, FM, pulse-coded modulation, binary digital modulation, SNR analysis of AM and FM, BER analysis of digital modulation schemes. Prerequisites: 22S:039 (STAT:2020) and 055:043 (ECE:3400).

055:054 (ECE:3540) Communication Networks 3 s.h.
Communication networks, layered network architectures, applications, network programming interfaces (e.g., sockets), transport, congestion, routing, data link protocols, local area networks, emerging high-speed networks, multimedia networks, network security, Internet protocol; technology examples. Prerequisites: 057:017 (ENGR:2730). Corequisites: 22S:039 (STAT:2020).

055:150 (ECE:5500) Communication Theory 3 s.h.
Random processes, source coding, digital transmission at baseband, optimum receiver design for Gaussian noise, error probability and power spectrum analysis, signal design for bandlimited channels, digital carrier modulation, bandwidth/energy/error probability tradeoffs, coding for error detection and correction. Prerequisites: 055:050 (ECE:3500).

055:152 (ECE:5520) Introduction to Information and Coding Theories 3 s.h.
Quantitative measure of information; source encoding; error detecting codes; block and convolutional codes, design of hardware and software implementations; Viterbi decoding. Prerequisites: 055:050 (ECE:3500).

Wireless sensor networks overview; antennas, radio propagation models; WSN power and energy considerations, engineering issues, batteries, networks layers, stacks; medium access control (MAC); spread spectrum, FHSS, CDMA; infrastructure establishment; WSN routing; localization; synchronization; sensors; RFID; WSN case studies; lab. Prerequisites: 055:050 (ECE:3500). Requirements: senior standing.

055:162 (ECE:5430) Electric Drive Systems 3 s.h.
Basic characteristics of DC and AC electric motors and their associated power electronics interfaces; applications of electric machines and drives that are essential for wind turbines, electric and hybrid-electric: emphasis on vehicles; electric machines in context of overall drives and associated applications; space-vector theory used to analyze electric machines and drives; DC motor/generator characteristics and control; AC single phase and three-phase motor characteristics and feedback control, including AC synchronous and induction motors. Prerequisites: 029:081 (PHYS:1611) and 059:008 (ENGR:2120). Requirements: junior standing.

055:163 (ECE:5630) Sustainable Energy Conversion 3 s.h.
Overview of sustainable energy conversion technologies; thermal energy conversion; Carnot and Rankine cycles; solar resource and raw energy availability, PV solar cell characteristics, solar panel construction, Maximum Power Point (MPP) tracking and utility grid interface; wind energy conversion resource and available energy, wind turbine configurations, electrical power interface electronics; ocean energy conversion tidal and wave resources and conversion technologies; tidal basin containment conversion and tidal current turbine systems. Prerequisites: 029:081 (PHYS:1611) and 059:008 (ENGR:2120). Requirements: junior standing.

055:164 (ECE:5640) Computer-Based Control Systems 3 s.h.
Discrete and digital control systems; application of computers in control; sampling theorem; discrete time system models; analysis and design of discrete time systems; control design by state variable and input/output methods; advanced topics in digital controls; lab. Prerequisites: 055:060 (ECE:3600). Same as 058:134 (ME:5362).

Waves and Materials

055:070 (ECE:3700) Electromagnetic Theory 3 s.h.
Electric and magnetic forces, Maxwell’s equations, wave propagation; applications, including radiation, transmission lines, circuit theory. Prerequisites: 22M:037 (MATH:3550) and 029:082 (PHYS:1612).

055:072 (ECE:3720) Electrical Engineering Materials and Devices 3 s.h.
Fundamentals of semiconductor physics and devices; principles of the p-n junction diode, bipolar transistor, field effect transistor. Prerequisites: 029:082 (PHYS:1612) and 055:041 (ECE:3410).

055:170 (ECE:5700) Advanced Electromagnetic Theory 3 s.h.
Time varying fields; plane wave propagation, reflection, refraction; waves in anisotropic media transmission lines, impedance matching, Smith chart; metallic and dielectric wave guides; resonators; antennas, antenna arrays. Prerequisites: 055:070 (ECE:3700).

055:172 (ECE:5720) Solid State Physical Electronics 3 s.h.
Advanced topics in semiconductor physics and devices; elementary concepts in quantum and statistical mechanics, diodes, bipolar transistor, field-effect transistor. Prerequisites: 055:072 (ECE:3720).

055:173 (ECE:4728) Introductory Solid State Physics 3 s.h.
Phenomena associated with solid state; classification of solids and crystal structures, electronic and vibrational properties in solids; thermal, optical, magnetic, dielectric properties of solids. Prerequisites: 029:140 (PHYS:3741) and 22M:028 (MATH:2850). Same as 029:193 (PHYS:4720).

055:177 (ECE:4720) Introductory Optics 3 s.h.
Geometrical and physical optics; interference; diffraction; polarization; microscopic origins of macroscopic optical properties of matter; optical activity; electro-optical, magneto-optical, acousto-optical phenomena; spontaneous Brillouin, Raman, Rayleigh scattering. Prerequisites: 029:130 (PHYS:3812). Same as 029:180 (PHYS:4720).

055:178 (ECE:5780) Optical Signal Processing 3 s.h.
Linear systems description of optical propagation; diffraction and angular plane wave spectrum; lenses as Fourier transformers, lens configurations as generalized optical processors; lasers, coherence, spatial frequency analysis; holography; convolvers, correlators, matched filters; synthetic aperture radar; optical computing. Requirements: for 055:178 (ECE:5780) — 055:070 (ECE:3700); for 029:184 (PHYS:4820) — 029:130 (PHYS:3812). Same as 029:184 (PHYS:4820).

055:179 (ECE:5790) Electro-Optics 3 s.h.
Wave equation solutions; optical birefringence; finite beam propagation in free space, dielectric waveguides and fibers; optical resonators: nonlinear phenomena, electro-optic, acousto-optic modulation; optical detection, noise; application to communication systems. Requirements: for 055:179 (ECE:5790) — 055:070 (ECE:3700); for 029:182 (PHYS:4726) — 029:130 (PHYS:3812). Same as 029:182 (PHYS:4726).

055:273 (ECE:7720) Semiconductor Physics 3 s.h.

055:274 (ECE:6726) Laser Principles 3 s.h.

055:276 (ECE:6720) Nonlinear Optics 3 s.h.

Graduate Seminars, Advanced Topics, Research

055:191 (ECE:5000) Graduate Seminar: Electrical and Computer Engineering 0 s.h.
Presentation and discussion of recent advances and research in electrical and computer engineering by guest lecturers, faculty, students. Requirements: graduate standing.
Mechanical and Industrial Engineering

Chair
• Andrew Kusiak

Professors

Associate professors
• Pablo Carrica, Yong Chen, Pavlo Krokhmal, Albert Ratner, Thomas Schnell, Hiroyuki Sugiyama, Geb W. Thomas, Shaoping Xiao, Olesya Zhupanska

Assistant professors
• James Buchholz, Hongtao Ding, Ibrahim Ozbolat

Professors emeriti

Undergraduate majors: industrial engineering (B.S.E.); mechanical engineering (B.S.E.)

Graduate degrees: M.S. in industrial engineering (optional concentration in wind power management); Ph.D. in industrial engineering; M.S. in mechanical engineering; Ph.D. in mechanical engineering

Website: http://www.mie.engineering.uiowa.edu/

The Department of Mechanical and Industrial Engineering offers distinct undergraduate and graduate degrees and research programs in industrial engineering and in mechanical engineering. It also is the administrative home of the undergraduate Certificate in Wind Energy (p. 887).

INDUSTRIAL ENGINEERING

Industrial engineering is concerned with analysis, design, and implementation of systems through optimal use of resources—human, material, energy, information, and financial. Systems may range from small units to extremely large operations. In order to accomplish these activities, the industrial engineer must be skilled in mathematics, physical sciences, management, and human relations as well as manufacturing, computer systems, economics, optimization, human behavior, and systems analysis and design.

Industrial engineers have many opportunities for employment and service in industrial, government, research, and public service organizations. Employment opportunities are among the most varied in the engineering field. Industrial engineers hold positions as advisors to management or may participate directly in management decisions. Representative job titles include industrial engineer, manufacturing engineer, systems analyst, quality specialist, operations research analyst, internal consultant, human factors specialist, supervisor, and manager. Industrial engineers are employed by manufacturing and energy firms, wind turbine manufacturers, government agencies, and service organizations such as airlines, banks, hospitals, health care groups, and consulting companies.

MECHANICAL ENGINEERING

Mechanical engineering is broadly concerned with energy, manufacturing, and design of machines. Mechanical engineers conceive, plan, design, and direct the manufacture, distribution, and operation of a wide variety of devices, machines, and systems—including complex human-machine systems—for energy conversion, biofuel production, environmental control, materials processing, transportation, materials handling, and other purposes. Major subspecialties of mechanical engineering include thermal-fluids engineering and mechanical systems engineering.

Thermal-fluid phenomena occur in many engineering systems and devices, such as aircraft; automobiles; off-road vehicles; ships; gas turbines; heat exchangers; material processes; heating, ventilating, air-conditioning, and refrigerating systems; hydraulic and wind turbines; airbag inflators; fuel cells; biofuel processes; environmental control devices; and biomedical systems.

Machines and mechanical systems and machines are the foundations of human technology. Mechanical systems are found in mechanical engineering systems and devices such as manufacturing equipment, medical equipment, ground vehicles, heavy equipment, farm equipment, aircraft, ships, home appliances, packaging machinery, wind turbine blades and gearboxes, robots, and biomedical systems.

Mechanical engineers find a wide variety of career opportunities in industry, government, and education. Mechanical engineers form an integral part of most industries, including aerospace firms, energy companies, automobile manufacturers, health care providers, food- and metal-processing industries, petroleum refineries, electronic and computer manufacturers, heavy construction and agricultural vehicle manufacturers, wind turbine manufacturers, thermal comfort equipment firms, farm equipment firms, and consulting companies.

Undergraduate Programs of Study
• Major in industrial engineering (Bachelor of Science in Engineering)
• Major in mechanical engineering (Bachelor of Science in Engineering)

INDUSTRIAL ENGINEERING

The objective of the B.S.E. program in industrial engineering is to produce graduates who:
• have a strong foundation of mathematical, scientific, and technical knowledge and are equipped with skills in problem solving, teamwork, and communication that will serve them throughout their careers;
• are able to pursue successful careers as practicing industrial engineers in manufacturing industries, medical institutions, and engineering consulting firms;
• are able to successfully pursue advanced studies in industrial engineering; in other engineering disciplines;
MECHANICAL ENGINEERING

The objective of the B.S.E. program in mechanical engineering is to produce graduates who:

- have a strong foundation of knowledge in mathematics, science, and mechanical engineering and are equipped with skills in problem solving, design, teamwork, and communication that will serve them throughout their careers;
- are able to pursue successful careers as practicing mechanical engineers in manufacturing industries, energy and utility companies, and engineering consulting firms;
- are able to successfully pursue advanced studies in mechanical engineering; in related technical areas such as physics, applied mathematics, and other engineering disciplines; and in other professional fields; and
- are able to assume professional leadership roles.

B.S.E.: Industrial Engineering

The Bachelor of Science in Engineering requires a minimum of 128 s.h. The major in industrial engineering requires a strong foundation of courses in engineering science, mathematics, design, manufacturing, social science, and humanities.

Advanced work includes specialty courses in human factors and ergonomics, management, information systems, manufacturing, quality control, and operations research. Design is an integral part of the undergraduate program; all students complete a comprehensive design experience.

All engineering students complete the B.S.E. core requirements, which include 010:003 (RHET:1030) Rhetoric, 059:005 (ENGR:1100) Engineering Problem Solving I, and 059:006 (ENGR:1300) Engineering Problem Solving II; and courses in chemistry, engineering mathematics and fundamentals, and physics. They must earn a grade of C-minus or higher in the core requirements 22M:031 (MATH:1550) Engineering Mathematics I: Single Variable Calculus and 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus.

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component (15 s.h. of humanities and social science courses). For information about the curriculum stems, see Bachelor of Science in Engineering (p. 814) in the Catalog.

Students must select elective area courses according to guidelines established by the Department of Mechanical and Industrial Engineering. See “Elective Focus Area” after the following curriculum list.

The following study plan includes the B.S.E. core requirements and the curriculum for the industrial engineering major. Some courses in the curriculum are prerequisites for others. Students must complete a course's prerequisites before they may register for the course. Those who take courses in the order below satisfy the prerequisite requirements automatically.

### FIRST YEAR

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:011</td>
<td>(CHEM:1110) Principles of Chemistry I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>010:003</td>
<td>(RHET:1030) Rhetoric</td>
<td>4-5 s.h.</td>
</tr>
<tr>
<td>Variable Calculus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>059:005</td>
<td>(ENGR:1100) Engineering Problem Solving I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>059:090</td>
<td>(ENGR:1000) Engineering Success for First-Year</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable Calculus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>029:081</td>
<td>(PHYS:1611) Introductory Physics I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>059:006</td>
<td>(ENGR:1300) Engineering Problem Solving II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>General education component course</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

### SECOND YEAR

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>029:082</td>
<td>(PHYS:1612) Introductory Physics II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>031:001</td>
<td>(PSY:1001) Elementary Psychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>056:020</td>
<td>(IE:2000) Industrial Engineering Sophomore Seminar</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>059:007</td>
<td>(ENGR:2110) Engineering Fundamentals I: Statics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>059:008</td>
<td>(ENGR:2120) Engineering Fundamentals II: Electrical Circuits</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>059:009</td>
<td>(ENGR:2130) Engineering Fundamentals III: Thermodynamics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>General education component course</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:039</td>
<td>(STAT:2020) Probability and Statistics for the</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Engineering and Physical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>056:054</td>
<td>(IE:2500) Engineering Economy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>056:150</td>
<td>(IE:3500) Information Systems Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>057:015</td>
<td>(ENGR:2720) Materials Science</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective focus area course</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

### THIRD YEAR

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>056:091</td>
<td>(IE:3000) Professional Seminar: Industrial</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>056:144</td>
<td>(IE:3400) Human Factors</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>056:166</td>
<td>(IE:3610) Stochastic Modeling</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>056:171</td>
<td>(IE:3700) Operations Research</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>057:021</td>
<td>(ENGR:2760) Design for Manufacturing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>General education component course</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>056:131</td>
<td>(IE:3300) Manufacturing Systems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>056:147</td>
<td>(IE:3450) Ergonomics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>056:178</td>
<td>(IE:3750) Digital Systems Simulation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Elective focus area course</td>
<td>3 s.h.</td>
<td></td>
</tr>
<tr>
<td>General education component course</td>
<td>3 s.h.</td>
<td></td>
</tr>
</tbody>
</table>
FOURTH YEAR

First Semester
- 056:091 (IE:3000) Professional Seminar: Industrial Engineering
- 056:134 (IE:3350) Process Engineering
- 056:162 (IE:3600) Quality Control
- Elective focus area courses
- General education component course

Second Semester
- 056:160 (IE:4600) Operational Systems Design
- Elective focus area courses (including math/science elective)
- Systems elective course

Elective Focus Area
The industrial engineering program offers a variety of elective focus area options, including standard focus areas developed and maintained by the program and flexible focus areas tailored to individual student interests. For more detailed information about elective focus areas, see Bachelor of Science in Engineering (p. 814) in the Catalog. For a list of standard industrial engineering elective focus area options and guidelines for tailored elective focus areas, see the Department of Mechanical and Industrial Engineering web site.

Joint B.S.E./M.S.: Industrial Engineering
The College of Engineering offers a joint (fast-track) Bachelor of Science in Engineering/Master of Science for industrial engineering undergraduate students who intend to earn an M.S. in industrial engineering. B.S.E./M.S. students may take up to 12 s.h. of graduate-level course work, attend the program's graduate seminar, and work with a faculty member on a master's thesis project while they are still undergraduates. They may count 6 s.h. of graduate course work toward both degrees. Once students complete the requirements for the bachelor's degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

To be admitted to the joint degree program, students must have completed at least 80 s.h., must have a cumulative g.p.a. of at least 3.25, and must submit a letter of application to the chair of the Department of Mechanical and Industrial Engineering.

Some students in undergraduate majors other than industrial engineering may be admitted to the combined program; they must meet the same admission requirements as industrial engineering majors. In some cases, they may be required to take additional course work to meet the prerequisite requirements for upper-level courses.

B.S.E.: Mechanical Engineering
The Bachelor of Science in Engineering requires a minimum of 128 s.h. The major in mechanical engineering lays a foundation in the basic disciplines of mathematics, physics, and chemistry and in the engineering sciences of statics, dynamics, thermodynamics, mechanics of deformable bodies, mechanics of fluids and transfer processes, materials science, and electrical sciences. An understanding of these sciences enables mechanical engineers to design parts of systems and understand whole systems, plan the production and use of energy, plan and operate industrial manufacturing facilities, and design automatic control systems for machines and other mechanical systems.

Mechanical engineering students develop an awareness of social and humanistic issues relating to business, environment, government, history, language, religion, and international relations. They also acquire an appreciation of professional and ethical responsibilities.

All engineering students complete the B.S.E. core requirements, which include 010:003 (RHET:1030) Rhetoric, 059:005 (ENGR:1100) Engineering Problem Solving I, and 059:006 (ENGR:1300) Engineering Problem Solving II; and courses in chemistry, engineering mathematics and fundamentals, and physics. They must earn a grade of C-minus or higher in the core requirements 22M:031 (MATH:1550) Engineering Mathematics I: Single Variable Calculus and 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus.

They also complete the curriculum designed for their major program, which covers four major stems: mathematics and basic sciences, engineering topics, an elective focus area, and the general education component (15 s.h. of humanities and social science courses). For information about the curriculum stems, see Bachelor of Science in Engineering (p. 814) in the Catalog.

Upper-level students work on team projects in a senior capstone design course, 058:086 (ME:4086) Mechanical Engineering Design Project. Some students may arrange to participate in established research projects.

Students must select elective focus area courses according to guidelines established by the Department of Mechanical and Industrial Engineering. See "Elective Focus Area" after the following curriculum list.

The following study plan includes the B.S.E. core requirements and the curriculum for the mechanical engineering major. Some courses in the curriculum are prerequisites to others. Students must complete a course’s prerequisites before they may register for the course. Those who take courses in the order below satisfy the prerequisite requirements automatically.

FIRST YEAR

First Semester
- 004:011 (CHEM:1110) Principles of Chemistry I 4 s.h.
- 010:003 (RHET:1030) Rhetoric 4 s.h.
- 059:005 (ENGR:1100) Engineering Problem Solving I 3 s.h.
- 059:090 (ENGR:1000) Engineering Success for First-Year Students (credit does not count toward B.S.E. degree) 1 s.h.

Second Semester
- 22M:032 (MATH:1560) Engineering Mathematics II: Multivariable Calculus 4 s.h.
- 029:081 (PHYS:1611) Introductory Physics I 4 s.h.
- 059:006 (ENGR:1300) Engineering Problem Solving II 3 s.h.
- General education component course 3 s.h.
SECONDE YEAR
First Semester
22M:034 (MATH:2560) Engineering Mathematics IV: 3 s.h.
Differential Equations
029:082 (PHYS:1612) Introductory Physics II 3 s.h.
058:020 (ME:2020) Mechanical Engineering Sophomore Seminar 0 s.h.
059:007 (ENGR:2110) Engineering Fundamentals I: Statics 2 s.h.
059:008 (ENGR:2120) Engineering Fundamentals II: Electrical Circuits 3 s.h.
059:009 (ENGR:2130) Engineering Fundamentals III: Thermodynamics 3 s.h.
Elective focus area course 3 s.h.

Second Semester
057:010 (ENGR:2710) Dynamics 3 s.h.
057:015 (ENGR:2720) Materials Science 3 s.h.
057:019 (ENGR:2750) Mechanics of Deformable Bodies 3 s.h.
057:021 (ENGR:2760) Design for Manufacturing 3 s.h.
Elective focus area course 3 s.h.

THIRD YEAR
First Semester
22M:037 (MATH:3550) Engineering Mathematics V: Vector Calculus 3 s.h.
22S:039 (STAT:2020) Probability and Statistics for the Engineering and Physical Sciences 3 s.h.
057:017 (ENGR:2730) Computers in Engineering 2-3 s.h.
057:020 (ENGR:2510) Fluid Mechanics 4 s.h.
058:051 (ME:3351) Engineering Instrumentation 2 s.h.
058:091 (ME:3091) Professional Seminar: Mechanical Engineering 0 s.h.
Elective focus area course 3 s.h.

Second Semester
058:040 (ME:3040) Thermodynamics II 3 s.h.
058:045 (ME:3045) Heat Transfer 3 s.h.
058:052 (ME:3052) Mechanical Systems 3 s.h.
Elective focus area course 3 s.h.
General education component course 3 s.h.

FOURTH YEAR
First Semester
058:048 (ME:4048) Energy Systems Design 4 s.h.
058:055 (ME:4055) Mechanical Systems Design 4 s.h.
058:091 (ME:3091) Professional Seminar: Mechanical Engineering 0 s.h.
Elective focus area courses 6 s.h.
General education component course 3 s.h.

Second Semester
058:080 (ME:4080) Experimental Engineering 4 s.h.
058:086 (ME:4086) Mechanical Engineering Design Project 3 s.h.
Elective focus area courses 6 s.h.
General education component course 3 s.h.

Elective Focus Area
The mechanical engineering program offers a variety of elective focus area options, including standard focus areas developed and maintained by the program and flexible focus areas tailored to individual student interests. For more detailed information about elective focus areas, see Bachelor of Science in Engineering (p. 814) in the Catalog. For a list of standard mechanical engineering elective focus area options and guidelines for tailored elective focus areas, see the Department of Mechanical and Industrial Engineering web site.

Joint B.S.E./M.S.: Mechanical Engineering
The College of Engineering offers a joint (fast-track) Bachelor of Science in Engineering/Master of Science for mechanical engineering undergraduate students who intend to earn an M.S. in mechanical engineering. B.S.E./M.S. students may take up to 12 s.h. of graduate-level course work, attend the program’s graduate seminar, and participate in master’s research while they are still undergraduates. They may count 6 s.h. of graduate course work toward both degrees. Once students complete the requirements for the bachelor’s degree, they are granted the B.S.E., and they normally complete the M.S. one year later.

To be admitted to the joint degree program, students must have completed at least 80 s.h., must have a cumulative g.p.a. of at least 3.25, and must submit a letter of application to the chair of the Department of Mechanical and Industrial Engineering.

Certificate in Wind Energy
The Department of Mechanical and Industrial Engineering (College of Engineering) and the Department of Geographical and Sustainability Sciences (College of Liberal Arts and Sciences) administer the undergraduate certificate program in wind energy; see Wind Energy (p. 887) in the Catalog.

Graduate Programs of Study
- Master of Science in industrial engineering (with or without thesis; optional concentration in windpower management)
- Doctor of Philosophy in industrial engineering
- Master of Science in mechanical engineering (with or without thesis)
- Doctor of Philosophy in mechanical engineering

Research and Study in Industrial Engineering
Graduate study in industrial engineering is tailored individually. Each student’s study program is based on his or her background and career objectives and is designed according to sound academic practice. The curriculum is highly flexible; the goal is academic excellence.

The program offers six principal academic focus areas: design and manufacturing, human factors engineering and ergonomics, engineering management, reliability and production systems, operations research and applied statistics, and information systems. Graduate students participate in research in their academic concentration areas.

ENGINEERING MANAGEMENT
Current research in engineering management consists of entrepreneurship, parametric cash flow analysis, strategic management, and economic risk analysis. Engineering
management studies concentrate on engineering administration, engineering economics, and information systems. This area is covered by courses in the 50 series.

**HUMAN FACTORS AND ERGONOMICS**

Current research in human factors and ergonomics includes investigation of the effects of visual and auditory displays on human information processing and development of computer systems that ease the challenges of controlling complex medical and robotic systems. This work examines how engineers should shape information technology to enhance productivity, safety, and customer satisfaction. Industrial engineering faculty members and students work to improve the effectiveness of robot systems for exploration of Mars and the Moon, to improve driving safety, and to design new cockpit interfaces. The department has several medical, flight, and driving simulators. It also conducts research in other facilities, including National Advanced Driving Simulator, the most advanced simulation facility in the world.

Human factors and ergonomics studies concentrate on designing systems compatible with human capabilities and limitations. Human factors engineering integrates components from the fields of psychology, cognitive sciences, physiology, statistics, and technical sciences to address issues of human-interface design and human-systems design. Specific considerations include human cognitive abilities and limitations, visual performance, error reduction, workload assessment and mitigation, design of jobs in the industrial environment, information acquisition and processing, choice of action, operator performance measurement, and economic concerns. This area is covered by courses in the 40 series.

**INFORMATION SYSTEMS**

Studies in information systems concentrate on system design. Design problems involve devising information systems that meet a diverse set of requirements. Contemporary topics include network-based systems, client/server systems, internet systems, and medical informatics.

**MANUFACTURING**

Ongoing manufacturing research consists of flexible manufacturing systems, optimum control of processes, and reliability assessment. Manufacturing courses, denoted by the 30 series, delve into selecting appropriate manufacturing methods, planning processing operations, devising control strategies, and designing products and manufacturing systems. Contemporary topics include computer-aided process planning, computer-aided design, computer-controlled manufacturing, concurrent engineering, and applications of artificial intelligence in manufacturing.

**OPERATIONS RESEARCH AND APPLIED STATISTICS**

Ongoing research in operations research and applied statistics deals with the application of optimization techniques for informed decision making in the public and private sectors. The primary focus of this work is modeling, simulating, and optimizing the design and operation of systems such as logistics, communications, health care, and manufacturing. Studies in operations research and applied statistics concentrate on mathematical programming, statistical, and computer sciences for modeling, analyzing, and optimizing systems. Various methodologies in this area include mathematical programming, heuristic optimization, statistical analysis, and digital systems simulation. This area is covered by courses in the 70 series.

**QUALITY CONTROL AND PRODUCTION SYSTEMS**

Current research in quality control and production systems focuses on measures for corporate quality and reliability, computer-aided layout and scheduling, just-in-time production, inspection, and online expert systems in process control. Studies of quality control and production systems focus on reliability engineering, quality control, and production systems. This area is covered by courses in the 60 series.

**Research and Study in Mechanical Engineering**

The graduate programs in mechanical engineering educate students in more depth and breadth than is possible at the baccalaureate level. This prepares the graduate to use contemporary methods at advanced levels in professional careers in engineering design, development, teaching, and research. Each student’s plan of study is based on his or her background and career objectives, and is designed according to sound academic practice. Faculty members in the program have teaching and research expertise in energy and power conversion, fluid and thermal sciences, solid mechanics, mechanical systems, and related areas.

Students may develop programs emphasizing fluid mechanics, thermodynamics, heat transfer, fatigue and fracture mechanics, and mechanical systems. Some may pursue more general programs that combine emphases. Others may specialize in interdisciplinary areas (e.g., energy engineering, materials engineering, automatic control, chemical processes), which involve a combination of mechanical and industrial engineering departmental courses and appropriate electives from other departments in the College of Engineering and across the University. Ph.D. programs may center on any one of these areas through choice of appropriate course work and research topic.

For more information, see the Mechanical Engineering Graduate Student Handbook, available from the department.

The mechanical engineering program offers the following research and study areas.

**FLUID MECHANICS**

The graduate program in fluid mechanics provides a rigorous and broad foundation in theoretical, numerical, and experimental aspects of the subject. It is especially suitable for those seeking careers in teaching and/or research in academic and industrial organizations. The program focuses on fundamental principles and techniques of solving problems in the varied fields of fluids engineering. It emphasizes computer use, both in mathematical modeling of flow phenomena and in acquisition and processing of experimental data.

Although most of the relevant courses are offered by the Department of Mechanical and Industrial Engineering, students are strongly encouraged to take applied mathematics and classical mechanics courses offered by the Departments of Mathematics (p. 436) and Physics and Astronomy (p. 490) in the College of Liberal Arts.
and Sciences and by other College of Engineering departments.

Current research projects include computational modeling of viscous and turbulent flows; vortex dynamics; unsteady flows; pulmonary flow; flow separation and control; atmospheric flows; environmental flows; ship hydrodynamics; viscous flow around ships; propulsor flow and propulsor-body interactions; free-surface effects; nonlinear wave theory; biomimetic fluid mechanics; hydraulic turbines; quantitative flow visualization and image processing; computational fluid dynamics; LDV and thermal anemometry for flow analysis; and uncertainty analysis.

MECHANICAL SYSTEMS
The graduate program in mechanical systems is designed to provide students with a broad, strong background in theoretical, computational, experimental, and applied aspects of the subject. It prepares future graduates for careers in industry, teaching, and government. The program emphasizes fundamental principles, computational techniques, multiscale modeling and simulation, and experimentation used to analyze and design mechanical systems. Areas of concentration include reliability-based design and optimization, nanotechnology, tissue mechanics, machine and vehicle dynamics, optimal design, structural sensitivity analysis and optimization, computational solid mechanics, probabilistic mechanics, mechanics of composite materials, reliability, and fatigue and fracture mechanics.

Although most courses relevant to the specialization areas are offered by the Department of Mechanical and Industrial Engineering, students are encouraged to consider appropriate course work from other areas, including courses offered by other College of Engineering departments and in disciplines such as mathematics (p. 872), statistics (p. 594), and physics (p. 490).

Current research projects include computational mechanics, tissue mechanics, multiphysics, and multiphase problems; mechanics of multifunctional composites and nanocomposites, electromagnetic and thermal effects in composites, micromechanical modeling of multiphase composites and nanocomposites, impact and failure of composites, contact mechanics problems with friction and adhesion; stochastic meshfree and finite element methods; design sensitivity analysis of nonlinear structural systems; reliability-based design optimization; surrogate modeling for reliability-based design optimization; shape optimal design of elastoplastic materials; optimal design of metal stamping process; probabilistic and elastic-plastic fracture mechanics; damage tolerant design; fatigue behavior and life prediction under constant and variable amplitude loading, multibody dynamics; design sensitivity analysis of rigid and flexible mechanical systems; computer-aided design; mechanism and manipulator workspace analysis; real-time dynamic simulation; and vehicle system dynamics.

THERMAL SCIENCES
The graduate program in thermal sciences and systems is designed to provide students with a rigorous and broad foundation in theoretical and experimental aspects of the subject. It prepares future graduates for careers in industry, teaching, and government. The program emphasizes fundamentals of thermodynamics and heat transfer, and associated analytical, numerical, and experimental methods used in energy systems. Areas of concentration include fluid mechanics, thermodynamics, heat transfer, phase-change, combustion, and fuel cells.

Most courses relevant to the specialization areas are offered by the Department of Mechanical and Industrial Engineering. Students are encouraged to balance their programs by supplementing these with appropriate course work from other areas, including courses offered by other College of Engineering departments and in disciplines such as mathematics (p. 436) and physics (p. 490).

Current research projects include biomass gasification; turbulent flames; combustion of biomass; alternative and renewable fuels; combustion instability; spray atomization and combustion; transport modeling of fuel cells; transport phenomena in materials processing, melting, and solidification; and optical-based diagnostics of complex thermal processes.

M.S.: Industrial Engineering
The Master of Science program in industrial engineering requires a minimum of 30 s.h. of graduate credit with thesis, and a minimum of 36 s.h. of graduate credit without thesis. Students who intend to pursue a Ph.D. should select the thesis option; those who hold research or teaching assistantships may be required to select the thesis option. The M.S. concentration in wind power management is open to students in either option.

All M.S. students must earn 21 s.h. in graduate-level industrial engineering courses. They earn a minimum of 9 s.h. in 200-level industrial engineering courses and complete at least one 200- or 200-level course from each of three focus areas: human factors, operations research, and reliability and systems design. Thesis students who plan to pursue a Ph.D. may choose to take two 200-level courses in each of the three focus areas in order to complete their Ph.D. breadth requirement before entering the doctoral program. Students select other courses in consultation with their advisors; choices are documented in the student's plan of study.

Thesis students may count a maximum of 6 s.h. of research credit toward the degree and may include that credit in the required 21 s.h. of graduate-level industrial engineering courses. The thesis option does not include research credit.

All graduate students must register for 056:191 (IE:5000) Graduate Seminar: Industrial Engineering (1 s.h.) each semester of enrollment. They may not substitute seminar credit for regular course work or research credit.

M.S. students must maintain a g.p.a. of at least 3.00 on all graduate work at The University of Iowa and must pass a final comprehensive examination as specified by their examining committees.

Entering students must have strong verbal and written skills in English and a background in computer programming (e.g., C++, C, VB), probability, statistics, and mathematics equivalent to that required by accredited undergraduate engineering programs. Students with insufficient academic background must remedy deficiencies by taking appropriate courses beyond those normally required for the study plan.

Entering students are advised by the department chair or by a designated faculty advisor. The department chair or the graduate program coordinator assigns an advisor
to each student during his or her first regular semester in residence.

During that semester, the student and the advisor prepare a study plan, which they submit to the department chair for approval. Once the plan is approved, it is filed with the student's record. It is the student's responsibility to assure that the study plan is submitted to the department chair.

M.S. students must pass a final comprehensive examination, as specified by their examination committees. Examination committees consist of at least three Graduate College faculty members and must be approved by the department chair.

The comprehensive examination may consist of both oral and written parts. Its purpose is to assess the adequacy of the student's defense of thesis and/or course preparation. The final study plan, approved by the Graduate College dean, is prerequisite to the exam. The student should consult with his or her advisor on the composition of the advisory/examination committee and the time and place for the exam.

It is the student's responsibility to submit a degree application to the Graduate College by the college's deadline.

For more detailed information about M.S. program requirements, including a list of focus area courses, see the Industrial Engineering Graduate Handbook or link to industrial engineering graduate programs on the Department of Mechanical and Industrial Engineering web site.

**M.S. Concentration in Wind Power Management**

M.S. students in industrial engineering may elect to concentrate in wind power management. They must meet all regular requirements for the M.S. in industrial engineering. In addition, thesis option students must take three courses (9 s.h.) from the list of recommended courses. Nonthesis option students must take four courses (12 s.h.) from the list of recommended courses and one course (3 s.h.) from the list of electives. Students' course selections must be approved by their advisors.

**WIND POWER MANAGEMENT: RECOMMENDED COURSES**

- 053:107 (CEE:4107) Sustainable Systems 3 s.h.
- 053:117 (CEE:4317) Remote Sensing 3 s.h.
- 053:251 (CEE:6151) Environmental Systems Modeling 3 s.h.
- 056:134 (IE:3350) Process Engineering 4 s.h.
- 056:162 (IE:3600) Quality Control 3 s.h.
- 056:166 (IE:3610) Stochastic Modeling 3 s.h.
- 056:171 (IE:3700) Operations Research 3 s.h.
- 056:178 (IE:3750) Digital Systems Simulation 3 s.h.
- 058:143 (ME:5143) Computational Fluid and Thermal Engineering 3 s.h.
- 058:195 (ME:5195) Contemp Topics in Mechanical Engineering 3 s.h.
- 058:255 (ME:6255) Multiscale Modeling 3 s.h.
- 058:268 (ME:7268) Turbulent Flows 3 s.h.

**WIND POWER MANAGEMENT: ELECTIVES**

- 06K:226 (MSCI:9200) Business Programming 3 s.h.
- 06K:228 (MSCI:9260) Web and Multimedia 3 s.h.
- 06K:234 (MSCI:6190) Knowledge Management 3 s.h.

056:176 (IE:3760) Applied Linear Regression 3 s.h.
012:114 (GEOS:3140) Energy and the Environment 3 s.h.
22C:144 (CS:4400) Database Systems 3 s.h.
044:127 (GEOG:3750) Environmental Quality: Science, Technology, and Policy 3 s.h.
044:135 (GEOG:4930) Urban Geography 3 s.h.
056:176 (IE:3760) Applied Linear Regression 3 s.h.
175:192 (OEH:5410) Occupational Safety 3 s.h.

**Ph.D.: Industrial Engineering**

The Doctor of Philosophy program in industrial engineering requires a minimum of 72 s.h. It is granted upon demonstration of comprehensive knowledge and scholarly work at the highest level.

A maximum of 36 s.h. earned toward the M.S. may be counted toward the 72 s.h. required for the Ph.D. Students must spend at least two semesters in residence at The University of Iowa. They also must maintain a g.p.a. of at least 3.25 on all graduate work done at the University.

The degree requires broad academic background with considerable depth in at least one area of specialization that clearly demonstrates the student's capability to do high-level research. Ph.D. students must complete a series of written and oral examinations and a written dissertation based upon the results of an original investigation.

Students without a Master of Science in industrial engineering or a closely allied area must satisfy all requirements for the M.S. in industrial engineering before they may be admitted to the Ph.D. program.

Entering students are advised by the department chair or by a designated faculty advisor. During the student's first regular semester in residence, an advisor is assigned by the department chair or the graduate program coordinator. Students are expected to identify an industrial engineering faculty member willing to serve as their advisor by the end of their first regular semester in the program.

Once the student is assigned an advisor, he or she works with the advisor to prepare a study plan, which is submitted to the department chair for approval. Once the plan is approved by the department chair, it is filed with the student's record. At the beginning of each academic year, the industrial engineering faculty reviews the study plan and gives the student feedback regarding progress toward his or her degree objective. It is the student's responsibility to assure that the study plan is submitted to the program chair.

Admission to degree candidacy requires a g.p.a. of at least 3.25 on all graduate work taken at The University of Iowa, demonstration of capacity for individual research achievement (typically a dissertation research proposal), and successful completion of the comprehensive examination given by the examining committee.

The comprehensive examination is scheduled with approval of the student's advisor and the industrial engineering program coordinator once the student's study plan is essentially completed. The examining committee determines the composition of the exam, including written and oral parts, and determines whether the student is ready to begin dissertation research.

For more detailed information about Ph.D. program requirements, see the Industrial Engineering Graduate Handbook or link to industrial engineering graduate program requirements.
programs on the Department of Mechanical and Industrial Engineering web site. All Ph.D. students must satisfy the following requirements. Graduate students must register for 056:191 (IE:5000) Graduate Seminar: Industrial Engineering (1 s.h.) each semester of enrollment. They may not substitute seminar credit for regular course work or research credit.

**INDUSTRIAL ENGINEERING BREADTH REQUIREMENT**

Each Ph.D. student must pass at least two 200-level industrial engineering courses in each of three focus areas: human factors, operations research, and reliability and systems design. Students who have earned an M.S. in the program may already have satisfied this requirement.

**QUALIFYING EXAM**

Each student must satisfy the qualifying exam requirement in two of the three focus areas. The requirement for a focus area can be satisfied by passing a written qualifying exam in the focus area or by earning a grade of A-minus or higher in each of two 200-level industrial engineering courses in the focus area.

**FOCUS AREA**

Students select one of the three focus areas and take additional course work in that area. They fulfill the minimum requirement of the focus area, completing at least two additional 200-level industrial engineering courses in the area.

**COMPREHENSIVE EXAMINATION**

Each student must demonstrate his or her ability to carry out creative individual research by completing and defending his or her dissertation research proposal in a comprehensive examination. The exam includes written and oral parts and is conducted by an examining committee of at least five industrial engineering and Graduate College faculty members. It is scheduled after the qualifying examination requirement has been satisfied. The examining committee determines whether the student is ready to begin dissertation research. Once the student has completed the comprehensive examination satisfactorily, he or she is accepted as a candidate for the Ph.D.

**FINAL EXAMINATION (THESIS DEFENSE)**

Each student must defend his or her completed dissertation in the final examination, which is conducted by the examining committee.

**Ph.D. Concentration in Wind Power Management**

Ph.D. students who concentrate in wind power management must meet all regular requirements for the doctoral degree. In addition, they must gain sufficient breadth and depth of domain knowledge in their study area by taking energy-related courses.

**Related Certificate: Informatics**

The Graduate College offers the Certificate in Informatics with a health informatics subtrack, which requires 18 s.h. of credit. The subtrack emphasizes the organization, management, and use of health care information; health care research, education, and practice; and information technology developments in the socioeconomic context of health care. Industrial engineering students working toward the certificate complete 056:186 (IE:5860) Health Informatics I, 056:287 (IE:5870) Health Informatics II, and approved electives. Completion of the certificate is noted on the student's transcript. To learn more, see "Certificate" in the Informatics (p. 929) (Graduate College) section of the Catalog.

**M.S.: Mechanical Engineering**

The Master of Science program in mechanical engineering requires a minimum of 30 s.h., with or without thesis. Thesis students may count 6-9 s.h. earned for thesis research and writing toward the degree. Each student determines a study plan in consultation with an advisor and submits the plan to the department chair for approval. All M.S. students must register for 058:191 (ME:6191) Graduate Seminar: Mechanical Engineering each semester.

To earn the M.S., the student must maintain a g.p.a. of at least 3.00 on graduate work used to satisfy the degree requirements and must be successful in the final examination. This examination is administered by the student’s committee, which consists of at least three faculty members, including at least one with primary appointment in the Department of Mechanical and Industrial Engineering. The requirements for the M.S. may be completed within one calendar year. However, students with assistantship duties or other constraints may take up to two calendar years to complete the degree.

**Ph.D.: Mechanical Engineering**

The Doctor of Philosophy program in mechanical engineering requires 72 s.h. of graduate credit, including at least 54 s.h. in course work (excluding thesis research) and at least 12 s.h. earned for Ph.D. thesis research. Students must pass the qualifying examination administered by the program to be formally admitted to the doctoral program.

Each student takes the comprehensive examination after passing the qualifying examination and when the course work specified in the study plan is nearly completed; in any case, the comprehensive examination should be taken no later than 28 months after the first registration in the Ph.D. program. To be admitted to the comprehensive examination, a student must be in good academic standing and must be recommended by his or her advisor. The exam is administered by the student's committee. Admission to Ph.D. candidacy is recognized upon successful completion of the comprehensive examination.

Having satisfactorily completed the exam, the student usually has only to complete and defend the dissertation at the final examination. Requirements for the Ph.D. usually can be completed in three to four years beyond the M.S.

**Admission**

Applicants must meet the admission requirements of the Graduate College; for detailed information about Graduate College policies, see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.
INDUSTRIAL ENGINEERING
Reference letters, student research interests, grade-point average for previous graduate study, and factors such as faculty availability are considered in admission decisions.

M.S. applicants may be admitted from an ABET Inc.-accredited baccalaureate curriculum in any engineering discipline, or in the mathematical sciences, the physical sciences, or the computer sciences with a g.p.a. of at least 3.00 and an acceptable score on the Graduate Record Examination (GRE) General Test. Applicants from institutions outside the United States must meet equivalent conditions for regular admission. Students with lesser qualifications may be considered for conditional admission.

Students from business or social science programs who have mathematical preparation similar to that of engineering students are considered for regular or conditional admission. Students on conditional status must achieve regular status within two sessions of their first registration by attaining an acceptable grade-point average and gaining regular acceptance by the industrial engineering program faculty; otherwise, they are dismissed. Admissions may be limited by available resources.

Ph.D. applicants may be admitted from an ABET Inc.-accredited baccalaureate curriculum or a postbaccalaureate curriculum in any engineering discipline or in the mathematical sciences, computer science, or physical sciences with a g.p.a. of at least 3.25 and an acceptable GRE General Test score. Applicants from outside the United States must meet equivalent standards for regular admission as determined by The University of Iowa. Students also may be admitted from business or social science programs as determined individually.

Applicants who intend to pursue a Ph.D. and who have a B.S. or an M.S. without thesis usually are admitted first to the M.S. program. All admissions to the Ph.D. program are reviewed by the graduate studies committee.

MECHANICAL ENGINEERING
Applicants who have earned a baccalaureate or master’s degree in engineering curriculum or in the mathematical or physical sciences are eligible to be considered for admission to graduate study in mechanical engineering. In order to be considered for regular admission, applicants must have a g.p.a. of at least 3.00 on a 4.00 scale on all previous college-level work and Graduate Record Examination (GRE) General Test scores of at least 500 verbal, 750 quantitative, and 4.5 analytical writing. Students whose first language is not English must score at least 550 (paper-based), 213 (computer-based), or 81 (Internet-based) on the Test of English as a Foreign language (TOEFL).

Applicants with a lower grade-point average and/or GRE or TOEFL test scores may be considered for conditional admission, under exceptional circumstances. Applicants admitted conditionally must achieve regular standing within one semester (excluding summer sessions) after admission by attaining a g.p.a. of at least 3.00 on their first 9 s.h. at The University of Iowa. The Graduate College cancels registration for the subsequent semester for students who have not submitted their GRE and/or TOEFL scores by the end of the first semester after admission.

Financial Support

INDUSTRIAL ENGINEERING
A number of one-quarter-time and one-half-time teaching and research assistantships are available for graduate students. Awards are based on students’ academic records and assessment of their potential contribution to the research and teaching goals of the program. Advanced graduate students also may qualify for appointments as graduate teaching fellows. Contact the chair of the Department of Mechanical and Industrial Engineering for details.

MECHANICAL ENGINEERING
Financial support is available to M.S. and Ph.D. students, primarily through graduate assistantships in teaching or research from the Department of Mechanical and Industrial Engineering, the Center for Computer-Aided Design, IIHR—Hydroscience and Engineering, and the National Advanced Driving Simulator. These awards may be made on a semester, academic year, or calendar year basis. Awards and reappointments are competitive and are based on the student’s potential contribution to the teaching and research goals of the department. Students who fulfill their assistantship responsibilities and continue to make satisfactory progress toward their degree objective receive preference in new assistantship awards. All applications for financial support should be submitted directly to the department chair.

M.S. students with assistantship appointments of one-quarter-time or more are required to register for a minimum of 9 s.h. during fall and spring semesters until they have completed 30 s.h. of course and research work beyond the baccalaureate degree. Ph.D. students with assistantship appointments of one-quarter-time or more must register for a minimum of 9 s.h. during fall and spring semesters until they have completed 72 s.h. of course and research work beyond the baccalaureate degree. Once they meet these minimums, graduate students must register for a graduate seminar each semester until they have successfully completed their final examination or thesis defense. All registrations should accurately reflect the amount and type of work undertaken, the use of University facilities, and the amount of consultation with the faculty.

Facilities and Laboratories

DESIGN FOR MANUFACTURING LABORATORY
The Design for Manufacturing Laboratory is used by students in industrial engineering and in mechanical engineering. The laboratory provides students with experience in CAD/CAM systems. It is equipped with 4-axis CNC mills (Haas and Tormach), CNC router (Techno-CNC), CNC metal lathe (Haas and Techno-CNC), drill press, plastic injection molder, thermoforming machine, band saw, disc sander, bench grinder, polishing wheel, hand drill, sandblasting cabinet, press, foot shear, and welding station. The lab has the latest software technology, such as Pro/ENGINEER and Rhinoceros.

Industrial Engineering
The following facilities and laboratories are used by undergraduate and graduate students. For information about laboratories affiliated with core courses coordinated
by other College of Engineering departments, see those departments’ Catalog sections.

**ACTIVE LEARNING FACILITY**

The Active Learning Facility (ALF) is designed to encourage group interaction in a small classroom setting. The reconfigurable classroom is equipped with nine tables and 20 HP workstations. It is used for industrial engineering courses and for small groups working together on computer assignments.

**BIOMANUFACTURING LABORATORY**

The Biomanufacturing Laboratory teaches students about emerging processes and techniques in cell-biomaterial interactions and gives them hands-on laboratory experience. Work in the laboratory is interdisciplinary, spanning engineering, medicine, biology, and biotechnology. The laboratory provides facilities for engineered living tissue systems. Next generation manufacturing tools are used to build biologically inspired structures intended to replace diseased or damaged organs and tissues. Laboratory research projects and activities focus primarily on design, modeling, and fabrication of tissue replacement parts; tissue scaffolds and medical devices; and cell and organ printing. Diverse software and hardware are available to support bioadditive manufacturing platforms.

**COGNITIVE SYSTEMS LABORATORY**

The Cognitive Systems Laboratory is devoted to examining the safety, performance, and user acceptance implications of technology insertion into complex systems. The laboratory has networked computers, a video editing workstation, a process control simulation, and a low-cost driving simulator. The simulator is equipped with five cameras, instrumentation to record all driver activity, and an eye tracking system. The Cognitive Systems Laboratory shares the driving simulator and an instrumented vehicle with the Operator Performance Laboratory. The equipment supports class projects, system development, and undergraduate and graduate research.

**DESIGN PROJECT LABORATORY**

The Design Project Laboratory is equipped with standard computers and videoconferencing facilities. It supports senior design project courses.

**GROK LAB**

The GROK Lab develops technologies to help scientists and doctors improve their understanding and control of complex systems such as robots, distributed sensor networks, and augmented-reality systems. The lab designs and builds software, electronic circuits, and mechanical devices that create or modify complex systems and that extend scientists’ understanding of how to make these systems perform their intended tasks better.

The laboratory has a variety of software development platforms and manufacturing tools, including CNC machines and supplies for casting and molding, as well as a suite of equipment for circuit design, testing, and assembly. The GROK lab has developed technologies used by NASA to control robots exploring South America and Mars. Its most recent projects have focused on using distributed sensor networks to track the activities of health care workers and on developing training simulators for orthopedic surgeons.

**INTELLIGENT SYSTEMS LABORATORY**

The Intelligent Systems Laboratory provides facilities for research in computational intelligence leading to applications in industry, service organizations, and health care. Research in the laboratory is funded by government agencies and industrial corporations. Solutions to practical problems and enhancement of engineering education are emphasized. Most of the laboratory’s recent projects concentrate on development of software tools for product development, manufacturing, and health care applications.

The Intelligent Systems Laboratory is furnished with the latest computer technology to support research on numerous computing platforms. Diverse software is available for modeling, design, and construction of intelligent systems—for example, data mining software, neural networks, expert systems, and simulation software.

**OPERATOR PERFORMANCE LABORATORY**

Research in the Operator Performance Laboratory (OPL) focuses on determining human performance in a variety of situations, with particular emphasis on driving and flight deck environments. Much of the research is performed in the field using a state-of-the-art instrumented vehicle that is equipped with five cameras, eye movement equipment, two computers, video equipment, and a suite of sensors. The OPL also features a scale Boeing 737-400 fixed-base flight simulator with six channels of visuals. The flight simulator is equipped with a remote eye-tracking device that allows the activation of selected virtual controls in the flight deck. A specially designed stimulus presentation booth is used for color research and for photometry applications. Computer models of operator performance are designed based on the data obtained in the laboratory and field research.

**Mechanical Engineering**

**Mechanical Engineering Undergraduate Instruction**

**ENGINEERING CORE**

The laboratories for fluid flows and transport processes contain a wind tunnel; a water flume; a water table; four water channels with porous media; three air-jet tables; various air, water, and oil flow devices; and facilities for numerous small-scale experiments to demonstrate the principles of mass, momentum, and energy transfer.

For information about laboratories affiliated with core courses coordinated by other College of Engineering departments, see the departments’ Catalog sections.

**COMPUTATIONAL FLUIDS LABORATORY**

The Computational Fluids Laboratory is equipped with 20 computers running ANSYS Fluent software used in fluid mechanics courses.

**DESIGN PROJECT LABORATORY**

The Design Project Laboratory supports all senior design project courses. It is equipped with eight mid-level workstations as well as a high-end workstation, which enables students to manipulate full design models and interactive WebEx sessions with companies using the analysis software during the session. Research versions of ANSYS Fluent and ProE, standard computers, and videoconferencing facilities also are available.
EXPERIMENTAL FLUID MECHANICS LABORATORY
The Experimental Fluid Mechanics Laboratory acquaints students with ongoing research in fluid mechanics and hydraulics. The laboratory focuses on literature, experiments, numerical simulations, audio-video aids, and links to educational and scientific internet sites. Students using the laboratory develop an understanding of basic flow mechanisms and become familiar with the latest developments in experimental techniques and instrumentation.

RALPH AND BARBARA STEPHENS EXPERIMENTAL ENGINEERING LABORATORY
The Ralph and Barbara Stephens Experimental Engineering Laboratory supports the required undergraduate courses 058:051 (ME:3351) Engineering Instrumentation and 058:080 (ME:4080) Experimental Engineering. The laboratory is equipped with varied instruments and test rigs that help students learn basic measurement principles and laboratory procedures. It also offers sensors for measurement of displacement, mass, temperature, pressure, velocity and flow rate, heat flux, force, torque, and so forth.

THERMAL AND HEAT TRANSFER LABORATORY
The Thermal and Heat Transfer Laboratory is equipped with data acquisition systems to process data online. It also provides facilities for experiments in heat transfer measurements.

Mechanical Engineering Graduate Facilities
FLUID MECHANICS
The program in fluid mechanics is conducted in close collaboration with IIHR—Hydroscience & Engineering. The equipment available to graduate students includes several wind tunnels and hydraulic flumes, an environmental flow facility, a towing tank, two special low-temperature flow facilities for investigation of ice phenomena, hot-wire and laser anemometer systems, particle-image velocimetry systems, and computer-based data acquisition systems.

Facilities available in the department include a flow visualization and imaging system with CCD (charge-coupled devices) camera, and a low-speed wind tunnel. IIHR and College of Engineering shops provide the necessary support. In addition to using in-house workstations and computers, the department’s faculty members and students make extensive use of supercomputers at national centers.

MECHANICAL SYSTEMS
Computer-based simulation research activities in the mechanical systems area are carried out mainly in the Center for Computer-Aided Design (CCAD). CCAD maintains a variety of high-performance computer systems in support of its technology research and development efforts. General computing services are supported by a number of LINUX and Windows applications servers connected to centralized file servers. CAD/CAE, software development, virtual prototyping, and virtual environment development applications are hosted on numerous high-performance workstations. Standard desktop, multimedia, and office productivity applications are hosted on a network of more than 40 workstations.

THERMAL SCIENCES
Facilities for research in the thermal sciences and systems consist of a low-pressure combustion chamber, a high-pressure continuous flow combustion chamber, a high-pressure chamber for atomization study, a test rig for heat transfer to near supercritical fluids, a diffusion flame test rig, an enclosed laminar flame test rig, an air atomization spray apparatus, test stands for melting and solidification studies, various optical measurement systems, and two fuel cell test rigs. Laser-based diagnostics (e.g., laser-induced fluorescence, imaging, and laser Doppler anemometry) are available for solidification, turbulent flow, heat transfer, and combustion studies. Flow visualization and imaging by CCD camera are available for the study of complex fluid motion and heat convection, and combustion flows.

Courses
Industrial Engineering
Special Topics
056:000 (IE:0000) Cooperative Education Training Assignment: Industrial Engineering 0 s.h.
Industrial engineering students participating in the Cooperative Education Program register in this course during work assignment periods; registration provides a record of participation in the program on the student’s permanent record. Requirements: admission to Cooperative Education Program.

056:002 (IE:0002) Half-time Cooperative Education Training Assignment: Industrial Engineering 0 s.h.
Registration for work assignment periods; for students participating in the Cooperative Education Program.

056:010 (IE:1000) Industrial Engineering First-Year Seminar 0 s.h.
Introduction to curriculum and profession; ethics and professionalism in classroom and workplace. Requirements: first-year or transfer standing in engineering.

056:020 (IE:2000) Industrial Engineering Sophomore Seminar 0 s.h.
Curriculum and profession; ethics and professionalism in classroom and workplace. Requirements: sophomore or transfer standing in engineering.

056:091 (IE:3000) Professional Seminar: Industrial Engineering 0 s.h.
Professional aspects of industrial engineering presented through lectures and discussions by guest speakers, field trips, films, panel discussions. Requirements: junior standing.

Independent projects in industrial engineering for undergraduate students, including laboratory study, an engineering design project, analysis and simulation of an engineering system, computer software development, CAD/CAM applications, or research.
Manufacturing

056:116 (IE:4116) Manufacturing Processes and Automation 3 s.h.
Material processing, metal cutting theories, forming, micro/nano fabrication, programmable logic controller, computer numerical controllers, discrete control system, DC and AC servo motors, Command generation. Same as 058:116 (ME:4116).

056:129 (IE:5129) Information Systems for Resource Management 3 s.h.
Understanding and managing natural and engineered resources requiring data-reach foundation; management of data; complex data-driven technologies integrated into data and information systems (DIS); hands-on opportunity to develop or use capabilities of DIS for study or research area of interest (science, engineering, industrial operation); wind power generation, an emerging field in Iowa, used as a case study for illustrating key DIS components, links, and functionalities. Same as 058:129 (ME:5129), 053:129 (CEE:5129), 055:129 (ECE:5129), 044:140 (GEOG:5129).

056:131 (IE:3300) Manufacturing Systems 3 s.h.

056:134 (IE:3350) Process Engineering 4 s.h.
Methodologies, algorithms, and tools for processing modeling, analysis, and reengineering; modeling issues in product and component design, product and process modularity, quality, reliability, agility. Offered spring semesters. Prerequisites: 056:171 (IE:3700).

056:138 (IE:3138) Biomanufacturing 3 s.h.
Design and manufacturing technologies in development of biomedical related products (customized implants, medical devices, tissue scaffolds, engineered tissues, organs, biological systems); tissue engineering, BioCAD, biomedical imaging and processing for customized implant development, reverse engineering, biomaterials, regenerative medicine and drug delivery, traditional manufacturing processes for tissue engineering, rapid prototyping and layered manufacturing, rapid tooling, bioadditive fabrication, bionanofabrication and new frontiers in biomanufacturing (organ printing); hands-on laboratory projects and assignments. Prerequisites: 057:021 (ENGR:2760).

056:155 (IE:4550) Wind Power Management 3 s.h.
Principles of wind power production, wind turbine design, wind park location and design, turbine and wind park control, predictive modeling, integration of wind power with a grid.

In-depth study of CAD and manufacturing (CAD/CAM); review of CAD/CAM, computer graphics, NURBS modeling (curves/surfaces, solid modeling, design data exchange); computational geometry for product development, heterogeneous object modeling, rapid prototyping (RP) and layered manufacturing, computer-aided path planning, CAD applications (computer-aided tissue engineering, biomedical imaging and processing, bionanofabrication); related lab projects and assignments. Requirements: knowledge of one programming language (C, C++, C#, VB, or Java).

056:235 (IE:6350) Computational Intelligence 3 s.h.

Human Factors and Ergonomics

056:144 (IE:3400) Human Factors 3 s.h.
Design of human-machine systems; development of optimum work environments by applying principles of behavioral science and basic knowledge of human capacities and limits. Offered fall semesters. Prerequisites: 031:001 (PSY:1001).

056:147 (IE:3450) Ergonomics 3 s.h.
Ergonomic design of jobs and products in an industrial and consumer market setting; principles of good design, examples of poor design; consequences of poor job and product design; principles of work sampling, usability studies, performance rating, sizing and planning of workstations, hand tool design, ergonomic design in transportation; related group project.

056:211 (IE:6211) Human Factors in Healthcare Systems 3 s.h.
Solving human factors problems in health care work systems; cognitive systems engineering, interface design, health care productivity, patient safety; specific research including decision making, information transfer, and communication; discrete event and dynamic systems simulation modeling; human computer interaction; health information technology/systems; usability; business models of organizational, technical, and social elements of health care systems.

056:241 (IE:6410) Research Methods in Human Factors Engineering 3 s.h.
Logic and methods for research and for analysis and evaluation of complex human-machine systems; advanced techniques for enhancement of human interaction with advanced information technology; emphasis on cognitive task analysis techniques for innovative design, understanding of how technology affects safety, performance, user acceptance. Requirements: graduate standing.

056:242 (IE:6420) Human/Computer Interaction 3 s.h.
Development of projects using human factors principles in the design of computer interfaces.

056:244 (IE:6440) Airborne Design of Experiments 3 s.h.
Issues in design of airborne human factors research, and techniques applicable to ground transportation research; statistical, human factors, flight mechanics, and organizational principles in flight test engineering; basic understanding of systematic approach to human factors flight testing, development of test points and test apparatus, flight envelope, proper briefing techniques, mission execution, and after-action review; securing, synchronizing, and analyzing data.

056:245 (IE:6450) Human Factors in Aviation 3 s.h.
Measuring, modeling, and optimizing human visual performance; display design for optimal legibility, research in visibility, legibility, conspicuity, and camouflage; visibility model development. Requirements: graduate standing.

056:246 (IE:6460) The Design of Virtual Environments 3 s.h.
Development of techniques for designing and creating three-dimensional representations of information for simulation, scientific visualization, and engineering; emphasis on human factors issues, software. Requirements: graduate standing.

**Engineering Management**

**056:054 (IE:2500) Engineering Economy** 3 s.h.

**056:150 (IE:3500) Information Systems Design** 3 s.h.
Structure and design of computer-based information systems; concepts of information systems, decision making; computer hardware, software, data structures; methods for determining system requirements; designing, implementing, evaluating, managing information systems; applied projects. Prerequisites: 059:006 (ENGR:1300).

**Quality Control and Production Systems**

**056:160 (IE:4600) Operational Systems Design** 1-4 s.h.
Projects involving product and related operational system design in an industrial or service organization; associated entrepreneurial or intrapreneurial planning. Offered spring semesters. Prerequisites: 056:054 (IE:2500) and 056:134 (IE:3350).

**056:161 (IE:4610) Enhanced Design Experience** 2-3 s.h.
Real-world, in-depth design experience in student teams, working with engineers at major companies in the region; application of industrial engineering knowledge and skills to design products and related operational systems.

**056:162 (IE:3600) Quality Control** 3 s.h.
Basic techniques of statistical quality control; application of control charts for process control variables; design of inspection plans and industrial experimentation; modern management aspects of quality assurance systems. Offered fall semesters. Prerequisites: 22S:030 (STAT:2010) and 22S:039 (STAT:2020). Same as 22S:133 (STAT:3620), 053:142 (CEE:3142).

**056:164 (IE:3640) Six Sigma Operations and Quality Control** 3 s.h.
Six Sigma techniques for the DMAIC cycle (Define, Measure, Analyze, Improve, Control); what is needed for data collection (process inputs and outputs, measurement tools), conduct analysis (hypothesis testing, process capability studies), and conduct process improvement studies (design of experiments, response surface methodology); overview of Six Sigma, process and project management skills.

**056:268 (IE:5610) Reliability Theory and Applications** 3 s.h.
Fundamental topics in reliability engineering, including system reliability modeling, statistical inference of lifetime data, basic preventive maintenance models; statistics and random process models, and online monitoring and change detection techniques. Prerequisites: 22M:033 (MATH:2550) and 22S:039 (STAT:2020).

**Operations Research and Applied Statistics**

**056:166 (IE:3610) Stochastic Modeling** 3 s.h.

**056:171 (IE:3700) Operations Research** 3 s.h.

**056:176 (IE:3760) Applied Linear Regression** 3 s.h.
Regression analysis with focus on applications; model formulation, checking, selection; interpretation and presentation of analysis results; simple and multiple linear regression; logistic regression; ANOVA; hands-on data analysis with computer software. Prerequisites: 22S:030 (STAT:2010) or 22S:039 (STAT:2020). Same as 22S:152 (STAT:3200).

**056:178 (IE:3750) Digital Systems Simulation** 3 s.h.
Simulation modeling and analysis; emphasis on construction of models, interpretation of modeling results; input and output analysis—hands-on usage of ARENA simulation software, manufacturing, health care, and service. Offered spring semesters. Prerequisites: 22S:039 (STAT:2020) and 056:166 (IE:3610).

**056:186 (IE:5860) Health Informatics I** 3 s.h.

**056:230 (IE:6300) Innovation Science and Studies** 3 s.h.
Innovative typology and sources, classical innovation models, measuring innovation, innovation discovery from data, evolutionary computation in innovation, innovation life cycle.

**056:270 (IE:6600) Linear Programming** 3 s.h.
Mathematical programming models; linear and integer programming, transportation models, large-scale linear programming, network flow models, convex separable programming. Requirements: calculus and linear algebra. Same as 06K:286 (MSCI:6600).

**056:271 (IE:6720) Nonlinear Optimization** 3 s.h.
Mathematical models, theory, algorithms for constrained and unconstrained optimization; nonlinear, geometric, quadratic, dynamic programming; optimality conditions; aspects of duality theory.
### Mechanical Engineering

#### Special Topics

**058:000 (ME:0000) Cooperative Education Training Assignment: Mechanical Engineering**  
0 s.h.  
Mechanical engineering students participating in the Cooperative Education Program register in this course during work assignment periods; registration provides a record of participation in the program on the student’s permanent record. Requirements: admission to the Cooperative Education Program.

**058:002 (ME:0002) Half-time Cooperative Education Training Assignment: Mechanical Engineering**  
0 s.h.  
Registration for work assignment periods; for students participating in the Cooperative Education Program.

**058:098 (ME:4098) Individual Investigations: Mechanical Engineering**  
ar.  
Individual projects for mechanical engineering undergraduate students; laboratory study; engineering design project; analysis, synthesis, simulation of an engineering system; computer software development; research.

#### General Topics

**058:020 (ME:2020) Mechanical Engineering Sophomore Seminar**  
0 s.h.  
Introduction to the mechanical engineering profession and curriculum; ethics and professionalism in classroom and workplace; mentorship program and professional societies; visits to laboratories and local companies. Requirements: sophomore or transfer standing.

**058:051 (ME:3351) Engineering Instrumentation**  
2 s.h.  
Basic elements of measuring circuits (bridges, voltage dividers, shunts, transformers); laboratory instrumentation (oscilloscopes, multimeters, power supplies, signal generators); amplifiers; frequency response principles; sensors; data acquisition, signal processing, filtering using Labview. Prerequisites: 029:082 (PHYS:1612) and 059:008 (ENGR:2120).
058:080 (ME:4080) Experimental Engineering 4 s.h.

058:086 (ME:4086) Mechanical Engineering Design 2-3 s.h.
Application of mechanical, thermal, fluid systems design; student or team design projects initiated at various levels in the design process and carried through to higher levels; emphasis on synthesis, written and oral communication. Corequisites: 058:048 (ME:4048) or 058:055 (ME:4055).

058:091 (ME:3091) Professional Seminar: Mechanical Engineering 0 s.h.
Professional aspects of mechanical engineering: presentations, student/faculty interaction, professional society involvement, panel discussions, plant trip. Requirements: junior standing.

058:110 (ME:4110) Computer-Aided Engineering 3 s.h.
Computational engineering modeling and simulation, geometric modeling, grid generation, finite-element and finite-volume methods, uncertainty analysis, optimization, engineering applications. Prerequisites: 057:019 (ENGR:2750) and 058:052 (ME:3052). Same as 053:115 (CEE:4515).

058:111 (ME:4111) Numerical Calculations 3 s.h.
Development of algorithms for functional approximations, numerical differentiation and integration; solution of algebraic and differential equations, with emphasis on digital computations; initial and boundary value problems. Prerequisites: 22M:034 (MATH:2560). Same as 053:111 (CEE:4511).

058:112 (ME:4112) Engineering Design Optimization 3 s.h.
Engineering design projects involving modeling, formulation, and analysis using optimization concepts and principles; linear and nonlinear models, optimality conditions, numerical methods. Prerequisites: 22M:033 (MATH:2550) and 059:007 (ENGR:2110). Requirements: junior standing. Same as 053:112 (CEE:4512).

058:113 (ME:5113) Mathematical Methods in Engineering 3 s.h.

058:114 (ME:4114) Predictive Human Modeling 3 s.h.
Introduction to basic concepts of predictive human modeling, fundamental programming, Denavit-Hartenberg notation (robotics), optimization, posture prediction, interface development, validation, and applied problems for digital human models (DHM). Prerequisites: 22M:033 (MATH:2550) and 059:006 (ENGR:1300).

058:115 (ME:4115) Finite Element I 3 s.h.
One- and two-dimensional boundary value problems; heat flow, fluid flow, torsion of bars; trusses and frames; isoparametric mappings; higher order elements; elasticity problems; use of commercial software. Prerequisites: 057:019 (ENGR:2750). Same as 053:113 (CEE:4533).

058:129 (ME:5129) Information Systems for Resource Management 3 s.h.
Understanding and managing natural and engineered resources requiring data-reach foundation; management of data, complex data-driven technologies integrated into data and information systems (DIS); hands-on opportunity to develop or use capabilities of DIS for study or research area of interest (science, engineering, industrial operation); wind power generation, an emerging field in Iowa, used as a case study for illustrating key DIS components; links, and functionalities. Same as 056:129 (IE:5129), 053:129 (CEE:5129), 055:129 (ECE:5129), 044:140 (GEOG:5129).

058:131 (ME:4131) Manufacturing Systems 3 s.h.

058:186 (ME:4186) Enhanced Design Experience 2-3 s.h.
Experience working in teams on industry-sponsored design and product development projects scheduled for production; emphasis on practical experience with the complete design process, from conceptualization through prototyping, evaluation, testing, and production; written and oral communication. Prerequisites: 058:086 (ME:4086).

Thermal Engineering and Fluids

058:040 (ME:3040) Thermodynamics II 3 s.h.
Power and refrigeration cycles; mixtures of gases, psychometric mixtures; availability; thermodynamics of combustion and chemical equilibrium. Prerequisites: 059:009 (ENGR:2130).

058:045 (ME:3045) Heat Transfer 3 s.h.

058:048 (ME:4048) Energy Systems Design 4 s.h.
Principles and design of energy conversion systems, including solar, wind, and geothermal power systems; design of thermal-fluid system components, modeling and simulation of systems, optimization techniques; design projects. Prerequisites: 058:040 (ME:3040) and 058:045 (ME:3045).

058:125 (ME:4125) Biomimetic Fluid Dynamics 3 s.h.
Study and development of engineered systems that mimic the structure and function of biological systems; overview of the fluid dynamic principles that govern locomotion by swimming or flapping flight; equations of motion, fundamentals of aerodynamics; analytical models of force generation for swimming and flight; parameters governing effective locomotion; experimental and numerical studies to understand the present state of the art, challenges, and important questions. Prerequisites: 057:020 (ENGR:2510).
058:140 (ME:5210) Intermediate Thermodynamics  3 s.h.
Fundamental principles of thermodynamics as applied to phase equilibrium; properties of fluids, first and second law, variable composition systems, behavior of real fluids, mathematical techniques for solution thermodynamics. Requirements: 052:103 (CBE:3105) or 058:040 (ME:3040) or graduate standing. Same as 053:276 (CEE:6376).

058:142 (ME:4142) Wind Turbine Aerodynamics  3 s.h.
Fluid mechanics of wind turbines and wind farms; engineering methodologies to design wind turbine blades; evaluation of rotor wakes; interaction between machines; effects of topography on wind turbine and wind farm performance. Prerequisites: 057:020 (ENGR:2510).

058:143 (ME:5143) Computational Fluid and Thermal Engineering  3 s.h.
Governing equations of fluid flow and heat transfer; basic numerical techniques for solution of the governing equations; estimation of accuracy and stability of the approximations; boundary conditions; grid generation; applications to flows and heat transfer in engineering systems; familiarity with software for analysis and design of thermo-fluids systems. Prerequisites: 058:045 (ME:3045).

058:144 (ME:5144) Modeling of Materials Processing  3 s.h.
Manufacturing processes for metals, polymers, semiconductors; processing by casting, solidification, crystal growth, polymer molding and extrusion, welding, heat treating, application of optical (laser) and electromagnetic energy; processes that use momentum, heat, mass transfer principles; measurement and instrumentation for materials processing; current topics in materials processing. Prerequisites: 058:045 (ME:3045).

058:149 (ME:5149) Propulsion Engineering  3 s.h.
Opportunity to develop basic understanding and knowledge of rocket and airbreathing propulsion systems, relevant terminology and analysis techniques, parametric cycle analysis for ideal engines, off-design analysis methods, problem-solving methodology. Requirements: 058:040 (ME:3040) or graduate standing.

058:160 (ME:5160) Intermediate Mechanics of Fluids  3 s.h.
Basic concepts and definitions; pressure distribution in a fluid; governing equations and boundary conditions; integral and differential analysis; dimensional analysis and similarity; experimental analysis; laminar and turbulent internal and external flows; potential flows; engineering applications. Prerequisites: 057:020 (ENGR:2510) and 058:040 (ME:3040). Same as 053:169 (CEE:5110).

Hands-on experience in methodology of conducting experiments in fluid mechanics and heat transfer from design to data acquisition and processing; essential theoretical elements, experimental methodologies, data acquisition systems, uncertainty analysis; wide variety of instruments for fundamental and applied experimentation; work in small groups; design, implement, test, and report an experiment in area of interest. Same as 053:172 (CEE:5372).

058:163 (ME:5163) Environmental Fluid Dynamics  3 s.h.
Same as 053:175 (CEE:5375).

Application of fundamental principles of thermodynamics, fluid mechanics, and mechanical systems to wind turbine engineering; fundamentals of horizontal-axis wind turbines, wind energy conversion to useful work; wind turbine aerodynamics, performance, design of components; overview of wind resource and historical development of wind turbines; introduction to wind turbine installation and wind farm operation.

058:180 (ME:5180) Measurements in Fluid Mechanics: Fundamental and Advanced Topics  3 s.h.
General concepts in fluid mechanics measurement; classical methods for flow rate, pressure, velocity, temperature, concentration, and wall shear stress; state-of-the-art methods for flow visualization and full-field quantitative measurement; introduction to advanced optical measurement method, i.e., particle image velocimetry (PIV), and related image processing techniques; hands-on training with a class project assignment on writing a computer program to evaluate experimental image recordings. Prerequisites: 057:020 (ENGR:2510). Requirements: primary knowledge of fluid mechanics, thermodynamics, and heat transfer; basic skill in computer language.

058:245 (ME:6245) Diffusive Transport  3 s.h.
Diffusive transport of heat, mass, and momentum; phenomenological laws and analogies; analytical and numerical solution techniques; inverse heat conduction; multiphase and multicomponent systems. Prerequisites: 058:145 (ME:5145). Same as 052:272 (CBE:6145).

058:248 (ME:7248) Combustion Theory  3 s.h.
Laminar flame theory; turbulent combustion; spray combustion; thermal ignition; pollutant formation, oxidation; combustion diagnostics. Prerequisites: 058:145 (ME:5145) and 058:160 (ME:5160). Requirements: graduate standing.

058:260 (ME:6260) Viscous Flow  3 s.h.

058:262 (ME:6262) Inviscid Flow  3 s.h.
Derivation of governing equations for fluid flow; general theorems for motion of inviscid, incompressible flows; solution techniques for two- and three-dimensional irrotational flows; forces and moments acting on immersed bodies; vortex kinematics and dynamics; steady and unsteady aerodynamic theory. Prerequisites: 058:160 (ME:5160).
Compressible flow behavior; 1-D unsteady flow and appropriate use of x-t diagrams; 2-D flows and use of the method of characteristics; Burgers’ Equation and its properties.

058:266 (ME:7266) Interfacial Flows and Transport Processes 3 s.h.
Physics of fluid interfaces and numerical techniques to simulate interface dynamics; interfacial flow coupled with thermal-fluid transport, from molecular interactions to continuum approximations; development of computer code segments to track and represent interface-flow interactions. Prerequisites: 058:145 (ME:5145) and 058:160 (ME:5160).

058:267 (ME:7267) Multiphase Flow and Transport 3 s.h.
Thermodynamic and mechanical aspects of interfacial phenomena and phase transitions; nucleation, phase-change, species transport, particulate flows, liquid-vapor systems, solidification, porous media. Prerequisites: 058:145 (ME:5145) and 058:160 (ME:5160).

058:268 (ME:7268) Turbulent Flows 3 s.h.
Origin; need for modeling, averages, Reynolds equations, statistical description; experimental methods and analysis; turbulence modeling; free shear layers and boundary layers; complex shearflows; development of computational strategies; recent literature on theory and applications, chaos phenomena. Prerequisites: 058:160 (ME:5160).

058:269 (ME:7269) Computational Fluid Dynamics and Heat Transfer 3 s.h.
Development of numerical and algebraic approximations for elliptic, parabolic, hyperbolic partial differential equations; finite-volume, spectral, pseudo-spectral, Galerkin techniques; stability of numerical methods; CFL condition; stiff problems; adaptive grid generation and boundary-fitted coordinates; numerical solutions for one- and two-dimensional compressible and incompressible fluid flow and heat transfer problems. Prerequisites: 058:111 (ME:4111) and 058:160 (ME:5160).

Requirements: graduate standing.

058:275 (ME:6275) Advanced Heat Transfer 3 s.h.
Conservation laws, forced and natural convection; surface and gaseous radiation; analytical and numerical methods; applications. Prerequisites: 058:145 (ME:5145).

Thermodynamics, fluid mechanics, heat and mass transfer, related experimental and analytical techniques; selection of subject and content determined by instructor/student interest. Requirements: graduate standing.

058:052 (ME:3052) Mechanical Systems 3 s.h.

058:055 (ME:4055) Mechanical Systems Design 4 s.h.
Design considerations for mechanical engineering systems; strength, deformation, durability of mechanical elements; safe-life, fail-safe, damage-tolerant design; standards, products liability, ethics in design. Prerequisites: 058:052 (ME:3052).

058:116 (ME:4116) Manufacturing Processes and Automation 3 s.h.
Material processing, metal cutting theories, forming, micro/nano fabrication, programmable logic controller, computer numerical controllers, discrete control system, DC and AC servo motors, Command generation. Same as 056:116 (IE:4116).

058:133 (ME:5360) Control Theory 3 s.h.
State space approach; controllability, observability, canonical forms, Luenberger observers, feedback control via pole placement, stability, minimal realization and optimal control. Prerequisites: 055:060 (ECE:3600). Same as 055:160 (ECE:5600).

058:134 (ME:5362) Computer-Based Control Systems 3 s.h.
Discrete and digital control systems; application of computers in control; sampling theorem; discrete time system models; analysis and design of discrete time systems; control design by state variable and input/output methods; advanced topics in digital controls; lab. Prerequisites: 055:060 (ECE:3600). Same as 055:164 (ECE:5640).

058:136 (ME:5130) Digital Human Modeling and Simulation 3 s.h.
Fundamentals of using computational methods in modeling, simulating, and animating articulated kinematic chains such as robots and humans; underlying mathematics, introductory concepts in kinematics and dynamics, serial chain kinematics and multibody dynamics; methods from kinematics and dynamics, coupled with biomechanical concepts, provide an integrated approach to predicting and analyzing serial link motion (e.g., human and robotic manipulator motion). Prerequisites: 057:010 (ENGR:2710). Same as 051:162 (BME:5710).

058:150 (ME:5150) Intermediate Mechanics of Deformable Bodies 3 s.h.
Application of equilibrium analyses, strain-displacement relations, and constitutive relationships to practical structural systems and elementary plane elasticity problems. Prerequisites: 057:019 (ENGR:2750). Same as 053:140 (CEE:5540), 051:151 (BME:5660).

058:153 (ME:4153) Fundamentals of Vibrations 3 s.h.
Vibration of linear discrete and continuous mechanical and structural systems; harmonic, periodic, and arbitrary excitation; modal analysis; applications. Prerequisites: 057:019 (ENGR:2750). Same as 053:132 (CEE:4532).

058:154 (ME:5154) Intermediate Kinematics and Dynamics 3 s.h.
058:159 (ME:5159) Fracture Mechanics 3 s.h.
3-D stress states, definition and criteria for failure, nominal and local yield phenomena, linear elastic and elastic plastic fracture mechanics, plane stress and plane strain fracture toughness, J-Integral, crack opening displacement, environmental assisted cracking, fatigue crack growth, fail safe, and damage tolerant design. Prerequisites: 051:085 (BME:4910) or 058:055 (ME:4055) or 058:150 (ME:5150). Same as 053:149 (CEE:5549).

058:167 (ME:5167) Composite Materials 3 s.h.
Mechanical behavior of composite materials and their engineering applications; composite constituents (fibers, particles, matrices) and their properties and behavior; macromechanical behavior of composite laminate; micromechanical predictions of composite overall properties; classical lamination theory; composite beams and plates. Prerequisites: 057:019 (ENGR:2750). Same as 053:136 (CEE:5137).

Mechanics of continuous media; kinematics of deformation, concepts of stress and strain; conservation laws of mass, momentum and energy; constitutive theory; boundary and initial value problems. Prerequisites: 057:019 (ENGR:2750) or 057:020 (ENGR:2850). Same as 053:179 (CEE:3179).

058:214 (ME:6214) Analytical Methods in Mechanical Systems 3 s.h.
Vector and function spaces; functionals and operators in Hilbert spaces; calculus of variations and functional analysis with application to mechanics; Ritz and Galerkin methods. Prerequisites: 058:113 (ME:5113). Same as 053:214 (CEE:6310).

058:215 (ME:6215) Finite Element II 3 s.h.
Computer implementation; plate and shell elements; mixed and hybrid formulations; nonlinear analysis; recent development; introduction to boundary element method. Prerequisites: 053:133 (CEE:4533). Same as 053:233 (CEE:6532).

058:246 (ME:6246) Advanced Numerical Methods for Mechanical Systems 3 s.h.
Introduction to meshfree particle methods, extended finite element method, material stability analysis, thermal-mechanical coupling, and coupling of finite element/meshfree methods. Requirements: 058:115 (ME:4115) or 058:143 (ME:5143) or background in computational mechanics, computational chemistry, or computational physics.

058:247 (ME:6247) Contact Mechanics 3 s.h.
Varied aspects of contact mechanics and engineering applications, including stationary contacts, sliding, rolling, impact, and fretting fatigue; emphasis on theoretical basis of solutions of contact mechanics problems; mathematical methods of solving contact problems using Green’s function method; complex potentials and integral transform methods. Prerequisites: 058:113 (ME:5113) and 058:150 (ME:5150).

058:250 (ME:7250) Advanced Fracture Mechanics 3 s.h.
Fracture of modern engineering materials; linear-elastic fracture; computational methods; functionally graded materials; elastic-plastic fracture; multiscale fracture and fatigue crack initiation. Prerequisites: 058:113 (ME:5113), and 058:115 (ME:4115) or 058:159 (ME:5159). Same as 053:250 (CEE:7250).

058:252 (ME:6252) Advanced Continuum Mechanics 3 s.h.

058:255 (ME:6255) Multiscale Modeling 3 s.h.
Computational modeling of engineering materials ranging from molecular to continuum scales, molecular dynamics and Monte Carlo methods, nanoscale continuum modeling, scale-coupling methods. Prerequisites: 058:115 (ME:4115) or 058:143 (ME:5143). Same as 053:249 (CEE:7549).

058:256 (ME:7256) Computational Solid Mechanics 3 s.h.
Advanced computational methods for nonlinear and dynamic analysis of solids, structures; new space- and time-discretization methods for problems, including highly nonlinearities, large deformation, contact/impact conditions. Prerequisites: 058:113 (ME:5113) and 058:115 (ME:4115).

058:257 (ME:7257) Probabilistic Mechanics and Reliability 3 s.h.
Stochastic and reliability analysis of mechanical systems; computational methods for structural reliability; random eigenvalue problem; random field and stochastic finite element methods. Prerequisites: 058:113 (ME:5113) and 058:115 (ME:4115).

058:258 (ME:6258) Computational Ship Hydromechanics 3 s.h.
Introduction to computation of problems in three main areas of ship hydromechanics: resistance and propulsion, seakeeping, and maneuvering; focus on issues of simulating operating ships, modeling methods, and numerical techniques used to approach ship hydromechanics. Prerequisites: 058:160 (ME:5160). Corequisites: 058:143 (ME:5143).

058:259 (ME:7259) Mechanical Design in Structures 3 s.h.
Discrete and continuum variational equilibrium equations, discrete design sensitivity analysis for static responses and eigenvalues, interactive design workstation, continuum sizing design sensitivity analysis for static responses and eigenvalues, design sensitivity analysis of structural dynamics, differentiability theory, shape optimal design, shape design sensitivity analysis, design sensitivity of nonlinear structural systems. Prerequisites: 058:113 (ME:5113), 058:115 (ME:4115), and 058:150 (ME:5150).

058:265 (ME:7265) Multiphysics Modeling of Solids 3 s.h.
Coupling of mechanical, electrical, electromagnetic, and thermal fields in solids; how to formulate and solve applied multiphysics problems where mechanical, electromagnetic, and thermal loads must be taken into account. Prerequisites: 058:150 (ME:5150).

058:278 (ME:6278) Nonlinear Elasticity 3 s.h.
Nonlinear elasticity theory; modern applications in biomechanics; vectors and tensors, constitutive theory of elastic material, some exact solutions of boundary value problems, inverse deformation relations, stability of elastic material, theories of tissue adaptive response. Prerequisites: 058:150 (ME:5150). Requirements: elementary linear elasticity.

058:295 (ME:7295) Advanced Topics in Mechanical Systems 3 s.h.
Advanced contemporary topics in mechanical systems engineering not covered in other courses and determined by student/faculty interest.

**Graduate Seminars, Advanced Topics, Research**

058:191 (ME:6191) **Graduate Seminar: Mechanical Engineering**

Presentation and discussion of recent advances and research in mechanical engineering by guest lecturers, faculty, students. Requirements: graduate standing.

058:195 (ME:5195) **Contemporary Topics in Mechanical Engineering**

New topics in fluid and thermal sciences and mechanical systems not covered in other courses; topic and coverage determined by student/faculty interest. Requirements: junior standing.

058:198 (ME:6198) **Individual Investigations: Mechanical Engineering**

Individual project in mechanical engineering, for department graduate students; laboratory study, engineering design project, analysis and simulation of an engineering system, computer software development, research. Requirements: graduate standing.

058:199 (ME:6199) **Research: Mechanical Engineering M.S. Thesis**

Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for M.S. with thesis in mechanical engineering. Requirements: graduate standing.

058:299 (ME:7299) **Research: Mechanical Engineering Ph.D. Dissertation**

Experimental and/or analytical investigation of an approved topic for partial fulfillment of requirements for Ph.D. in mechanical engineering.
Technological Entrepreneurship

Undergraduate certificate: technological entrepreneurship
Web site: http://www.engineering.uiowa.edu/about/college-services/earn-technological-entrepreneurship-certificate

The College of Engineering partners with the Tippie College of Business to offer the Certificate in Technological Entrepreneurship. The program is administered by the John Pappajohn Entrepreneurial Center in the business college.

Undergraduate Program of Study

• Certificate in Technological Entrepreneurship

Certificate

The Certificate in Technological Entrepreneurship requires a minimum of 18 s.h. of credit. Certificate students study how the entrepreneurial process relates to technology-based businesses. The program is intended for students who plan to start and operate their own businesses as well as for those who would like to develop an understanding of how to manage innovation in business environments.

Students who complete the certificate program are able to:

• understand sound business thinking;
• use team-building skills in small and large companies;
• understand the entrepreneurial approach to acquiring and managing resources;
• create a business plan;
• bridge engineering and business principles; and
• network with businesses and industries.

The certificate program is open to Bachelor of Science in Engineering students who have earned at least 45 s.h. of credit toward the B.S.E. and have a University of Iowa g.p.a. of at least 2.75. Students must declare their intention to pursue the certificate with the certificate program coordinator and must apply for admission using the application form available online.

Students must complete at least 12 s.h. of the 18 s.h. required for the certificate at The University of Iowa or in approved study abroad courses. They must maintain a g.p.a. of at least 2.00 in work toward the certificate. Students must be granted the B.S.E. and complete all certificate requirements in order to receive the certificate. Completion of the certificate is noted on the student’s transcript.

The Certificate in Technological Entrepreneurship requires the following course work.

FOUNDATION COURSE

One of these:
06T:050 (ENTR:1000) Foundations in Entrepreneurship 2 s.h.
056:054 (IE:2500) Engineering Economy 3 s.h.

ENTREPRENEURSHIP CORE

Both of these:
06T:120 (ENTR:2000) Entrepreneurship and Innovation 3 s.h.
06T:133 (ENTR:3100) Entrepreneurial Finance 3 s.h.

ENTREPRENEURSHIP COURSE IN THE MAJOR

One of these, depending on the student’s engineering major:
051:085 (BME:4910) Biomedical Engineering Senior Design I (biomedical engineering majors) 4 s.h.
052:184 (CBE:4109) Chemical Engineering Process Design I (chemical engineering majors) 2 s.h.
053:084 (CEE:3084) Project Design and Management in Civil Engineering (civil engineering majors) 3 s.h.
055:089 (ECE:4890) Senior Electrical Engineering Design (electrical engineering majors) 3 s.h.
056:160 (IE:4600) Operational Systems Design (industrial engineering majors) 4 s.h.
058:086 (ME:4086) Mechanical Engineering Design Project (mechanical engineering majors) 3 s.h.

ENTREPRENEURSHIP ELECTIVES

Students customize their programs with their choice of electives. They earn sufficient elective credit to reach the total of 18 s.h. required for the certificate.
06T:134 (ENTR:3200) Entrepreneurial Marketing 3 s.h.
06T:144 (ENTR:3595) Nonprofit Organizational Effectiveness I 3 s.h.
06T:145 (ENTR:3300) Legal Aspects of Entrepreneurship 3 s.h.
06T:146 (ENTR:3400) Strategic Management of Technology and Innovation 3 s.h.
06T:147 (ENTR:3500) Social Entrepreneurship 3 s.h.
06T:148 (ENTR:3600) E-Commerce Strategies for Entrepreneurs 3 s.h.
06T:150 (ENTR:4400) Managing the Growth Business 3 s.h.
06T:151 (ENTR:4450) Professional Sports Management 3 s.h.
06T:152 (ENTR:4460) Entrepreneurship and Global Trade 3 s.h.
06T:155 (ENTR:4510) Arts Leadership Seminar 3 s.h.
06T:190 (ENTR:4000) Seminar in Entrepreneurship 3 s.h.
06T:192 (ENTR:4200) Entrepreneurship: Business Consulting 3 s.h.
06T:193 (ENTR:4600) Advanced Venture Finance 3 s.h.
06T:194 (ENTR:4300) Entrepreneurship: Advanced Business Planning 3 s.h.
06T:199 (ENTR:4900) Academic Internship 1-9 s.h.
06T:210 (ENTR:9000) Developing Professional Service Business 3 s.h.
051:086 (BME:4920) Biomedical Engineering Senior Design II 4 s.h.

Any entrepreneurship course [prefix 06T (ENTR)], with certificate advisor’s approval
Wind Energy

Director
- Andrew Kusiak

Affiliated faculty
- David Bennett (Geographical and Sustainability Sciences), Pablo Carrica (Mechanical and Industrial Engineering), Andrew Kusiak (Mechanical and Industrial Engineering), Marc Linderman (Geographical and Sustainability Sciences), Marian Muste (Mechanical and Industrial Engineering)

Undergraduate certificate: wind energy
Web site: http://www.engineering.uiowa.edu/mie/undergraduate-program/certificate-wind-energy

Wind energy has become a major source of clean energy and is expected to grow over the coming decades. With that growth will come new jobs and a need for professionals who have diverse backgrounds and knowledge of wind energy fundamentals. The Certificate in Wind Energy introduces undergraduate students to wind energy. The program is interdisciplinary, integrating course work and faculty expertise from the Departments of Mechanical and Industrial Engineering, Civil and Environmental Engineering, and Electrical and Computer Engineering (College of Engineering) and the Department of Geographical and Sustainability Sciences (College of Liberal Arts and Sciences).

Undergraduate Program of Study
- Certificate in Wind Energy

Certificate
The Certificate in Wind Energy requires 18 s.h. of credit. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

College of Engineering students earning the certificate are advised by the Department of Mechanical and Industrial Engineering; College of Liberal Arts and Sciences students are advised by the Department of Geographical and Sustainability Sciences.

Work for the certificate focuses on energy, environment, and information science and includes core courses and electives. Mechanical engineering students may use the certificate as a tailored engineering focus area by adding an approved math/science elective.

Several certificate courses have prerequisites; students must complete all of a course’s prerequisites before they may register for the course. Prerequisites do not count toward the 18 s.h. required for the certificate. Prerequisites for certificate courses are listed on the Certificate in Wind Energy web site.

The Certificate in Wind Energy requires the following course work.

CORE COURSES
All students complete both of these:
- 044:130 (GEOG:3560) Spatial Analyses of Wind Energy 3 s.h.
- 056:155 (IE:4550) Wind Power Management 3 s.h.

ELECTIVES
Students complete 12 s.h. in courses chosen from these:
- 044:105 (GEOG:3500) Introduction to Environmental Remote Sensing 3 s.h.
- 044:109 (GEOG:3540) Introduction to Geographic Visualization 3 s.h.
- 044:110 (GEOG:3520) GIS for Environmental Studies 3 s.h.
- 044:120 (GEOG:3780) U.S. Energy Policy in Global Context 3 s.h.
- 044:125 (GEOG:4750) Environmental Impact Analysis 4 s.h.
- 044:128 (GEOG:4520) GIS for Environmental Studies: Applications 3 s.h.
- 044:141 (GEOG:4580) Introduction to Geographic Databases 3 s.h.
- 044:145 (GEOG:4500) Applications in Environmental Remote Sensing 4 s.h.
- 044:150 (GEOG:4030) Senior Project Seminar (registration required for wind energy project credit) 3 s.h.
- 044:180 (GEOG:4010) Field Methods in Physical Geography 2-4 s.h.
- 052:030 (CBE:2030) Energy and Society 3 s.h.
- 052:107 (CBE:4410) Sustainable Systems 3 s.h.
- 052:133 (CBE:3160) Engineering Analysis of Alternative Energy Systems 3 s.h.
- 055:143 (ECE:5620) Electric Power Systems 3 s.h.
- 055:163 (ECE:5630) Sustainable Energy Conversion 3 s.h.
- 058:142 (ME:4142) Wind Turbine Aerodynamics 3 s.h.
Graduate College

Dean
  • John C. Keller
Senior associate dean
  • Dale Eric Wurster
Associate deans
  • Daniel Berkowitz, Minnetta Gardinier
Assistant dean

Web site: http://www.grad.uiowa.edu/

The University of Iowa has been a leading center of advanced study for more than a century. Presently, the Graduate College accounts for nearly one-fifth of the University's total enrollment. This high ratio reflects the breadth of the University’s graduate programs and resources, the strength of a graduate faculty with a long tradition of personal and professional concern for students, and the opportunities afforded graduate students for involvement, recognition, and support.

The Graduate College is responsible for the review and approval of proposals for new graduate programs and for the periodic survey and evaluation of existing programs. Through its administration of scholarship, fellowship, and research assistantship funds, the college encourages research and strengthening of departments. In cooperation with the Office of the Vice President for Research, it offers assistance to individual faculty members in finding the resources necessary for research projects, and it works with the other colleges and departments of the University to formulate policies concerning selection, supervision, and support of graduate students.

The faculty of the Graduate College is made up of all University tenure-track faculty members at the ranks of assistant professor, associate professor, and professor. A 17-member Graduate Council, elected from and by the graduate faculty and the Graduate Student Senate, is the executive committee of the graduate faculty and is advisory to the dean of the Graduate College.

Degrees Offered

The Graduate College confers the Master of Arts (M.A.), Master of Science (M.S.), Master of Accountancy (M.Ac.), Master of Arts in Teaching (M.A.T.), Master of Computer Science (M.C.S.), Master of Fine Arts (M.F.A.), Master of Health Administration (M.H.A.), Master of Physical Therapy (M.P.T.), Master of Public Health (M.P.H.), Educational Specialist (Ed.S.), Master of Science in Nursing (M.S.N.), Master of Social Work (M.S.W.), Doctor of Philosophy (Ph.D.), Doctor of Musical Arts (D.M.A.), Doctor of Nursing Practice (D.N.P.), Doctor of Physical Therapy (D.P.T.), and Doctor of Audiology (Au.D.) degrees.

The college currently confers degrees in the following major fields.

Accounting: M.Ac.**
African American World Studies: M.A.*
American Studies: M.A.*, Ph.D.
Anatomy and Cell Biology: M.S., Ph.D.
Anthropology: M.A.*, Ph.D.
Applied Mathematical and Computational Sciences: Ph.D.

Art: M.A.*, M.F.A.
Art History: M.A.*, Ph.D.
Asian Civilizations: M.A.*
Astronomy: M.S.*
Biochemistry: M.S., Ph.D.
Biology: M.S.**, Ph.D.*** (see Integrated Biology)
Biomedical Engineering: M.S.*, Ph.D.
Biostatistics: M.S.*, Ph.D.
Book Arts: M.F.A.
Business Administration: M.A.*, Ph.D.
Chemical and Biochemical Engineering: M.S.*, Ph.D.
Chemistry: M.S.*, Ph.D.
Civil and Environmental Engineering: M.S.*, Ph.D.
Classics: M.A.*, Ph.D.
Clinical Investigation: M.S.*
Communication Studies: M.A.*, Ph.D.
Community and Behavioral Health: M.S., Ph.D.
Comparative Literature: Ph.D.
Comparative Literature–Translation: M.F.A.
Computer Science: M.S.*, M.C.S.**, Ph.D.
Dance: M.F.A.
Dental Public Health: M.S.
Economics: M.A.*, Ph.D.
Educational Policy and Leadership Studies: M.A.*, Ed.S.**, Ph.D.
Electrical and Computer Engineering: M.S.*, Ph.D.
English: M.A.*, M.F.A., Ph.D.
Epidemiology: M.S.*, Ph.D.
Exercise Science: M.S.***
Film and Video Production: M.A.*, M.F.A.
Film Studies: M.A.*, Ph.D.
Free Radical and Radiation Biology: M.S.*, Ph.D.
French and Francophone World Studies: M.A.*, Ph.D.
Genetics: Ph.D.
Geography: M.A.*, Ph.D.
Geoscience: M.S.*, Ph.D.
German: M.A.*, Ph.D.***
Greek: M.A.*
Health and Human Physiology: M.S.*, Ph.D.
Health and Sport Studies: M.A.*, Ph.D.***
Health Management and Policy: M.H.A.**, Ph.D.
Health Services and Policy: Ph.D.
History: M.A.*, Ph.D.
Human Toxicology: M.S., Ph.D.
Immunology: Ph.D.
Industrial Engineering: M.S.*, Ph.D.
Informatics: M.S.*, Ph.D.
Integrated Biology: M.S.*, Ph.D.
Integrative Physiology: Ph.D.
International Studies: M.A.***
Journalism: M.A.*
Latin: M.A.*
Leisure Studies: M.A.*
Library and Information Science: M.A.*
Linguistics: M.A.*, Ph.D.
Mass Communications: Ph.D.
Mathematics: M.S.*, Ph.D.
Mechanical Engineering: M.S.*, Ph.D.
Microbiology: M.S., Ph.D.
Molecular and Cellular Biology: Ph.D.
Molecular Biology: Ph.D.
Molecular Physiology and Biophysics: M.S.*, Ph.D.
Music: M.A.*, M.F.A., D.M.A., Ph.D.
Neuroscience: Ph.D.
Nursing: M.S.N.*, D.N.P., Ph.D.
Occupational and Environmental Health: M.S.*, Ph.D.
Operative Dentistry: M.S.
Joint Programs

Interdisciplinary Degree Programs

The Graduate College participates in a number of University of Iowa interdisciplinary degree programs. Detailed information about the following master’s and doctoral degree programs is provided later in these Graduate College sections of the Catalog: Applied Mathematical and Computational Sciences (p. 908), Genetics (p. 922), Human Toxicology (p. 925), Immunology (p. 927), Informatics (p. 929), International Studies (p. 932), Molecular and Cellular Biology (p. 942), Neuroscience (p. 945), and Translational Biomedicine (p. 951).

In addition to the degree programs listed above, the graduate faculty has authorized the awarding of interdisciplinary master's and doctoral degrees. Students seeking approval for interdisciplinary master's and doctoral programs must previously have been admitted to and enrolled in a departmental program in the Graduate College. See sections X.A. and XII.D. in the Manual of Rules and Regulations of the Graduate College on the college’s web site or in this section of the Catalog.

Joint Programs Offered Through the Graduate College

Various joint programs have been developed whereby students work simultaneously toward two degrees. Consult the appropriate Catalog sections for more information. Established joint programs include business administration/library and information science; health management and policy/business administration; health management and policy/urban and regional planning; occupational and environmental health/urban and regional planning; public health/law; public health/medicine; public health/pharmacy; public health/veterinary medicine; and social work/urban and regional planning.

Joint B.S./Ph.D.: Biochemistry

The joint B.S./Ph.D. program in biochemistry enables Bachelor of Science students majoring in biochemistry to begin work toward the Ph.D. while completing the bachelor’s degree. Students admitted to the program may count 12 s.h. of credit toward both the B.S. and Ph.D. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the Carver College of Medicine; see Biochemistry (p. 1009) in the Catalog.

Joint B.A.: Biology/M.P.H. with Epidemiology Subtrack or M.S.: Epidemiology

The joint B.A. in biology/M.P.H. with epidemiology subtrack and the joint B.A. in biology/M.S. in epidemiology enable Bachelor of Arts students majoring in biology to begin work toward the M.P.H. or M.S. while completing the bachelor’s degree. Students admitted to either program may count 12 s.h. of credit toward both the B.A. and the M.P.H. or M.S. degree requirements; they also may maximize their selection of upper-level classes for advanced training in epidemiology. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the College of Public Health; see Biology (p. 118), Master of Public Health Program (p. 1171), and Epidemiology (p. 1154) in the Catalog.

Joint B.S.E./M.S.: Biomedical Engineering

The joint B.S.E./M.S. program in biomedical engineering enables undergraduate students majoring in biomedical engineering to begin work toward the M.S. while completing the bachelor’s degree. Students admitted to the program may count a limited amount of credit toward both the B.S.E. and M.S. degree requirements. They also may attend and participate in the departmental graduate seminar and work on a master's thesis or research project before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Biomedical Engineering (p. 824) in the Catalog.

Joint B.S.E.: Biomedical Engineering/ M.S.: Occupational and Environmental Health

The joint B.S.E. in biomedical engineering/M.S. in occupational and environmental health enables undergraduate students majoring in biomedical
engineering to begin work toward the M.S. in occupational and environmental health while completing the bachelor’s degree. Students admitted to the program may count a limited amount of credit toward both the B.S.E. and M.S. degree requirements. Offered by the Graduate College, the College of Engineering, and the College of Public Health; see Biomedical Engineering (p. 824) and Occupational and Environmental Health in the Catalog.

Joint B.S.E./M.S.: Chemical and Biochemical Engineering

The joint B.S.E./M.S. program in chemical and biochemical engineering enables undergraduate students majoring in chemical engineering to begin work toward the M.S. while completing the bachelor’s degree. Students admitted to the program may count 12 s.h. of course work, typically advanced chemistry sequences and electives, toward both the B.S.E. and M.S. degree requirements. Offered by the Graduate College and the College of Engineering; see Chemical and Biochemical Engineering (p. 834) in the Catalog.

Joint B.S.E.: Chemical Engineering/M.S.: Civil and Environmental Engineering

The joint B.S.E. in chemical engineering/M.S. in civil and environmental engineering enables undergraduate students majoring in chemical engineering to begin work toward the M.S. in civil and environmental engineering while completing the bachelor’s degree. Students admitted to the program may count 12 s.h. of course work toward both the B.S.E. and M.S. degree requirements. Offered by the Graduate College and the College of Engineering; see Chemical and Biochemical Engineering (p. 834) and Civil and Environmental Engineering (p. 844) in the Catalog.

Joint B.S.E./M.S.: Civil and Environmental Engineering

The joint B.S.E./M.S. program in civil and environmental engineering enables undergraduate students majoring in civil engineering to begin work toward the M.S. while completing the bachelor’s degree. Students admitted to the program may count a limited amount of credit toward both the B.S.E. and M.S. degree requirements. They also may attend and participate in the departmental graduate seminar and work on a master’s thesis or research project before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Civil and Environmental Engineering (p. 844) in the Catalog.

Joint B.A. or B.S.: Computer Science/M.C.S.

The joint B.A. or B.S. in computer science/M.C.S. program enables undergraduate students majoring in computer science to begin work toward the M.C.S. while completing the bachelor’s degree. Students admitted to the program may count 12 s.h. of course work, typically advanced technical courses and electives, toward both the bachelor’s and the M.C.S. degree requirements. Offered by the Graduate College and the College of Liberal Arts and Sciences; see Computer Science (p. 192) (College of Liberal Arts and Sciences) in the Catalog.

Joint B.S.E./M.S.: Electrical and Computer Engineering

The joint B.S.E./M.S. program in electrical and computer engineering enables undergraduate students majoring in electrical engineering to begin work toward the M.S. while completing the bachelor’s degree. Students admitted to the program may count 9 s.h. toward both the B.S.E. and M.S. degree requirements. They also may count an additional 3 s.h. toward the M.S. degree requirements and engage in thesis-level research before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Electrical and Computer Engineering (p. 857) in the Catalog.

Joint B.A./M.A.: German

The joint B.A./M.A. program in German enables undergraduate students majoring in German to begin work toward the M.S. while completing the bachelor’s degree. Students admitted to the program may count 12 s.h. of credit toward both the B.A. and M.A. degree requirements. They also have the opportunity for early entrance into advanced courses in German. Offered by the Graduate College and the College of Liberal Arts and Sciences; see German (p. 330) (College of Liberal Arts and Sciences) in the Catalog.

Joint B.S.E./M.S.: Industrial Engineering

The joint B.S.E./M.S. program in industrial engineering enables undergraduate students majoring in industrial engineering to begin work toward the M.S. while completing the bachelor’s degree. Students admitted to the program may count 6 s.h. toward both the B.S.E. and M.S. degree requirements. They also may count an additional 6 s.h. toward the M.S. degree requirements, attend one of the department’s graduate seminars, and work on master’s thesis research before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Mechanical and Industrial Engineering (p. 867) in the Catalog.

Joint Law and Graduate Degrees

The College of Law and several Graduate College programs and schools have developed joint programs in which students pursue the Juris Doctor (J.D.) degree and a graduate degree concurrently. Offered by the Graduate College and the College of Law; see College of Law (p. 962) in the Catalog.

Joint M.A.: Library and Information Science/Certificate in Book Studies

The joint M.A. in library and information science and Certificate in Book Studies/Book Arts and Technologies prepares students for careers in special collections librarianship. Students admitted to the program receive training in the management of varied types of special collections, such as rare books, manuscripts, archives, graphics, music, and ephemera. Offered by the Graduate College; see Library and Information Science (p. 935) and Center for the Book (p. 915) (both Graduate College) in the Catalog.
Joint B.A./M.A.: Linguistics with TESL Focus
The joint B.A./M.A. program in linguistics with TESL (Teaching English as a Second Language) focus enables students majoring in linguistics to begin work toward the M.A. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of advanced course work toward both the B.A. and M.A. degree requirements and may take selected graduate-level courses before they have been awarded the B.A. degree. They also may gain experience teaching ESL at the college level early in their graduate careers. Offered by the Graduate College and the College of Liberal Arts and Sciences; see Linguistics (p. 430) (College of Liberal Arts and Sciences) in the Catalog.

Joint B.S.E./M.S.: Mechanical Engineering
The joint B.S.E./M.S. program in mechanical engineering enables undergraduates majoring in mechanical engineering to begin work toward the M.S. while completing the bachelor's degree. Students admitted to the program may count 6 s.h. toward both the B.S.E. and M.S. degree requirements. They also may count an additional 6 s.h. toward the M.S. degree requirements, attend a graduate seminar, and participate in master's thesis research before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Mechanical and Industrial Engineering (p. 867) in the Catalog.

Joint B.S.E.: Mechanical Engineering/ M.S.: Civil and Environmental Engineering
The joint B.S.E. in mechanical engineering/M.S. in civil and environmental engineering enables undergraduate students majoring in mechanical engineering to begin work toward the M.S. in civil and environmental engineering while completing the bachelor's degree. Students admitted to the program may count 9 s.h. of course work toward both the B.S.E. and M.S. degree requirements. They also may count an additional 3 s.h. toward the M.S. degree requirements before they have been awarded the B.S.E. degree. Offered by the Graduate College and the College of Engineering; see Mechanical and Industrial Engineering (p. 867) and Civil and Environmental Engineering (p. 844) in the Catalog.

Joint M.D./Ph.D. (Medical Scientist Training Program)
The joint Doctor of Medicine/Doctor of Philosophy program prepares students for careers in academic medicine, with emphasis on basic and clinical research. Offered by the Graduate College and the Carver College of Medicine; see Medical Scientist Training (p. 1038) Program (Carver College of Medicine) in the Catalog.

Joint B.S./Ph.D.: Microbiology
The joint B.S./Ph.D. program in microbiology enables undergraduate students majoring in microbiology to begin work toward the Ph.D. while completing the bachelor's degree. Students admitted to the program may count 12 s.h. of credit toward both the B.S. and Ph.D. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the Carver College of Medicine; see Microbiology (p. 1040) in the Catalog.

Joint B.A.: Psychology/M.P.H. with Community and Behavioral Health Subtrack
The joint B.A. in psychology/M.P.H. program with community and behavioral health subtrack enables Bachelor of Arts students majoring in psychology to begin work toward the M.P.H. while completing the bachelor's degree. Students admitted to the joint program may count 12 s.h. of credit toward both the B.A. and M.P.H. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the College of Public Health; see Psychology (p. 518) and Master of Public Health Program (p. 1171) in the Catalog.

Joint B.A./M.A.T. with Science Education Subtrack
The joint B.A./M.A.T. program with science education subtrack enables Bachelor of Arts students majoring in biology, chemistry, environmental sciences, or physics to begin work toward the M.A.T. while completing the bachelor’s degree. Students admitted to the program may count 18 s.h. of credit toward both the B.A. and M.A.T. degree requirements. Offered by the Graduate College, the College of Liberal Arts and Sciences, and the College of Education; see Biology (p. 118), Chemistry (p. 132), Environmental Sciences (p. 275), or Physics and Astronomy (p. 490) (College of Liberal Arts and Sciences) and Teaching and Learning (p. 774) (College of Education) in the Catalog.

Joint Au.D./Ph.D.: Speech and Hearing Science
The joint Au.D./Ph.D. program in speech and hearing science is designed for students who would like to practice audiology and hold a faculty position at a university. Students admitted to the program work concurrently toward the Doctor of Audiology and the Doctor of Philosophy; they may count 30 s.h. toward the requirements of both degrees. Offered by the Graduate College and the College of Liberal Arts and Sciences; see Communication Sciences and Disorders (p. 163) (College of Liberal Arts and Sciences) in the Catalog.

Certificate Programs
Several Graduate College programs offer certificates. For detailed information about each one, see Center for the Book (p. 915), Cognitive Science of Language (p. 920), Informatics (p. 929), Rhetorics of Inquiry (p. 948), and Transportation Studies (p. 953).

The Graduate College also participates with other University of Iowa colleges in offering the following graduate certificates.

Advanced Practice Nursing
The Certificate in Advanced Practice Nursing is a program for Doctor of Nursing Practice (D.N.P.) students that offers advanced clinical training in five specialty areas: adult/gerontology nurse practitioner, family nurse practitioner, neonatal nurse practitioner, pediatric nurse practitioner,
and psychiatric/mental health nursing. Students who complete the D.N.P. program and the certificate requirements are qualified to sit for a professional certification exam. Completion of the certificate program is noted on the student’s transcript. See College of Nursing (p. 1105) in the Catalog.

**Aging Studies**
The Aging Studies Program is a multidisciplinary certificate program administered by the College of Liberal Arts and Sciences in cooperation with other University of Iowa colleges. The program is designed to complement graduate degree programs or to serve as a stand-alone nondegree program for students with academic, professional, research, or service career interests in aging. Completion of the certificate program is noted on the student’s transcript. See Aging Studies (p. 31) (College of Liberal Arts and Sciences) in the Catalog.

**Agricultural Safety and Health**
The Certificate in Agricultural Safety and Health is a postbaccalaureate program for practicing health care professionals serving rural areas and for health professionals students who intend to practice in rural areas. The program is designed to help rural health professionals address safety and health issues in farm settings. Completion of the certificate program is noted on the student’s transcript. See Agricultural Safety and Health (p. 1140) (College of Public Health) in the Catalog.

**American Indian and Native Studies**
The American Indian and Native Studies Program (AINSP) offers an interdisciplinary certificate program focusing on the histories, cultures, languages, arts, religious traditions, political and social organizations, economies, geographies, literatures, and contemporary legal and political concerns of Native Americans of the United States as well as other indigenous peoples of the Western Hemisphere. Completion of the certificate program is noted on the student’s transcript. See American Indian and Native Studies (p. 34) (College of Liberal Arts and Sciences) in the Catalog.

**Biostatistics**
The Certificate in Biostatistics is open to students in University of Iowa graduate degree programs outside biostatistics and to individuals admitted to the Graduate College as nondegree students. The certificate program enables students to add a formal biostatistics emphasis to their degree programs. Students who complete the certificate in conjunction with a graduate degree may count a maximum of 6 s.h. of certificate credit toward their graduate degree. See Biostatistics (p. 1141) (College of Public Health) in the Catalog.

**College Teaching**
The Certificate in College Teaching complements discipline-oriented graduate programs and prepares students for careers in postsecondary education. The program is open to graduate students working toward a Ph.D. or other terminal graduate degree. Completion of the certificate program is noted on the student’s transcript. See College of Education (p. 715) in the Catalog.

**Emerging Infectious Disease Epidemiology**
The Certificate in Emerging Infectious Disease Epidemiology is a postbaccalaureate program designed to meet the training needs in emerging infectious disease of international public health professionals as well as University of Iowa graduate students. Applicants to the program must hold a bachelor’s degree. Completion of the certificate program is noted on the student’s transcript. See Emerging Infectious Disease Epidemiology (p. 1153) (College of Public Health) in the Catalog.

**Gender, Women’s, and Sexuality Studies**
The Certificate in Gender, Women’s, and Sexuality Studies is open to students enrolled in graduate degree programs. Completion of the certificate program is noted on the student’s transcript. See Gender, Women’s, and Sexuality Studies (p. 297) (College of Liberal Arts and Sciences) in the Catalog.

**Global Health Studies**
The Global Health Studies Program emphasizes international health problems and solutions in the developing and developed worlds, including the United States. The interdisciplinary certificate program is open to both graduate and undergraduate students. Admission is competitive but does not require previous academic study in the health sciences. Completion of the certificate program is noted on the student’s transcript. See Global Health Studies (p. 337) (College of Liberal Arts and Sciences) in the Catalog.

**Multicultural Education and Culturally Competent Practice**
The Certificate in Multicultural Education and Culturally Competent Practice is open to graduate students enrolled in graduate degree programs and to postbaccalaureate nondegree graduate students. The curriculum, which consists of five courses (15 s.h.), begins with an introductory course and ends with a capstone course. Contact the Office of Graduate Inclusion to learn more about the certificate program.

**Sacred Music**
The Certificate in Sacred Music is an interdisciplinary program with courses in sacred music, choral conducting and literature, keyboard, voice, religion, and art and art history. The program is open to students enrolled in a graduate degree program and to nondegree students who have been admitted to the Graduate College and who have consent of the certificate’s faculty advisor. Completion of the certificate program is noted on the student’s transcript. See Music (p. 460) (College of Liberal Arts and Sciences) in the Catalog.

**Translational and Clinical Investigation**
The Certificate in Translational and Clinical Investigation is designed for clinicians who seek advanced training in clinical methodology and applied patient-oriented research skills. Students in the certificate program must be practicing academic clinicians who have completed doctoral training. Completion of the program is noted on the student’s transcript. See Epidemiology (p. 1154) (College of Public Health) in the Catalog.
Affiliated Program

The Office of Graduate Inclusion (OGI) is dedicated to providing academic assistance to graduate students from underrepresented populations across graduate programs; to helping build a sustainable practice of inclusion that nourishes and attracts underrepresented graduate students campuswide; and to helping build community through individual and group activities focused on successful academic progress.

OGI's specific goals are to increase numbers of underrepresented minorities in graduate programs; increase the number of doctoral students among U.S. minorities in graduate programs at Iowa; create a department-centered effort of graduate inclusion; offer support to University of Iowa departments and programs that are interested in building, extending, or sustaining their practices of inclusion; support faculty-based efforts for recruiting top graduate scholars who are members of underrepresented minorities; provide mentoring and support for students throughout their degree programs; and provide information on grant opportunities for departments and programs that are pursuing graduate inclusion.

Research Resources

Many of the University’s diverse research activities are centrally administered by the Office of the Vice President for Research, which has a cooperative relationship with the Graduate College.

Financial Support

Approximately half of the University’s graduate students receive some form of University-administered financial assistance. For eligibility requirements and application procedures, see “Section VII. Graduate Appointments” in the Manual of Rules and Regulations of the Graduate College The following are the primary sources of assistance.

Teaching and Research Assistantships

Teaching and research assistantships are available in most departments. Assistantship stipends typically range between $17,330 for a half-time academic-year appointment and $21,180 for a half-time fiscal-year appointment; assistants also are eligible for tuition scholarships. Assistants (one-quarter-time or more) are classified as residents for fee purposes.

Iowa Arts Fellowships

Iowa Arts Fellowships are for University of Iowa graduate students entering M.F.A. programs. Typical stipends are $18,500 for the academic year, with all tuition (excluding mandatory fees) paid, plus a health insurance allowance, for a maximum of two years (the second year being contingent on demonstrated exceptional progress toward completion of the M.F.A.). There are no departmental service obligations.

Iowa Performance Fellowships

Iowa Performance Fellowships are for first-year D.M.A. candidates in a performance area of music. Recipients are nominated by the School of Music. Awards include academic-year fellowships ($17,500 for year one, $8,665 for years two and three), summer fellowships ($2,000 for years one and two), and tuition (excluding mandatory fees). The School of Music provides a one-quarter-time research assistantship in years two and three.

Dean’s Graduate Research Fellowships

Dean’s Graduate Research Fellowships are awarded to first-year graduate students who are members of minority groups underrepresented in the nominating department’s discipline area. Doctoral students receive an annual stipend of $22,000 ($18,000 for the academic year and $4,000 for summer session) plus tuition (excluding mandatory fees) for the first year and final dissertation year. They also receive a half-time research or teaching assistantship stipend, tuition (excluding mandatory fees), and a summer stipend ($4,000 if they register) during years two and three. Students earning a terminal master’s degree (e.g., M.F.A.) receive fellowship support equivalent to one academic year ($17,000) and are eligible to receive two summer session stipends ($3,000 each if they register) and tuition (excluding mandatory fees) for two years. The master’s fellowship support may be distributed over two academic years ($8,500 per year), if requested. Both doctoral and master’s degree fellows are expected to conduct mentored research and/or scholarly activities while on fellowship support during the academic year and summer sessions.

Presidential Graduate Fellowships

Presidential Graduate Fellowships provide five-year awards for doctoral students on a year-round basis. Fellows receive an annual stipend of $24,000 ($18,500 for the academic year and a $5,500 summer stipend), plus full tuition (excluding mandatory fees) for years one and four; a research assistant or teaching assistant stipend during the academic year and a $5,500 summer stipend and full tuition (excluding mandatory fees) for years two and three. Recipients have no duties during their fellowship years and are eligible for up to four summers of support. In their final year, awardees are eligible to apply for a Ballard and Seashore Dissertation-Year Fellowship; those who do not receive the fellowship are awarded a research assistantship, a teaching assistantship, or a fellowship from their department.

Graduate College Summer Fellowships

Graduate College Summer Fellowships are for advanced doctoral students who have completed their comprehensive exams, are working to complete their dissertations, and so do not otherwise have funding for the summer session. Awards provide a summer stipend of $3,000 plus tuition for 1-2 s.h. at the College of Liberal Arts and Sciences tuition rate. Awardees must enroll for the six-week or eight-week summer session; students enrolled in the three-week summer session are not eligible to receive the fellowship.

T. Anne Cleary International Research Fellowships

The T. Anne Cleary International Research Fellowships are for doctoral students who have completed all pre-dissertation requirements, including the comprehensive examination, and who will use the fellowship for dissertation research outside North America. The awards may vary from $1,500 to $5,000 and are meant to
supplement other research funds. Doctoral students in any discipline may apply. Past recipients of the Cleary fellowship and Doctor of Musical Arts students who choose the D.M.A. essay option are not eligible.

**Ballard and Seashore Dissertation-Year Fellowships**

Ballard and Seashore Dissertation-Year Fellowships are annual fellowships for doctoral students in the humanities and social sciences who have completed all doctoral degree requirements except their dissertation. Recipients are nominated by their departments. Fellowships provide $18,000 for the academic year plus tuition (excluding mandatory fees) for up to 2 s.h. and a health insurance allowance.

**Scholarships**

Scholarships provide up to full tuition.

**GRADUATE STUDENT TRAVEL AWARDS**

Graduate student travel awards provide reimbursement for travel by students who present research and scholarship results to professional conferences. Awards are competitive across disciplines and vary from $200 to $400. Funds are administered by the Graduate Student Senate and the Graduate College.

**Other Sources**

For other sources of financial support, contact the Office of Student Financial Aid.

Many departments offer additional support through traineeships, part-time employment in research, or part-time teaching appointments. The Office of the Vice President for Research maintains a library of information on public and private agencies that provide funds for research and graduate study. Much material has been collected concerning awards for overseas study.

**Graduate Student Senate**

The Graduate Student Senate is the University graduate student body representative organization. Representatives are elected annually from each University department that has a graduate degree program. The senate's primary purpose is to serve the interests of the graduate student body in matters affecting its welfare. The senate advises the dean of the Graduate College on matters pertaining to the college.

**Manual of Rules and Regulations of the Graduate College**

The following text is from the Manual of Rules and Regulations of the Graduate College. The most up-to-date version of this manual is available online; see "For Students" on the Graduate College web site.

**The Academic Program**

**Section I. Admission to the Graduate College**

**A. APPLICATION PROCEDURE**

All students seeking to register for the first time in the Graduate College of The University of Iowa must secure formal admission from the director of Admissions. Applicants may obtain the proper forms from the Office of Admissions. Prospective students may also download the application or apply online from the admissions web site.

In addition to these forms, official transcripts, test scores, and other supporting material must be submitted by the designated deadline prior to the session in which admission is expected. Specific deadline dates will be established by the dean of the Graduate College and the director of Admissions and printed in the Catalog and elsewhere.

**B. ADVANCED MEASUREMENT TESTS**

Each graduate program will determine which, if any, advanced measurement test(s) will be required of the applicants to the program. Examples of such examinations include the General (Aptitude) Test of the Graduate Record Examination (GRE), the GRE Subject (Advanced) Tests, and the Graduate Management Admission Test (GMAT). For those departments or programs that choose to require an examination, the examination must be required for all students; there cannot be exempt categories. Additionally, a final admission decision will not be made by the Office of Graduate Admissions until the student’s scores have been received. The judgment of acceptable levels of performance on these tests, and the weight of such scores in the overall decision-making process, is left to the department or program.

**C. ENGLISH FOR INTERNATIONAL STUDENTS**

Prior to consideration for admission, international student applicants whose native language is other than English must take and pass either the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System), unless they have received a degree from an accredited college or university in the United States, the United Kingdom, Canada (except Quebec), Australia, or New Zealand. These examinations are given at various times of the year and in many centers throughout the world.

International students transferring from unfinished degree programs of other universities in the United States who have not taken either of these examinations, or who have received a score lower than the minimum established by the Graduate College dean, must take the TOEFL or IELTS examination and receive a passing score prior to consideration for admission.

Students who barely pass the established minimum on the TOEFL, as well as all IELTS submitters, will be required to sit for an English evaluation upon arrival in Iowa City. The Graduate College will require these students to take and pass recommended course work in English usage at The University of Iowa designed especially for international students.

**D. EARLY ADMISSION**

A student who is within 6 s.h. of having satisfied all the requirements for the bachelor’s degree at The University
of Iowa or any other accredited college may be given provisional admission.

E. CANDIDACY

Admission to the Graduate College is not the equivalent of acceptance as a candidate for an advanced degree, which must be earned through work successfully completed at The University of Iowa. (See "Section X. Master's Degrees" and "Section XII. Doctor's Degrees." )

F. DECLARATION OF MAJOR AND DEGREE

Every applicant for admission must indicate on the application form the department or program of major interest and the degree, certificate, or professional objective he or she intends to pursue. The only exceptions to this regulation are the limited number of applicants registered as nondegree ("special") students. (See definition of nondegree status in next section.) Changes in the major or degree status may be made in the course of a student's graduate study with the approval of the department to which the transfer is proposed. To initiate such action, the student must file a change of major or degree status in the Office of Admissions.

G. ADMISSION REQUIREMENTS AND STATUS

Graduates of any college or university accredited by regional accrediting associations may be admitted to the Graduate College if their academic records meet the required standards. Upon admission, all students fall into one of the following three categories:

1. Regular--For students who have met the minimum requirements for admission and who have been accepted by a department, or interdepartmental degree program, for work leading to a graduate degree or certificate or for professional improvement. The minimum g.p.a. for admission as a regular student to all graduate programs is 3.00.

Departments or programs may petition the Graduate College dean for admission of a student whose g.p.a. is lower than 3.00, if there is sufficient evidence of the student's academic and/or professional achievement indicating his/her potential for success in a graduate program.

Departments, or committees in charge of interdepartmental degree programs, may, and often do, set higher minimum admission requirements than those set forth above for the Graduate College as a whole. Information concerning departmental or program requirements may be obtained directly from the executive of the department concerned.

2. Conditional--Students who are interested in working toward a graduate degree or certificate but who are required by a department to demonstrate their ability to do satisfactory graduate work before being admitted to regular status. To be admitted on a conditional basis, the student must be recommended by a department, which will assume responsibility for advising him or her. The student on conditional status must achieve regular status within two sessions of registration in the Graduate College by attaining a g.p.a. of at least 3.00 and acceptance by the major department, or be dismissed.

3. Nondegree (Special)--Students with a valid bachelor's degree and at least a 2.50 g.p.a. are eligible to register for a total of no more than two courses per semester. In addition, a nondegree student may not accumulate more than two courses within a given department/program under this classification. These students must be approved for admission by the Graduate College and the Office of Admissions. Nondegree graduate students are not eligible for a graduate degree.

H. ADMISSION OF FACULTY MEMBERS TO GRADUATE STUDY

Persons who hold faculty rank of assistant professor (including clinical assistant professor) or above at The University of Iowa may be admitted as nondegree students. (See "Section G" above.) A person holding faculty rank as specified above may petition the Graduate College dean for permission to enter a departmental program for work leading to an advanced degree, certificate, or professional improvement except in the department of his or her appointment or a closely related department. Such petitions must have prior approval of the department of appointment, dean of the college of appointment, the department in which study is to be pursued, and the Graduate College.

I. READMISSION

If a student’s enrollment is interrupted for any reason so that she or he is not enrolled for three consecutive academic sessions (including the spring, summer, and fall sessions but excluding the winter session), the student must apply for readmission. The readmission application form must be used. The Graduate College will not require new letters of recommendation, a new Personal Statement section, a written explanation of the reasons for the absence, or a plan for degree completion. However, departments and programs may choose to require any or all of the foregoing.

Section II. Registration

A. STANDARD SCHEDULE

Students registered in the Graduate College may register for no more than 15 semester hours in all courses eligible for graduate credit 100 (3000)-level or above. A maximum, graduate semester-hour registration will include all courses numbered 100 (legacy numbering) or 3000 (new renumbering) and above, whether they are offered as on-campus, extension, or workshop classes. In a schedule of mixed graduate and undergraduate courses, 2 hours of undergraduate credit may be substituted for 1 hour of graduate credit, with registration limited to a total of 18 semester hours. This equivalency applies to the calculation of academic load only. Graduate credit is not given for courses numbered under 100 (3000). In 2014 the summer session will expand to 12 weeks. The maximum registration for the twelve-week summer session is 12 semester hours. Corresponding maximums for the eight-week, six-week and four-week summer sessions and the three-week winter session are 8, 6, 4, and 3 semester hours, respectively. The maximum semester-hour registration for work scheduled outside of a regular summer session will be arranged on a basis proportionate to that stated above with the approval of the Graduate College dean.

Nine semester hours in the regular semester constitute full-time registration. (Fellows are required to carry at least 9 semester hours during a semester as a condition of their appointments.) One-quarter-time and one-third-time appointees are permitted to register for the maximum
15 semester hours per semester and 12 semester hours during the twelve-week summer session.

B. COURSES NOT INCLUDED IN FULL REGISTRATION
In addition to a full schedule, a graduate student may register for offered courses carrying 0 s.h. of credit.

C. CHANGES IN ANNOUNCED CREDIT
Graduate students may not register for more credit than that offered for any course, but may register for less credit, or no credit, by permission of the instructor. The number of courses a graduate student may take for limited or no credit is subject to the consent of the advisor and the approval of the dean of the Graduate College.

D. REDUCED SCHEDULES FOR TEACHING AND RESEARCH ASSISTANTS AND OTHER APPOINTEES*
1. One-half-time appointees may register for not more than 12 s.h. during a semester or 6 s.h. during the eight-week summer session.
2. Five-eighths-time appointees may register for not more than 10 s.h. during a semester or 5 s.h. during the eight-week summer session.
3. Two-thirds- and three-quarter-time appointees may register for not more than 9 s.h. during a semester or 5 s.h. during the eight-week summer session.

*See Section VII.F for information regarding graduate assistant overload appointments (those more than one-half-time/20 hours per week).

E. RETROACTIVE REGISTRATION
No form of retroactive registration is permitted.

F. REGISTRATION FOR PART OF A SESSION
A graduate student may register at any time during the semester or the eight-week summer session for not more than 1 s.h. of credit for each of the remaining weeks of classes (not including the examination period) in the term. The total registration may not exceed the 15 s.h. permitted for a semester and the 8 s.h. permitted for the eight-week summer session. Registration after the last day of the second week of a semester or the third day of the second week of a summer session is permitted only in courses involving special projects, readings, individual study, thesis, or research, with the signed approval of the instructor concerned and the Graduate College dean. Proportional credit limitations and deadlines for the three- and six-week summer sessions will be established on a prorated basis.

G. EXTRAMURAL REGISTRATION
After admission to a departmental program in the Graduate College, registration for work done off campus may be accepted for residence credit under the following circumstances:
1. Traveling Scholar Program of the Committee on Institutional Cooperation (see "Section III").
2. Research at approved locations under the direction of members of the graduate faculty of The University of Iowa.
3. Fieldwork as part of a regularly scheduled course or research program.

4. Courses taught off campus by members of the graduate faculty (see "Section X.D" and "Section XII.C" for minimum semester hours required on campus for the master's and doctor's degrees).
5. Residence graduate credit from another Iowa Regents' university (see "Section V.B").
6. As many as 9 s.h. of graduate work taken at the Quad Cities Graduate Center from faculty other than faculty of the Iowa Regents' universities, provided the work is acceptable to the student's major department for the specified degree.

Extramural registration does not count toward residence credit in the following circumstance:
Course work transferred from another institution.

H. SYSTEM OF COURSE NUMBERS
Courses primarily for graduate students are numbered 200 or above in each department. Courses open to and carrying credit for both graduate and undergraduate students are numbered from 100 to 199. A student must be enrolled in the Graduate College in order to earn graduate credit for course work numbered 100 or above. Courses below 100 are not accepted for graduate credit irrespective of a student's classification. Graduate credit may not be earned for taking courses numbered below 100 by registering in such courses as readings, special projects, or independent study having course numbers of 100 or above.

I. AUDITING OF COURSES
Upon approval of the instructor and the advisor, graduate students may audit courses for zero credit. Fee assessment for auditing courses is based on the number of hours for which the course is offered, with a minimum of 1 s.h. Auditing is permitted only for a student who is currently registered. See “Section VI.C” for the marking system.

J. DROPPING OF COURSES
All graduate students who drop courses after the deadline date established by the dean of the Graduate College for each session and published by the registrar shall receive the grade of F unless the entire registration is withdrawn. This regulation may be waived by the Graduate College dean only on the recommendation of the Student Health director or the Counseling Service. If a student withdraws registration after the deadline date, the student must obtain permission from the dean of the Graduate College before being permitted to reregister.

Section III. Traveling Scholar Program
A. PURPOSE
The program, under the auspices of the Committee on Institutional Cooperation representing 13 universities in the Midwest, enables a doctoral student to take advantage of special resources available on another campus but not available on his or her own campus: special course offerings, research opportunities, unique laboratories, and library collections.

B. PROCEDURE
1. A CIC Traveling Scholar first must be recommended by his or her own graduate advisor, who will approach an appropriate faculty member at the possible host institution in regard to a visiting arrangement.
2. After agreement by the student's advisor and the faculty member at the host institution, graduate deans at both institutions will be fully informed by the advisor and have the power to approve or disapprove.

3. A CIC Traveling Scholar will be registered at the home university, and fees will be collected and kept by that institution.

4. Credit for the work taken will be recorded at the home university.

5. Those desiring additional information should inquire at the office of the Graduate College.

C. CONDITIONS
CIC Traveling Scholars will normally be limited to two semesters or three quarters on another campus. Each university retains its full right to accept or reject any student who wishes to study under its auspices.

Section IV. Academic Standing, Probation, and Dismissal
A. NONDOCTORAL STUDENTS
A nondoctoral departmental (master's, professional improvement, certificate) student, except one on conditional status, shall be placed on probation if, after completing 8 s.h. of graduate work, the student's cumulative grade-point average on graduate work done at The University of Iowa falls below 2.75. If, after completing 8 more s.h. of graduate work at this University, the student's cumulative grade-point average remains below 2.75, the student shall be denied permission to reregister within any departmental program; otherwise the student shall be restored to good standing.*

Nondoctoral, nondoctoral (nondegree, extension, workshop) students shall be evaluated for probation and dismissal purposes based on the same semester-hour sequence as stated above, at a minimum cumulative grade-point average of 2.50.

*This requirement shall apply to students entering nondoctoral departmental programs beginning with the fall 2001 semester. A minimum cumulative grade-point average of 2.50 is required of nondoctoral departmental students admitted prior to that session.

B. DOCTORAL STUDENTS
A doctoral student on regular status shall be placed on probation if, after completing 8 s.h. of graduate work, the student's cumulative grade-point average on graduate work done at The University of Iowa falls below 3.00. If, after completing 8 more s.h. of graduate work at this University, the student's cumulative grade-point average remains below the required level, the student shall be dropped from the program and denied permission to reregister unless the student applies and is accepted for a nondoctoral degree or certificate program. If, after completing the second 8 s.h., the cumulative grade-point average is at least 3.00, the student is returned to good standing.*

*This requirement shall apply to students entering doctoral programs beginning with the fall 1979 semester. A minimum cumulative grade-point average of 2.70 is required of students admitted to doctoral programs prior to that session.

C. RESTRICTION ON STUDENTS ON PROBATION
A student on probation shall not be permitted to take comprehensive or final examinations leading to any degree or certificate, nor may the student receive any graduate degree or certificate.

D. DEPARTMENTAL REGULATIONS AND DISSEMINATION OF INFORMATION
In addition to the above University-wide requirements, departments may establish further requirements which then determine the individual student's standing with regard to probation and dismissal. To this end, each department or program shall compile a written list of standards and procedures for work in that area. These documents shall be on file in each departmental office and the office of the Graduate College dean. Copies are to be available for students in the departmental office, and departments shall make all reasonable efforts to inform students. Subsequent changes in standards or procedures shall be communicated by the department to each student and the Graduate College dean. Whenever departments revise standards for a given program, the new regulations will not apply retroactively to the disadvantage of those already in the program. In addition to notifying students that they are subject to the rules of the Graduate College as set forth in the Manual of Rules and Regulations, any standards established by the department more stringent than the general Graduate College requirements shall be stated. Information shall be provided outlining required courses applicable to the various departmental programs of study, examination procedures and other formal evaluations, departmental policies with regard to awarding and renewing assistantships, time limits on programs of study, departmental registration policies, departmental grade-point requirements, requirements for changing from one degree program to another within the department--especially from the master's to the doctor's--departmental probation and dismissal policies and procedures (see "E" following), and other matters as are appropriate. The nature of the departmental advisory system shall be explained to incoming students.

E. ACADEMIC PROGRESS, DEPARTMENTAL PROBATION, AND DISMISSAL PROCEDURES
If a student is failing to meet departmental standards, the department shall warn the student of this fact in writing. The notification shall specify in what way(s) the student is failing to meet the standards, the student shall be provided a reasonable amount of time to meet the standards prior to departmental dismissal. If conditions such as conditional admission or probation are imposed, the department shall give, at the time of its imposition, written explanation of this status and its time limits.

A student who will not be permitted to reregister for failure to meet standards shall be notified of this fact in writing with reasons for the action provided. Such dismissal may follow failure to meet conditions of admission, conditions of probation, pre-announced departmental grade-point requirements or other standards, or failure of a regularly scheduled examination or formal evaluation. If a student judges the dismissal decision improper, the student has a right to review. Each department shall establish procedures for handling such reviews. The procedures are to be approved by the Graduate College dean and shall afford a fair and expeditious review. A description of
these procedures shall be included in the departmental regulations described above. (See "Section IV.D."

F. PLAGIARISM BY GRADUATE STUDENTS

The Online Oxford English Dictionary (http://oed.com/view/Entry/144941?redirectedFrom=plagiarize#eid) defines "plagiarize" as follows, "to take and use as one's own (the thoughts, writings, or inventions of another person); to copy (literary work or ideas) improperly or without acknowledgement; (occas.) to pass off as one's own the thoughts or work of (another)." In practice, the exact definition of "plagiarize" or "plagiarism" is dependent upon the unique attributes of the creative work of a particular discipline. Thus, it is understood that different academic disciplines and cultures may have different interpretations as to the actual actions which constitute plagiarism. With this in mind, the Graduate College will operate in the following manner when a program or department discovers an act or acts of plagiarism on the part of a graduate student.

1) If the faculty members of a program or department determine that the transgression is not major, or else feel that there is a misunderstanding of the acts which constitute plagiarism, the program or department may wish to work with the student so as to prevent future occurrences of plagiarism on the part of that student. Written notification of the offense and the remediation for the offense must be sent to the Graduate College for inclusion in the student’s file.

2) If the faculty members of a program or department discover an act (or acts) of plagiarism that is (are) sufficiently egregious that expulsion from the program is warranted, the student will be terminated from his or her graduate program for reasons of plagiarism. In this case, the student will be simultaneously terminated from the Graduate College of The University of Iowa. The program or department must notify the student of his or her termination in writing. All relevant facts, as well as the process for appealing the decision, must be contained in the termination letter. The Graduate College must receive a copy of the termination letter. If the graduate student resigns from the program to avoid being terminated for reasons of plagiarism, the student will be considered to have simultaneously resigned from the Graduate College.

The appeal process for students accused of academic misconduct is specified in The University of Iowa document, "Policies and Regulations Affecting Students, Academic Misconduct," which states: "Questions of academic dishonesty arising within the colleges of Medicine, Law, Pharmacy, and Dentistry, and the Graduate College are treated on an individual basis."

In the Graduate College, the questions of academic dishonesty are handled at the departmental level. If the departmental decision is appealed, the dean may appoint an appeals committee of faculty and students from a slate of nominees prepared by the Graduate Council and the Graduate Student Senate to recommend an appropriate course of action.

The appeal process must be initiated by the student. If the student wishes to appeal the department’s or program’s action, that appeal must be lodged with the Senior Associate Dean for Academic Affairs of the Graduate College within 30 days of program or departmental dismissal.

G. GRADUATE COLLEGE REVIEW OF DEPARTMENTAL DISMISSAL

Questions involving judgment of performance will not be reviewed beyond the department level. If, however, the student feels there has been unfairness or some procedural irregularity concerning dismissal, the student may pursue a grievance according to the Academic Grievance Procedure (AGP) established by the Graduate College. The AGP is available in the Graduate College. The student should consult with the Graduate College prior to initiating an academic grievance.

Section V. Credits

A. TRANSFER OF GRADUATE CREDIT

Graduate work at other institutions will be entered on the student’s permanent record by the Office of Admissions and a report of this action will be sent to the student and to his or her major department. Credit for these courses toward an advanced degree at Iowa must have the approval of the major department and the dean of the Graduate College. (See "Section X.E." and "Section XII.E.", Reduction of Old Credits.)

B. RESIDENCE TRANSFER CREDIT

After admission to a departmental program in the Graduate College, residence graduate credit from another Iowa Regents' university may be counted as residence credit at this institution, provided such work is acceptable to the student’s major department on the basis of the department’s determination of its applicability toward the degree. (See "Sections X.D." and " XII.C." for minimum semester hours required on campus for the master's and doctor’s degrees, and "Sections X.E. and XII.E.", Reduction of Old Credits.)

C. GRADUATE CREDIT FOR VETERANS

Credit may be granted for studies pursued in war and military situations under such regulations as may be formulated by the national educational agencies and under such adaptation of standing rules as the Graduate Council may authorize from time to time to meet group or individual situations. The value of such credit in satisfying requirements for a degree will be determined by the major department with the approval of the dean.

D. WITHDRAWAL OF REGISTRATION AND PROPORTIONAL CREDIT FOR STUDENTS ENTERING MILITARY SERVICE

1. Students who leave within the first six weeks of the semester receive no credit.

2. Students who leave within the period of seven to nine weeks receive one-half credit.

3. Students who leave within the period of ten to twelve weeks receive two-thirds credit.

4. Grade reports for the one-half and two-thirds credit periods: (a) Instructors report grades only as satisfactory or unsatisfactory. (b) Credit is to be assigned on the basis of total registration minus thesis and seminar. (c) Courses are to be counted toward specific degree requirements only after the student returns and then only with the department’s approval.

5. Students who complete the twelfth week receive full credit.
6. Grade reports for the full-credit period: (a) Grades are to be reported only at the end of the semester. (b) Credit is to be reported in specific courses.

7. In each instance, the instructor reports the student’s credit, grade, and date of withdrawal. No credit is granted unless the student’s work is satisfactory at the time of leaving.

8. The amount of credit in thesis and research registration is to be reported to the registrar by individual instructors on the above basis except that less or zero credit may be assigned.

Section VI. Marking System

A. MARKS CARRYING GRADUATE CREDIT


B. MARKS CARRYING NO GRADUATE CREDIT

These are D+, D, D-, F, I--incomplete, W--withdrawn without discredit, R--registered, U--unsatisfactory, AUS--audit successful, and AUU--audit unsuccessful.

C. AUDIT

AUS is assigned when a student registered for zero credit attends as an auditor throughout the course; if the student fails to meet the instructor’s auditing requirements, AUU is assigned.

D. INCOMPLETE

The grade of I is to be used only when a student’s work during a session cannot be completed because of illness, accident, or other circumstances beyond the student’s control. In registrations for thesis, research, or independent study, the satisfactory/unsatisfactory grades may be applied. (See next paragraph, “E”.) An incomplete will automatically be converted to an F at the end of the next full semester (summer and winter sessions excluded), even if the student does not enroll after the session the I was posted.

Courses may not be repeated to remove incompletes; removal of an I is accomplished only through completion of the specific work for which the mark is given.

E. THESIS, RESEARCH, READINGS, INDEPENDENT STUDY, AND SPECIAL PROJECTS

Grades of S and U may be used for registrations in thesis, research, readings, independent study, and special projects. S--satisfactory means that the student receives credit for the work; U--unsatisfactory means that he or she receives no credit. Neither S nor U is used in computing grade-point averages. At a later date, the instructor may change the S to a letter grade. In addition, departments may ask the Graduate College dean for permission to use grades of S and U as described above for courses which, because of their special or experimental nature, are judged to be more appropriate for such grading. The type of grading system to be used in the above cases should always be mutually understood by the instructor and student.

F. GRADES OF S AND U

S and U may be used for courses taken by a graduate student outside the major department or interdepartmental degree program provided that the instructor of the course and the student’s departmental advisor approve the registration. Arrangements for satisfactory/unsatisfactory grading in these courses are accomplished by filing a card with appropriate signatures in the Registrar’s Office at the time of registration, or no later than the last day of the second week of a semester or the third day of the second week of a summer session. No changes from letter grades to satisfactory/unsatisfactory grades or vice versa will be allowed after these dates.

It is not the policy of the Graduate College to abandon the traditional letter grades described in this section; however, in certain exceptional instances, departments having several areas of concentration involving widely differing types of effort may request the permission of the Graduate Council to allow students majoring in one area to register in courses in another area within the same department or program on a satisfactory/unsatisfactory basis. In these instances, satisfactory/unsatisfactory cards will be used as described in the preceding paragraph.

G. COMPUTED GRADE-POINT AVERAGE

This is based only upon graduate work graded A+=4.33, A=4.00, A-=3.67, B+=3.33, B=3.00, B-=2.67, C+=2.33, C=2.00, C-=1.67, D+=1.33, D=1.00, D-=0.67, and F=0. Although a grade of A+ has a value of 4.33 in computing a student’s g.p.a., the cumulative average is truncated so as not to exceed 4.00.

Section VII. Graduate Appointments

A. SCHOLARSHIPS

Scholarships are competitive and are awarded on merit.

1. Eligibility for graduate scholarships and fellowships will include but will not be exclusive to: (a) registration in the Graduate College; (b) cumulative g.p.a. of at least 3.00; (c) a satisfactory rate of progress in completing the program for the degree.

2. Preference will be given to candidates for the doctoral degree.

3. Recommendations for graduate scholarships may be made to the Graduate College by the appropriate department executive, director, or dean. A graduate scholarship may be awarded whether or not a student holds an assistantship. The amount of scholarship for the academic year may vary, but in no case exceed the comprehensive fee assessed. Scholarships will be credited to the student’s University account.

B. GRADUATE COLLEGE FELLOWSHIPS

Fellowships are awarded by the Graduate College upon recommendation by departments to students with outstanding academic records. Fellows must be registered as full-time students. The primary purpose of the awards is to permit an advanced student to complete his or her dissertation or creative project and take the degree. Other terms of the award will be established by the Graduate College dean in consultation with the Graduate Council.

C. FACULTY RESEARCH ASSISTANTSHIPS

Faculty research assistantships are awarded to qualified graduate students and serve two purposes: to provide research service to professorial members of the academic staff and to provide apprenticeship experience for graduate students who are in training in research. Not more than 20 hours of service per week are required of a half-time assistant. Other part-time service is scaled in proportion, and a limited academic schedule is permitted (see "Section II.D"). Appointments ordinarily are made for
the nine-month academic year, but appointments may be made for other periods of time by special arrangement. Stipends vary with the qualifications of the appointee and the amount of service rendered.

D. GRADUATE TEACHING ASSISTANTSHIPS

These assistantships serve two purposes: assistance in the instructional program of the University and the preparation of future college teachers. In order to achieve both aims, scholastically superior graduate students who show exceptional promise as teachers are selected for graduate teaching assistantships. All appointments are made by the dean of the appropriate college on recommendation of the department.

E. ELIGIBILITY FOR SCHOLARSHIPS, FELLOWSHIPS, AND RESEARCH ASSISTANTSHIPS

Scholars, fellows, and faculty research assistants on the Graduate College budget must be registered as regular students in good standing in order to hold such appointments. Appointments will be terminated when registration and/or student status is terminated. In no instance may a student be promised or tendered an appointment until after approval for admission to the Graduate College by the director of Admissions.

F. GRADUATE ASSISTANT OVERLOAD APPOINTMENTS

Overload graduate assistantship appointments (those more than 20 hours/week) will be granted only when there is a clear case to be made beyond the student’s monetary gain or the benefit to the department.

Before making a graduate assistantship appointment that brings a student’s total appointment beyond 50%, the DEO or DGS of the program in which the student is enrolled (in consultation with the student’s advisor) must receive permission from the Associate Dean for Student and Administrative Affairs. All overload requests must address: (1) the potential academic benefit to the student from the additional appointment; (2) the student’s current progress towards degree completion; and (3) the effect of the additional appointment on the student’s future progress.

A total appointment of more than 62.5% should be seen as an exceptional situation and will be granted only to a maximum of 75% only for one semester during the entire time of a student’s graduate studies.

Before submitting an overload appointment request, the DEO or DGS must confirm that course registration for the semester does not exceed limits specified in "Section II.D." of this manual for the specific level of appointment.

Upon approval, international students must contact OISS and gain permission for Curricular Practical Training (CPT).

This policy applies only to teaching assistantships and research assistantships during the regular academic year. The DEO or DGS should make their graduate students aware of this policy during the department/program’s fall orientation.

G. LOANS

Graduate students requiring financial assistance may apply for loans at the Office of Student Financial Aid.

H. OTHER FORMS OF SUPPORT

Many departments offer financial assistance in the form of traineeships, part-time employment on research programs, or part-time teaching. Inquiries should be addressed directly to the major department.

Section VIII. Advanced Programs Offered in the Graduate College

The major areas in which the Graduate College offers degree programs are listed under "Degree Programs" at the beginning of this section of the Catalog.

Section IX. General Requirements for Advanced Degrees

A. APPLICATION FOR DEGREE

The student must file an application for an anticipated degree with the registrar by the deadline date printed in the Graduate College academic calendar for the session in which the degree will be conferred. The student must have the application signed by his or her advisor. Failure to file the application by the deadline date established by the Graduate College dean will result in postponement of graduation to a subsequent session.

B. ENROLLMENT IN FINAL SESSION

The student must be enrolled during the session in which the degree is to be conferred. Students who are away from the University campus during that session may meet this requirement by registering for independent study, research, or thesis hours according to the practice in the various departments. Doctoral candidates who have completed all work except the final examination may register for Doctoral Final Registration described in "Section XII.L." if such registration is appropriate. Master’s candidates who have completed all work except the final examination may register for Master’s Final Registration if such registration is appropriate. Both the Doctoral Final Registration and Master’s Final Registration require a 2 s.h. tuition/fee payment, and may be repeated if the degree requirements are not completed in this session. Registration in a course for which tuition/fees are not assessed (Cooperative Education Internship, for example) will not satisfy this requirement.

Section X. Master’s Degrees

A. KINDS OF DEGREES

The University of Iowa offers programs leading to the Master of Arts (M.A.) degree, Master of Science (M.S.) degree, and several professional master’s degrees.

M.A. and M.S. degrees require mastery of methodologies and practices of research and scholarship of the discipline. A thesis describing original scholarship or research may be required. M.A./M.S. degrees may be designed either as preparation for entry into doctoral degree programs or to provide advanced study and accomplishment that serves a variety of career and other purposes. Degrees are awarded in many fields of study, or majors, consistent with conventions of the discipline (e.g., M.A. in Art, English, Psychology; M.S. in Chemistry, Mathematics, Microbiology). (For complete list, see Section VIII.) M.A. and M.S. degrees require a minimum of 30 s.h., a final examination and, in some fields, a thesis.

Professional master’s degrees provide knowledge, perspectives, and skills required for professional
practice. Some programs may include introduction to research or scholarship sufficient to allow application of current literature to practice. Professional master's degrees generally are indicated by a three- or four-letter designation; examples include the Master of Fine Arts (M.F.A.), Master of Social Work (M.S.W.), Master of Public Health (M.P.H.), Master of Science in Nursing (M.S.N.), Master of Accountancy (M.Ac.). (For complete list, see Section VIII.) Professional master's degrees require a minimum of 30 s.h. Some may require a final examination as well as a thesis, papers, projects, colloquia, internships, or other experiential-based activity typical of preparation for practice in the field.

A student may prepare a proposal for an interdisciplinary course of study, including the plan of study defining course work, examination requirements, a research plan, and a committee of at least three faculty members, with either the department most directly concerned or the Graduate College designated as the sponsor. Final approval of such individual programs is granted by the Graduate College dean, who may add members to the student's supervising committee from other closely related departmental faculties or from the Graduate Council. The degree will be awarded in interdisciplinary studies (master's) stipulated in the approved graduate program and, parenthetically, the name of the sponsoring department.

**B. PLAN OF STUDY**

The applicant for a master's degree must file a plan of study approved by the advisor and the departmental executive with the Graduate College within the session in which the degree is to be granted and by the deadline date printed in the Graduate College academic calendar. If the session in which a student takes his or her final exam is earlier than the session in which the degree is to be granted, the Plan of Study must be filed prior to the administration of the student's final examination. The plan shall meet the requirements for the degree approved by the graduate faculty. (See also "Section IV.D. Departmental Regulations and Dissemination of Information.")

**C. MAJOR AND RELATED FIELDS**

The plan of study should provide for reasonable concentration in the major field of interest and, subject to the approval of the major department, may include related subjects from other departments.

**D. ACADEMIC RESIDENCE REQUIREMENT**

Of the minimum of 30 s.h. required for the degree, at least 24 s.h. must be completed under the auspices of The University of Iowa after admission to a graduate department/program. Various forms of extramural registration may qualify toward fulfillment of the aforementioned 24-hour residence requirement (see "Section II.G. Extramural Registration") in addition to regular on-campus registration. Students who have elected or who are required to write a thesis for conferment of their master's degrees, must complete at least 8 semester hours of the 24-hour, academic residence requirement on campus. At the discretion of the department, the 8-semester hour, on-campus requirement may be waived for nonthesis master's programs. Election of the waiver option is to be applied programatically, and not on a student-by-student basis, and must be formally conveyed to the Graduate College.

**E. REDUCTION OF OLD CREDITS**

Courses taken ten or more years prior to the session in which the master's degree is to be conferred must be evaluated by the major department in order to determine the possible use of these credit hours within a student's plan of study. The department, in turn, must send a letter of petition to the Graduate College, requesting the use of any or all of these credits toward the fulfillment of degree requirements.

**F. LIMIT ON PROFESSIONAL COURSES**

Work taken by a student in the Colleges of Dentistry, Law, or Medicine while enrolled for a professional degree may be credited to a graduate program leading to a master's degree if it is taken after the student has earned a bachelor's degree or has completed work equivalent to that required for a bachelor's degree at The University of Iowa. The work accepted from the professional college must be directly related to the student's major field of study in the Graduate College and be approved as a part of the plan of study by the student's advisor and the major department. Work completed while registered for a professional degree in law, medicine, or dentistry will be counted as part of the residence requirement for nondoctoral degrees in the Graduate College only when the student is registered in an appropriate joint degree program.

**G. TWO MASTER'S DEGREES**

The granting by this university of two master's degrees simultaneously or in succession requires that all of the requirements for each degree be satisfied separately. That is, the student must pass two final examinations, write two theses (if each program requires a thesis), and satisfy the Graduate College residency requirement for each degree separately. A minimum combined total of 60 s.h. of graduate credit must be achieved at the time that the second degree is conferred.

Some credit can be shared when one master's degree requires, or both master's degrees require, more than 30 s.h. of graduate credit. No more than one-fourth of the credit necessary for one degree may be composed of course work taken for the other degree, and there must still be a minimum combined total of 60 s.h. of graduate credit.

The directors of graduate study for the two programs, or the department heads of the departments housing the programs, must exchange letters in which they convey each program's approval of the student pursuing the two degrees. Copies of these letters must be sent to the Graduate College.

**H. MASTER'S DEGREE WITH THESIS**

Not more than 9 s.h. of credit for thesis research and writing shall be counted in satisfying the 30 s.h. minimum requirement. The thesis may be a scholarly study or an artistic production.

Beginning with the Fall 2009 Semester all master's theses, excluding MFA theses, must be submitted to the Graduate College in electronic format. MFA students will have the option of submitting hard-copy or electronic theses.

The first deposit of a thesis (an ETD or one hard copy of the MFA thesis), complete and in final typed form, must be presented to the Graduate College for a check of formal characteristics by the first-deposit deadline date.
in the session in which the degree is to be conferred. After approval by the Graduate College and by the thesis committee, the final deposit of the thesis (an ETD or two, identical hard copies of the MFA thesis) must be deposited with the Graduate College by the final deposit deadline date in the student’s graduation session. Failure to submit the first and final deposits of the thesis by the deadline dates established by the Graduate College will result in the postponement of graduation to a future session. [For detailed submission and formatting requirements, see Theses & Dissertations under Policies & Deadlines on the Graduate College web site.]

Nonrefundable fees are charged each thesis candidate to cover processing and publication costs of the thesis.

The thesis committee shall consist of at least three members of the graduate faculty and may or may not be identical to the final examination committee. (The final examination committee for the master’s degree shall consist of at least three members of the graduate faculty, at least two of whom are from the major department or program, and are members of The University of Iowa tenure-track faculty. See "X.K. Examining Committee.")

I. MASTER’S DEGREE WITHOUT THESIS
A master’s degree without thesis, consisting of at least 30 s.h. of graduate work, may be awarded upon the completion of a curriculum prescribed by a department and approved by the Graduate Council.

J. FINAL EXAMINATION
The requirements for master’s degrees may include a final examination which, at the discretion of the major department, may be written or oral or both. Such an examination will not duplicate course examinations. It will be evaluated by the examining committee as satisfactory or unsatisfactory, with two unsatisfactory votes making the committee report unsatisfactory. The report of the final examination is due in the Graduate College not later than 48 hours after the examination, and by the deadline date established by the Graduate College.

If the department so recommends, a candidate who fails the examination may present himself or herself for reexamination, but not sooner than the next regularly scheduled examination period in the following session.

The examination may be repeated only once.

A student must graduate within one calendar year after passing the final examination for a master’s degree; failure to meet this deadline will require reexamination of the student.

Upon recommendation of a department, the comprehensive examination for a doctoral degree may be substituted for the master’s examination.

Some master’s programs do not require a final exam. Students are responsible for checking the specific requirements of their individual degree programs.

K. EXAMINING COMMITTEE
The examining committee for the master’s degree consists of at least three members of the Graduate Faculty appointed by the dean upon recommendation of the major department or program. These committees are composed as follows:

At least two of the faculty members must be members of The University of Iowa tenure-track faculty.

A department or program may impose additional structure on the composition of its examining committees.

Departments and programs may request the dean’s permission to replace one of the three members of the Graduate Faculty by a recognized scholar of professorial rank from another academic institution. Also, a voting member may be added at the discretion of the Graduate College Dean.

Section XI. Graduate Certificate Programs
Graduate certificate programs reflect specialization, either within a field or in an area of study, research, or training. Some graduate certificate programs may be open only to students seeking degrees in related fields; others may be offered as independent programs. Graduate certificate programs are designed to enhance skills, to provide professional development and career advancement opportunities, to broaden career options, and for other purposes, both for traditional, full-time students and for those with full-time employment.

Graduate certificate programs usually require a minimum of 15 s.h. of specified course work and may, in addition, require papers, projects, or experiential learning components designed for specific cohorts. Certificate programs generally require two to three semesters to complete.

Examples include the graduate certificates in aging studies, American Indian and native studies, informatics, and advanced nurse practitioner. Requirements for each graduate certificate are included in The University of Iowa General Catalog.

Section XII. Doctor’s Degrees
A. CHARACTER OF DEGREE
The Graduate College offers doctoral programs leading to the Doctor of Philosophy (Ph.D.), the highest degree awarded by the university; the Doctor of Musical Arts (D.M.A.); the professional Doctor of Physical Therapy (D.P.T.); the professional Doctor of Audiology (Au.D.); and the professional Doctor of Nursing Practice (D.N.P.). The Doctor of Philosophy degree indicates marked excellence in original research or other creative work, and superior comprehension in the discipline. The Doctor of Musical Arts degree indicates marked excellence in performance and pedagogy. The Doctor of Physical Therapy degree indicates marked excellence in physical therapy differential diagnosis and clinical integration. The Doctor of Audiology degree indicates marked excellence in theoretical and advanced clinical skills. The Doctor of Nursing Practice degree indicates marked excellence in clinical practice and the application of clinical theory in the classroom and administrative venues.
B. PREREQUISITES
The candidate must present evidence of having completed a satisfactory amount of undergraduate work in the subject proposed for investigation or, in the case of deficiency, must register for prerequisite courses.

C. RESIDENCE REQUIREMENT
The Ph.D. is granted primarily on the basis of achievement rather than on the accumulation of semester hours of credit; however, the candidate is expected to have completed at least three years of residence in a graduate college. At least part of this residence must be spent in full-time involvement in one’s discipline, at this university, beyond the first 24 s.h. of graduate work; this requirement can be met either by: (1) enrollment as a full-time student (9 s.h. minimum) in each of two semesters; or (2) enrollment for a minimum of 6 s.h. in each of three semesters during which the student holds at least a one-quarter-time assistantship certified by the department as contributing to the student’s doctoral program. (For purposes of record and assessment of fees, student registration should reflect accurately the amount and kind of work undertaken in the Graduate College. All doctoral programs, including acceptable transfer credit, will contain a minimum of 72 s.h. of graduate work.)

D. INTERDISCIPLINARY STUDIES PROGRAMS
A student may prepare a proposal for an interdisciplinary course of study, including the plan of study defining course work, examination requirements, research plan, and a committee of at least five faculty members with either the department most directly concerned or the Graduate College, designated as the sponsor. Final approval of such individual programs is granted by the Graduate College dean, who may add members to the student’s supervising committee from other closely related departmental faculties or from the Graduate Council. The degree will be awarded in interdisciplinary studies (doctorate) stipulated in the approved graduate program and, parenthetically, the name of the sponsoring department.

E. REDUCTION OF OLD CREDITS
Courses taken 10 or more years prior to the doctoral comprehensive examination must be evaluated by the major department in order to determine the possible use of these credit hours within a student’s plan of study. The department, in turn, must send a letter of petition to the Graduate College, requesting the use of any or all of these credits toward the fulfillment of degree requirements.

F. LIMIT ON PROFESSIONAL COURSES
Work taken by a student in the Colleges of Dentistry, Law, or Medicine while enrolled for a professional degree may be credited to a graduate program leading to a doctoral degree if it is taken after the student has earned a bachelor’s degree or has completed work equivalent to that required for a bachelor’s degree at The University of Iowa. The work accepted from the professional colleges must be directly related to the student’s major field of study in the Graduate College, and the plan of study must be approved by the student’s advisor and the major department. Work completed while registered for a professional degree in law, medicine, or dentistry will be counted as part of the one academic year which must be spent in residence as a doctoral student only when the student is registered in a formally established joint degree program.

G. JOINT PROGRAM FOR MASTER’S AND DOCTORAL DEGREES
Those students who expect to continue their training through the doctoral degree may pursue a joint program for the master’s and doctor’s degrees. The master’s examination may be combined with the comprehensive examination for the doctorate for these candidates. The examining committee will file separate reports of its actions on the final examination for the master’s degree and for the comprehensive examination. Upon recommendation of the department and approval of the Graduate College dean, students who are well qualified by previous training may submit a plan of study that leads directly to the doctoral degree without earning the master’s degree as an intervening part.

H. REQUIREMENT IN FOREIGN LANGUAGES
There is no general Graduate College requirement in foreign languages. Those departments that do require competence in one or more foreign languages establish standards as to the extent and level of competence, as well as methods of testing. Specific requirements will be found in the departmental statements of standards and procedures (see “Section IV.D.”).

Specifications of departmental requirements in foreign languages are filed in the Graduate College office and may be changed upon the initiative of the departments.

Students enrolled in professional D.P.T., D.N.P., and Au.D. programs do not take comprehensive and final examinations and do not deposit a thesis with the Graduate College. The departments will be required to submit a doctoral plan of study to the Graduate College during the session of degree conferral. The plan will provide a listing of all graduate courses taken that apply toward the degree and a listing of courses in progress. The plan is to be filed no later than the deadline date printed in the Graduate College academic calendar.

J. PLAN OF STUDY
The development of a plan of study at the doctoral level is the responsibility of the student working together with his or her advisor. A formal plan of study must accompany the departmental request to the Graduate College for permission to conduct the comprehensive examination. The plan will provide a listing of all graduate courses taken that apply toward the degree and a listing of courses in progress or to be completed after the comprehensive examination.

K. COMPREHENSIVE EXAMINATION
The candidate must satisfactorily complete a comprehensive examination, consisting of written or oral parts or both at the discretion of the major department. Admission to the comprehensive examination is granted upon the recommendation of the major department, the filing of the plan of study, and the approval of the dean of the Graduate College. A student must be registered in the Graduate College at the time of the comprehensive examination, which must be satisfactorily completed not later than the session prior to the session of graduation. This examination, administered only on campus, is
intended to be an inclusive evaluation of the candidate’s mastery of the major and related fields of study, including the tools of research in which competence has been certified.

The comprehensive examination is not a deferred qualifying examination. It is intended to evaluate the candidate’s mastery of the subject at or near the end of his or her formal preparation and prior to the completion of the dissertation. The comprehensive examination and the final examination, which is concerned chiefly with defense of the thesis and related subjects, are the two principal examinations for the Ph.D. and D.M.A. doctoral degrees.

The comprehensive examination will be evaluated by a convened meeting of the committee. Each committee member will sign the examination report as satisfactory, reservations, or unsatisfactory. The completed exam warrant will be submitted to the Graduate College office within 14 days after the completion of the examination. Two “unsatisfactory” votes will make the committee report unsatisfactory.

A vote of “reservations” should only be used when a faculty member feels that the deficiencies displayed by the student were modest, and can be readily rectified. In the event of a report with two or more votes of “reservations,” the actions required of the student, by the committee, that are necessary to correct the deficiencies must be recorded and submitted to the Graduate College with the examination report form. Copies of the written statement of necessary actions should be kept by: the appropriate departmental executive, the chair of the examination committee, and the student. The statement must specify the time allowed for completion of the aforementioned actions. The language describing the actions must be specific. For instance, if additional course work is required, a list of suitable courses must be presented. If the candidate needs to rewrite his or her research prospectus, the deficient areas must be identified, etc. If the candidate satisfies the required actions in the specified period of time, the appropriate departmental executive will send a written report to the Graduate College indicating the date for which the examining committee considers the actions to have been satisfied. Upon approval of the dean of the Graduate College, the comprehensive exam will be recorded as “satisfactory” as of that date. If the actions are not satisfied on time, or if the actions are not of sufficient quality, the appropriate departmental executive will send a written report to the Graduate College indicating that fact. Upon approval of the dean of the Graduate College, the comprehensive exam will be recorded as “unsatisfactory” as of that date. The candidate will not be admitted to the final oral examination of the dissertation until a grade of “satisfactory” has been recorded for the comprehensive exam.

In case of a report of unsatisfactory on a comprehensive examination, the committee may grant the candidate permission to present himself or herself for reexamination not sooner than four months after the first examination. The examination may be repeated only once, at the option of the department.

L. CONTINUOUS REGISTRATION AFTER COMPLETION OF THE COMPREHENSIVE EXAMINATION

The student is required to register each fall and spring semester after satisfactorily completing the comprehensive examination until the degree is awarded. If a student fails to register, the student may not be readmitted to candidacy until the student has submitted an application that has been approved by the student’s advisor, the departmental executive, and the Graduate College dean.

In order to maintain continuous registration, doctoral students may register (1) for required and/or elective courses, research, and thesis hours to complete the plan of study, or (2) for Doctoral Continuous Registration (DCR). DCR requires a 2 s.h. tuition/fee payment. If a temporary lapse in a student’s academic program is required due to military service, medical leave, maternity leave, or personal/family leave, a student may petition the Graduate College to be allowed to register for Ph.D. Postcomprehensive Registration (PCR), which allows for the assessment of a special minimum fee. If a petition is granted, it is to be understood that a student will not make significant use of university resources, or engage in significant consultation with the faculty. In the final semester, doctoral students may register for Doctoral Final Registration (DFR), which requires a 2 s.h. tuition/fee payment, or appropriate course work. The DFR may be repeated if the degree requirements are not completed in this session.

Under no circumstances may courses for which tuition/fees are not assessed (Cooperative Education Internship, for example), be used to satisfy the continuous registration or final registration requirement of the Graduate College.

No registration for the summer or winter sessions is required. The exceptions are when the student is taking a degree at the end of the summer session, or when enrollment is required by the student’s department.

M. DISSERTATION FOR THE DOCTORAL DEGREE

Beginning with the Fall 2009 Semester all doctoral theses must be submitted to the Graduate College in electronic format.

The student’s dissertation, complete and in final form, must be presented in ETD (electronic thesis/dissertation) format at the office of the Graduate College by the first-deposit deadline date in the session in which the degree is to be conferred. The final deposit of the approved ETD must be deposited at the office by the appropriate deadline date in the student’s graduation semester. The final deposit can be no later than the end of the semester (summers excluded) following the session in which the final examination is passed; failure to meet this deadline will require reexamination of the student. Failure to submit the first and final deposits of the dissertation by the deadline dates established by the Graduate College will result in the postponement of graduation to a future session. [For detailed submission and formatting requirements, see Theses & Dissertations under Policies & Deadlines on the Graduate College web site.]

Regulations regarding preparation of the dissertation shall be promulgated by the dean of the Graduate College. An external abstract of the dissertation, not to exceed two, double-spaced pages (text and approval lines), is to be deposited with the dissertation. The abstract must be approved and signed by the dissertation advisor. Approved ETDs will be forwarded to ProQuest for microfilming and digital archiving; the doctoral abstracts will be published in Dissertation Abstracts International. The PDF format of all electronic submissions will be forwarded by ProQuest.
to The University of Iowa Libraries, where they will be catalogued and made available for public use.

Dissertations shall be made available to all members of the examining committee not later than two weeks before the date of the examination.

N. DISSERTATION FEES
Nonrefundable fees are charged each doctoral candidate to cover processing and publication costs of the dissertation and abstract.

O. FINAL EXAMINATION
The work for the degree culminates in a final oral examination administered on campus. This examination should include: a critical inquiry into the purposes, methods, and results of the investigation—not a mere recapitulation of the procedures followed—and intensive questioning on areas of knowledge constituting the immediate context of the investigation.

The final examination may not be held until the next session after the student satisfactorily completes the comprehensive examination; however, a student must pass the final examination no later than five years after satisfactorily completing the comprehensive examination. Failure to meet this deadline will result in a reexamination of the student to determine his or her qualifications for taking the final examination. The procedures to be followed are the same as those for the comprehensive examination. (See "XII.K. Comprehensive Examination."

Final examinations for the doctorate are open to the public. Members of the faculty of the Graduate College are especially invited to attend and, subject to the approval of the chair, to participate in the examination.

The report of the final examination is due in the Graduate College office not later than 48 hours after the examination. The final examination will be evaluated as satisfactory or unsatisfactory. Two unsatisfactory votes will make the committee report unsatisfactory. In case of a report of unsatisfactory in the final examination, the candidate may not present himself or herself for reexamination until the next session. The examination may be repeated only once, at the option of the major department.

P. EXAMINING COMMITTEES
The Graduate College encourages departments and programs to construct Ph.D. examining committees which are comprised of faculty members with varying, but related, areas of expertise.

The comprehensive and final examinations are conducted by committees of no fewer than five members of the Graduate Faculty appointed by the dean upon recommendation of the major department or program. These committees are composed as follows:

At least four of the faculty members must be members of The University of Iowa tenure-track faculty.

At least two of the faculty members are from the major department or program (defined as faculty members who hold any appointment in the major department or program), and are members of The University of Iowa tenure-track faculty.

A department or program may impose additional structure on the composition of its examining committees.

Departments and programs may request the dean’s permission to replace one of the five members of the Graduate Faculty by a recognized scholar of professorial rank from another academic institution. Also, a voting member may be added at the discretion of the Graduate College Dean.

Section XIII. Exceptions
Petitions to waive these regulations may be made for appropriate and justifiable reasons on behalf of any graduate student through the departmental executive to the dean and the Graduate Council.

Nondepartmental Courses
Most Graduate College courses are offered by the college’s programs and schools. They are listed and described in the corresponding General Catalog sections; see the links under “Index: Academic Programs” toward the top of this page.

The college also offers the following nondepartmental courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>000:000</td>
<td>Ph.D. Postcomprehensive Registration</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>000:001</td>
<td>Master's Final Registration</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>000:002</td>
<td>Doctoral Continuous Registration</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>000:003</td>
<td>Doctoral Final Registration</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>000:008</td>
<td>CIC Scholar Nongraduate Level</td>
<td>arr.</td>
</tr>
<tr>
<td>000:800</td>
<td>CIC Scholar</td>
<td>arr.</td>
</tr>
<tr>
<td>000:801</td>
<td>Regents Exchange Program</td>
<td>arr.</td>
</tr>
<tr>
<td>000:997</td>
<td>Graduate/Professional Transfer</td>
<td>arr.</td>
</tr>
<tr>
<td>000:998</td>
<td>Undergraduate Transfer</td>
<td>arr.</td>
</tr>
<tr>
<td>000:999</td>
<td>Resident/Fellow/Post-Doctor</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>650:006</td>
<td>SROP/McNair Scholars Program</td>
<td>0 s.h.</td>
</tr>
</tbody>
</table>
650:030 (GRAD:3030) SROP/McNair Scholars Academic Development for Juniors
Training and mentorship opportunities to enhance academic and professional success; academic preparation (including the GRE) and exploration of doctoral graduate training programs; seminars, interactive workshops, readings, written assignments. Requirements: UI SROP/McNair Scholar and junior standing.

650:040 (GRAD:3040) SROP/McNair Scholars Academic Development for Seniors
Training and mentorship opportunities to enhance academic and professional success; academic preparation and professional development to navigate the graduate admissions process (including preparation of personal statements, selection of referees, mock interviews); seminars, interactive workshops, readings, written assignments. Requirements: UI SROP/McNair Scholar and senior standing.

650:217 (GRAD:6217) Seminar in College Teaching
Preparation for college teaching; for graduate students planning to teach. Same as 07P:217 (PSQF:6217).

650:270 (GRAD:7270) Principles of Scholarly Integrity
Training in the responsible conduct of research and scholarly activities; discussion of case studies—student/mentor responsibilities in the pursuit of scholarly work (ownership, authorship, plagiarism/falsification/fabrication of data); student/mentor relationships and intellectual dialogues (communication, collaboration, grievance management); student responsibilities to the institution/scholarly community/society (intellectual property, conflict of interest, fiscal responsibilities, human/animal subjects). Requirements: enrollment in Graduate College degree-seeking program. Recommendations: first-year graduate standing (Ph.D., M.S./M.A.) and involvement in conducting NSF/NIH-funded research.

650:275 (GRAD:7275) OGEI Topical Seminar: Professional Sustainability in Graduate School
Skill development and sustainability plan; professional literature, guest speakers.

650:280 (GRAD:7280) Obermann Center for Advanced Studies Special Topics Seminars
Active participation and engagement in a major program, such as the annual Humanities Symposium; readings on interdisciplinary histories, contexts, and theoretical perspectives that frame featured events; work of artists, scholars, and researchers participating in the program. Requirements: admission to Graduate College.

650:285 (GRAD:7285) Obermann Center Professional Development Seminar
Active participation and engagement in a series of classes dedicated to connecting public engagement, research, and teaching; readings and media viewings that frame course topics; production of a short film, marketing materials, grant, and syllabi relevant to public engagement project. Requirements: admission to Graduate College and completion of Obermann Graduate Institute on Engagement and the Academy.

650:300 (GRAD:6300) Writing for Learned Journals
Help for graduate students in bringing written work to publishable form; analysis of target journals' audiences and interests; submission, response to criticism. Same as 160:300 (PORO:6300).

650:313 (GRAD:6313) Digital Rhetorics
Current discourse (utopic, dystopic, other strands) about the Internet as it shapes and is shaped by competing forces. Same as 160:313 (PORO:6313).

650:380 (GRAD:7400) Practicum in College Teaching
Supervised college teaching experience; teaching in collaboration with faculty, observation and critiques of teaching, participation in course planning and evaluation procedures; ethical and multicultural considerations. Requirements: admission to the graduate certificate in college teaching program.

650:385 (GRAD:7385) Teaching and Learning in Higher Education
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as 07P:385 (PSQF:7385), 07B:385 (EPLS:7385), 07S:384 (EDTL:7385), 07C:385 (RCE:7385).

650:601 (GRAD:7601) Postdoctoral Research Scholar
Requirements: postdoctoral standing.

650:602 (GRAD:7602) Postdoctoral Research Fellow
Requirements: postdoctoral standing.

650:604 (GRAD:7604) Principles of Scholarly Integrity
Training in the responsible conduct of research and scholarly activities; discussion of case studies—student/mentor responsibilities for the pursuit of scholarly work (ownership, authorship, plagiarism/falsification/fabrication of data); student/mentor relationships and intellectual dialogues (communication, collaboration, grievance management); student responsibilities to the institution/scholarly community/society (intellectual property, conflict of interest, fiscal responsibilities, human/animal subjects). Requirements: postdoctoral standing. Recommendations: first-year postdoctoral scholar/fellow (FP01/FP02) conducting NSF/NIH-funded research.

650:605 (GRAD:7605) Writing for Learned Journals
Help for graduate students in bringing written work to publishable form; analysis of target journals’ rhetoric; submission, response to criticism. Requirements: postdoctoral standing.

650:614 (GRAD:7614) Principles of Scholarly Integrity
Training in the responsible conduct of research (RCR) and scholarly activities; discussion of case studies—student/mentor responsibilities in the pursuit of scholarly work (ownership; authorship; plagiarism/falsification/fabrication of data); student/mentor relationships and intellectual dialogues (communication, collaboration, grievance management); student responsibilities to the institution/scholarly community/society (intellectual property, conflict of interest, fiscal responsibilities, human/animal subjects); may meet the RCR training obligation of the K award. Requirements: junior faculty member holding a federally-funded NIH individual K award.

Applied Mathematical and Computational Sciences (p. 908)
Biosciences (p. 910)
Center for the Book (p. 915)
Cognitive Science of Language (p. 920)
Genetics (p. 922)
Human Toxicology (p. 925)
Immunology (p. 927)
Informatics (p. 929)
International Programs (p. 932)
International Writing Program (p. 933)
Library and Information Science (p. 935)
Molecular and Cellular Biology (p. 942)
Neuroscience (p. 945)
Rhetorics of Inquiry (POROI) (p. 948)
Translational Biomedicine (p. 951)
Transportation Studies (p. 953)
Urban and Regional Planning (p. 955)
Applied Mathematical and Computational Sciences

Chair
- Weimin Han (Mathematics)

Affiliated faculty
- Karim A. Abdel-Malek (Mechanical Engineering/ Biomedical Engineering), Kurt Anstreicher (Management Sciences/Computer Science/Industrial Engineering), Marc P. Armstrong (Geographical and Sustainability Sciences), Bruce Ayati (Orthopaedics and Rehabilitation/ Mathematics), Samuel Burer (Management Sciences), Jianfeng Cai (Mathematics), Ann M. Campbell (Management Sciences), Gregory R. Carmichael (Civil and Environmental Engineering/Chemical and Biochemical Engineering), Thomas L. Casavant (Ophthalmology and Visual Science/Electrical and Computer Engineering/Biomedical Engineering), Yong Chen (Mechanical and Industrial Engineering), Kyung K. Choi (Mechanical and Industrial Engineering), James F. Cremer (Computer Science), Rodica Curtu (Mathematics), Isabel Darcy (Mathematics), Soura Dasgupta (Electrical and Computer Engineering), Weimin Han (Mathematics), Stephen D. Hendrix (Biology), Gregory G. Howes (Physics and Astronomy), Jian Huang (Statistics and Actuarial Science), Laurent Jay (Mathematics), Douglas W. Jones (Computer Science), Palle Jorgensen (Mathematics), Alan R. Kay (Biology), Joseph K. Kearney (Computer Science), Pavlo Krokhlmal (Mechanical and Industrial Engineering), Johna Leddy (Chemistry), Russell V. Lenth (Statistics and Actuarial Science), Tong Li (Mathematics), Ching-Long Lin (Mechanical and Industrial Engineering), John Logsdon (Biology), Jia Lu (Mechanical and Industrial Engineering), Michael Mackey (Biomedical Engineering/Pathology), John R. Manak (Pediatrics/Biology), Yannick L. Meurice (Physics and Astronomy), Colleen Mitchell (Mathematics), George Neumann (Economics), Jeffrey W. Ohlmann (Management Sciences), Suely Oliveira (Computer Science/Mathematics), Wayne Polyzou (Physics and Astronomy), Sharif Rahman (Mechanical and Industrial Engineering), R. Rajagopal (International Programs/Civil and Environmental Engineering/ Geographical and Sustainability Sciences), Teodor Rus (Computer Science), Gerard Rushton (Geographical and Sustainability Sciences), Alberto M. Segre (Nursing/ Computer Science), Elias Shiu (Statistics and Actuarial Science), Jonathan Simon (Mathematics), Milan Sonka (Ophthalmology and Visual Science/Electrical and Computer Engineering/Radiation Oncology), John P. Spencer (Psychology), David Stewart (Mathematics), Osnat Stramer (Statistics and Actuarial Science), Gerhard O. Strohmer (Mathematics), Kai Tan (Internal Medicine/Biomedical Engineering), Qihe Tang (Statistics and Actuarial Science), Tuong Ton-That (Mathematics), Lihe Wang (Mathematics), George G. Woodworth (Statistics and Actuarial Science), Chun-Fang Wu (Biology), Nicholas Yannelis (Economics), Yangbo Ye (Mathematics), Hantao Zhang (Computer Science), Ying Zhang (Biostatistics), Olesya Zhupanska (Mechanical and Industrial Engineering)

Graduate degree: Ph.D. in applied mathematical and computational sciences

Web site: http://www.amcs.uiowa.edu/

Applied mathematical scientists formulate scientific concepts and problems in mathematical terms; solve the resulting mathematical problems using analytical and computational methods; and discuss, interpret, and evaluate the solutions. They explore areas of mathematical application and develop mathematical theories in new areas.

Career opportunities for applied mathematicians include positions in colleges, universities, governmental laboratories, business, industry, and consulting firms.

Graduate Program of Study
- Doctor of Philosophy in applied mathematical and computational sciences

Doctor of Philosophy

The Doctor of Philosophy program in applied mathematical and computational sciences requires a minimum of 72 s.h. of graduate credit. The Ph.D. program is autonomous, broadly based, and interdisciplinary. It is designed to help students achieve a command of theoretical and applied mathematics and obtain basic knowledge in another area (engineering, medicine, or one of the behavioral, biological, physical, or social sciences).

The program is flexible; students can concentrate on applied mathematics, such as differential equations and numerical analysis, or on other applicable techniques in mathematics. Scientific computing is an important part of applied mathematics, so it is often a part of student training and dissertation research.

Prospective students should have a desire to apply a mathematical science (mathematics or statistics) to relevant problems in another area.

COURSE OF STUDY

Faculty members help each student plan a course of study that is consistent with the student’s background, interests, and goals.

These individual programs are designed to help students develop expertise in methods of applied mathematics and build a good foundation in related topics of theoretical mathematics. The individual programs also provide sufficient knowledge in an outside area to enable students to use mathematical techniques in that area.

Students can arrange their study plans to earn a master’s degree from another department after they complete part of their plan. Students find suitable thesis problems and supervisors with the help of the faculty.

QUALIFYING AND COMPREHENSIVE EXAMINATIONS

Students take a qualifying examination over three of the four core course sequences required for the Ph.D. (analysis, differential equations, numerical analysis, and topology). They also take a comprehensive examination over the chosen outside area.

One program objective is to have each student’s dissertation research include many of the activities of an applied mathematical scientist. For example, a student
might formulate a model, do a quantitative analysis of the model, and interpret the results.

Admission
Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. To be prepared for graduate-level course work in mathematics and an additional area, applicants should have a bachelor’s or master’s degree with a strong mathematics component and some background in the additional area.

Applications for fall admission are due on January 15. For application forms and more information about the academic program, contact the chair of the Applied Mathematical and Computational Sciences Program.

Financial Support
Fellowships and research and teaching assistantships are available to qualified applicants. Fellowship support is available during summers. Applications for financial support should be submitted at the same time as applications for admission.

Courses

22A:397 (AMCS:5900) Seminar: Applied Mathematical and Computational Sciences
Current research by faculty, students, guests.

22A:399 (AMCS:7990) Reading and Research arr.
Biosciences

Director
- Douglas Spitz

Affiliated faculty
- Paul Abbas (Otolaryngology-Head and Neck Surgery/Communication Sciences and Disorders), Francois Abboud (Internal Medicine/Molecular Physiology and Biophysics), Karim Abdel-Malek (Mechanical and Industrial Engineering/Biomedical Engineering), Michael Abramoff (Ophthalmology and Visual Sciences/Electrical and Computer Engineering/Biomedical Engineering), Brian Adams (Orthopaedics and Rehabilitation/Biomedical Engineering), Christopher Adams (Internal Medicine/Molecular Physiology and Biophysics), Chris Ahern (Molecular Physiology and Biophysics), Lee-Ann Allen (Microbiology/Internal Medicine), Annunziato Amendola (Orthopaedics and Rehabilitation/Physical Therapy and Rehabilitation Science/Health and Human Physiology), Brad Amendt (Anatomy and Cell Biology), Donald Anderson (Orthopaedics and Rehabilitation/Biomedical Engineering), Mark Anderson (Internal Medicine/Radiation Oncology/Molecular Physiology and Biophysics), Michael G. Anderson (Ophthalmology and Visual Science/Molecular Physiology and Biophysics), Steven Anderson (Neurology), Nancy C. Andreasen (Psychiatry/Education), Michael Apicella (Microbiology/Internal Medicine), Mark Arnold (Chemistry), Nikolai Artemyev (Ophthalmology and Visual Science/Molecular Physiology and Biophysics), Mario Ascoli (Pharmacology/Obstetrics and Gynecology), Jose Assouline (Biomedical Engineering), Vladimir Badovinac (Pathology), Sheila Baker (Ophthalmology and Visual Science/Biochemistry), Zhuhair Ballas (Internal Medicine), Botond Banfi (Internal Medicine/Anatomy and Cell Biology), Heather Bartlett (Pediatrics/Biochemistry), Alex Bassuk (Pediatrics/Neurology), Christopher Benson (Pharmacology/Internal Medicine), Ruth Bentler (Communication Sciences and Disorders), Gail Bishop (Microbiology), Mark Blumberg (Psychology/Biology), Daniel Bonthius (Pediatrics/Neurology), Terry Braun (Ophthalmology and Visual Science/Electrical and Computer Engineering/Biomedical Engineering), Timothy Brennan (Pharmacology/Anesthesia), Charles Brenner (Biochemistry), James Brown (Biomedical Engineering/Urology), Thomas Brown (Orthopaedics and Rehabilitation/Neurology and Industrial Engineering/Biomedical Engineering), Garry Buettner (Radiation Oncology), John Butler (Microbiology), John Callaghan (Orthopaedics and Rehabilitation/Biomedical Engineering), Kevin Campbell (Internal Medicine/Neurology/Molecular Physiology and Biophysics), Brent Carter (Internal Medicine/Radiation Oncology), Thomas Casavant (Ophthalmology and Visual Science/Electrical and Computer Engineering/Biomedical Engineering), Martin Cassell (Anatomy and Cell Biology), Krishnan Chandran (Biomedical Engineering/Mechanical and Industrial Engineering), Mark Chapleau (Internal Medicine/Molecular Physiology and Biophysics), Anil Chauhan (Internal Medicine), Joseph Chen (Orthopaedics and Rehabilitation/Physical Therapy and Rehabilitation Science), Songhai Chen (Pharmacology/Internal Medicine), Chi-Lien Cheng (Biology), Amit Choudhury (Orthopaedics and Rehabilitation/Anatomy and Cell Biology), Charles Clark (Orthopaedics and Rehabilitation/Biomedical Engineering), Steven Clegg (Microbiology), Kelly James Cole (Health and Human Physiology/Physical Therapy and Rehabilitation Science), John Colgan (Internal Medicine/Anatomy and Cell Biology), Josep Comeron (Biology), Thomas Cook (International Programs/Physical Therapy and Rehabilitation Science/Occupational and Environmental Health), Robert Cornell (Anatomy and Cell Biology), Joseph Cullen (Radiation Oncology/Surgery), John Dagle (Pediatrics), Michael Dailey (Biology), Warren Darling (Health and Human Physiology/Physical Therapy and Rehabilitation Science), Beverly Davidson (Internal Medicine/Neurology/Molecular Physiology and Biophysics), Brandon Davies (Biochemistry), Deborah Dawson (Preventive and Community Dentistry), Kris DeMali (Biochemistry/Dermatology), Jeffrey Denburg (Biology), Natalie Denburg (Neurology), Mishtu Dey (Chemistry), Frederick Domann (Pathology/Radiation Oncology/Surgery), Jonathan Doorn (Pharmacy), Edwin Dove (Biomedical Engineering), Arlene Drack (Ophthalmology and Visual Sciences/Pediatrics), Melissa Duff (Communication Sciences and Disorders/Neurology), Michael Duff (Pharmacy), Adam Dupuy (Pathology/Anatomy and Cell Biology), Daniel Eberl (Biology), Adrian Elcock (Biochemistry), Craig Ellermeier (Microbiology), John Engelhardt (Internal Medicine/Anatomy and Cell Biology), Albert Erives (Biology), Frank Faraci (Pharmacology/Internal Medicine), Jan Fassler (Biology), R. William Field (Epidemiology/Occupational and Environmental Health), Carrie Figdor (Philosophy), John Fingert (Ophthalmology and Visual Sciences/Anatomy and Cell Biology), Rory Fisher (Pharmacology/Internal Medicine), Andrew Forbes (Biology), C. Andrew Frank (Anatomy and Cell Biology), John Freeman (Psychology), Gregory Friestad (Chemistry), Bernd Fritzsch (Biography), Ernesto Fuentes (Biochemistry), Laurence Fuortes (International Programs/Epidemiology/Occupational and Environmental Health), Lei Geng (Chemistry), Frederic Gerr (Epidemiology/Internal Medicine/Occupational and Environmental Health), Pamela Geyer (Biochemistry/Obstetrics and Gynecology), Paloma Giangrande (Internal Medicine/Radiation Oncology), George Giudice (Biochemistry/Dermatology), James Glor (Chemistry), Apollina Goel (Pathology/Radiation Oncology), Pedro Gonzalez-Alegre (Neurology), Jean Gordon (Communication Sciences and Disorders), John Goree (Mechanical and Industrial Engineering/Physics and Astronomy), Prabhat Goswami (Radiation Oncology), Vicki Grassian (Chemistry/Chemical and Biochemical Engineering/Occupational and Environmental Health/Education), Steven Green (Otolaryngology-Head and Neck Surgery/Biology), Jeremy Greenlee (Otolaryngology-Head and Neck Surgery/Neurosurgery), Justin Grobe (Pharmacology), Nicole Grosland (Orthopaedics and Rehabilitation/Biomedical Engineering), Hasem Habelhah (Pathology), Amanda Haes (Chemistry), Hillel Haim (Microbiology), Donna Hammond (Anesthesia/Pharmacology), N. Charles Harata (Molecular Physiology and Biophysics), John Harty (Microbiology/Pathology), Eliot "Richard" Hazeltine (Psychology), William Hedgcock (Marketing), Donald Heistad (Pharmacology/Internal Medicine), Stephen Hendrix (Biology), Michael Henry (Pathology/Molecular Physiology and Biophysics), Patrick Hitchon (Neurosurgery/Biomedical Engineering), Eric Hoffman (Radiology/Internal Medicine/Biomedical Engineering), Raymond Hohl (Pharmacology/Internal Medicine), Keri Hornbuckle (Civil and Environmental Engineering/Occupational and Environmental Health), Alexander
Horswill (Microbiology), Douglas Houston (Biology), Jon Houtman (Microbiology/Internal Medicine), Matthew Howard (Otolaryngology-Head and Neck Surgery/Neurosurgery/Neurology), Stephen Hunter (Biomedical Engineering/Chemical and Biochemical Engineering/Obstetrics and Gynecology), Richard Hurtig (International Programs/Communication Sciences and Disorders), Florencia Ianzini (Pathology/Biomedical Engineering), Erin Irish (Biology), Siegfried Janz (Pathology), Alan Kim Johnson (Pharmacology/Health and Human Physiology/Psychology), Hans Johnson (Electrical and Computer Engineering/Biomedical Engineering/Psychiatry), Wayne Johnson (Molecular Physiology and Biophysics), Bradley Jones (Microbiology), Masataka Kawai (Internal Medicine/Anatomy and Cell Biology), Alan Kay (Biology), John Kirby (Microbiology), Toshihiro Kitamoto (Anesthesia/Pharmacology), Joel Kline (Internal Medicine/Occupational and Environmental Health), Al Klingelhutz (Microbiology/Radiation Oncology), Stacey Klutts (Pathology), C. Michael Knudson (Pathology/Radiation Oncology), Amnon Kohen (Chemistry), John Koland (Pharmacology/Internal Medicine), Markus Kuehn (Ophthalmology and Visual Sciences), Anne Kwitek (Pharmacology/Internal Medicine/Molecular Physiology and Biophysics), Ryan Lalumiere (Psychology), Kathryn Lamping (Pharmacology/Internal Medicine), Laura Frey Law (Physical Therapy and Rehabilitation Science), Bridget Lear (Biology), Amy Lee (Otolaryngology-Head and Neck Surgery/Biomedical Engineering/Neurology/Molecular Physiology and Biophysics), Gloria Lee (Internal Medicine), Kevin Legge (Microbiology/Pathology), Hans-Joachim Lehmler (Occupational and Environmental Health), Steven Lentz (Internal Medicine), Kimberly Leslie (Obstetrics and Gynecology), Dana Levasseur (Internal Medicine), Andrew Lidral (Orthodontics/Pediatrics), Taehong Lim (Biomedical Engineering), Fang Lin (Anatomy and Cell Biology), Jim "Jung-Ching" Lin (Biology), Ana Llopart (Biology), John Logsdon (Biology), David Lubaroff (Microbiology/Urology), Gabriele Ludewig (Occupational and Environmental Health), William Lynch (Cardiothoracic Surgery), Michael Mackey (Radiology/Biomedical Engineering), Mark Madsen (Radiology/Physics and Astronomy), Vince Magnotta (Radiology/Biomedical Engineering/Psychiatry), Robert Malone (Biology), John Manak (Pediatrics/Biology), Claudio Margulis (Chemistry), Wendy Maury (Microbiology), Bryant McCallister (Biology), Linda McCarter (Microbiology), Laurie McCormick (Psychiatry), Paul McCray (Microbiology/Internal Medicine/Pediatrics), Stephen McGowan (International Programs/Internal Medicine), Bob McMurray (Linguistics/Communication Sciences and Disorders/Psychology), James McNamara (Internal Medicine), Jeffery Meier (Internal Medicine), Lou Messerle (Radiology/Chemistry), Durga P. "D.P." Mohapatra (Pharmacology/Anesthesia), Steven Moore (Pathology), Jessica Moreland (Pediatrics), Craig T. Morita (Internal Medicine), Susanne Morton (Physical Therapy and Rehabilitation Science), David Moser (Psychiatry), David Motto (Internal Medicine/Pediatrics), Scott Moyer-Rowley (Molecular Physiology and Biophysics), Robert Mullins (Ophthalmology and Visual Sciences/Molecular Physiology and Biophysics), David Murhat (Chemical and Biochemical Engineering), Jeffrey Murray (Pediatrics/Otolaryngology/International Programs/Epidemiology/Pediatrics/Nursing/Public Policy Center/Biology/Anatomy and Cell Biology), Daryl J. Murry (Pharmacy), Nandakumar Narayanan (Neurology), William M. Nauseef (Microbiology/Internal Medicine), Maurine Neiman (Biology), Hien Nguyen (Chemistry), Jun Ni (Radiology/Biomedical Engineering/Mechanical Engineering), Merit Edward Nolopulos (Pediatrics/Psychiatry), Lyse Norian (Urology), Andrew Norris (Pediatrics), Sue O'Dorisio (Pediatrics/Biochemistry), Chioma Okeoma (Microbiology), Daniel O'Leary (Psychiatry), Nicholas Pantazis (Anatomy and Cell Biology), Jane Paulsen (Psychology/Neurology/Psychiatry), Stanley Perlman (Microbiology/Pediatrics), Thomas M. Peters (Occupational and Environmental Health), Robert Philibert (Psychiatry), Bryan Phillips (Biology), Robert Piper (Internal Medicine/Molecular Physiology and Biophysics), Amy Poremba (Psychology), James Potash (Psychiatry), Matthew Potthoff (Pharmacology), Veena Prahlad (Biology), David Price (Biochemistry), Miles Puffal (Biochemistry), Hank Qi (Anatomy and Cell Biology), Dawn Quelle (Pharmacology/Pathology), Frederick Quelle (Pharmacology/Internal Medicine), Daniel Quinn (Chemistry), Jason Radley (Psychology), Madhavan Raghavan (Biomedical Engineering), Salam Rahmatalla (Civil and Environmental Engineering/Biomedical Engineering), Kamal Rahmouni (Pharmacology/Internal Medicine), Barbara Rakel (Nursing/Physical Therapy and Rehabilitation Science), Joseph Reinhardt (Biomedical Engineering), George Richerson (Neurology/Molecular Physiology and Biophysics), Matthew Rizzo (Neurology/Mechanical and Industrial Engineering), Janice Robertson (Molecular Physiology and Biophysics), Larry Robertson (Radiation Oncology/Occupational and Environmental Health), Jan-Uwe Rohde (Chemistry), Richard Roller (Microbiology), Andrew Russo (Molecular Physiology and Biophysics/Neurology), Tom Rutkowski (Internal Medicine/Anatomy and Cell Biology), Aliasger Salem (Chemical and Biochemical Engineering/Pharmacy/Biomedical Engineering), Todd Scheetz (Ophthalmology and Visual Sciences/Biomedical Engineering), Patrick Schlievert (Microbiology/Internal Medicine), Annette Schlueter (Pathology), Thomas Schmidt (Molecular Physiology and Biophysics/Obstetrics and Gynecology), Michael Schnieders (Biochemistry/Biomedical Engineering), Jerald Schnoor (Civil and Environmental Engineering/Occupational and Environmental Health), Michael Schultz (Radiology/Internal Medicine/Radiation Oncology), Deborah Segaloff (Molecular Physiology and Biophysics/Obstetrics and Gynecology), Alberto Segre (Nursing/Computer Science), Madeleine Shea (Biochemistry), Val Sheffield (Pediatrics), Erwin Shibata (Internal Medicine/Molecular Physiology and Biophysics), Richard Shields (Orthopaedics and Rehabilitation/Physical Therapy and Rehabilitation Science), Jessica Sieren (Radiology/Biomedical Engineering), Curt Sigmund (Pharmacology/Internal Medicine/Molecular Physiology and Biophysics), Andream Simons-Burnett (Pathology), Ramon Alfredo Siochi (Electrical and Computer Engineering/Radiation Oncology/Physics and Astronomy), Kathleen Sluka (Nursing/Physical Therapy and Rehabilitation Science), Diane Sliusarski (Biology), Megan M. Smith (Psychiatry), Richard Smith (Internal Medicine/Otolaryngology-Head and Neck Surgery/Pediatrics/Molecular Physiology and Biophysics), Sarit Smolikove (Biology), Peter Snyder (Internal Medicine/Molecular Physiology and Biophysics), David Soileau (Biology), Long-Sheng Song (Internal Medicine), Maria Spies (Biochemistry), Michael Spies (Pharmacy/Biochemistry), Douglas
Spitz (Radiation Oncology), Mark Stamnes (Internal Medicine/Molecular Physiology and Biophysics), Clark Stanford (Prosthodontics/Orthopaedics and Rehabilitation/Biomedical Engineering), Jack Stapleton (Microbiology/Internal Medicine), Steven F. Stasseff (Ophthalmology and Visual Science/Electrical and Computer Engineering/Pediatrics/Biomedical Engineering), George Stauffer (Microbiology), Christopher Stipp (Biology/Molecular Physiology and Biophysics), David Stoltz (Internal Medicine/Biomedical Engineering), Edwin Stone (Ophthalmology and Visual Sciences), Stefan Strack (Pharmacology/Pathology), John Sunderland (Radiology/Radiation Oncology/Physics and Astronomy), Fayyaz Sutterwala (Internal Medicine), William Talman (Neurology), Kai Tan (Internal Medicine), Eric Taylor (Biochemistry), Christie Thomas (Internal Medicine/Obstetrics and Gynecology), Peter Thorne (Civil and Environmental Engineering/Occupational and Environmental Health), J. Bruce Tomblin (Otolaryngology-Head and Neck Surgery/Communication Sciences and Disorders), Tina Tootle (Anatomy and Cell Biology), Daniel Tranel (Psychology/Neurology), Budd A. Tucker (Ophthalmology and Visual Sciences), Robert Tucker (Pathology/Biomedical Engineering), Lubomir Turek (Pathology), Christopher Turner (Communication Sciences and Disorders/Otolaryngology-Head and Neck Surgery), Aliye Uc (Pediatrics/Radiation Oncology), Ergun Uc (Neurology), Yuriy Usachev (Pharmacology), Steve Varga (Microbiology/Pathology), Shaun Vecera (Psychology), Sarah Vigmostad (Biomedical Engineering), Michelle Voss (Psychology), Thomas Waldschmidt (Pathology), Lori Wallrath (Biochemistry), M. Todd Washington (Radiation Oncology/Biochemistry), Edward Wasserman (Psychology), Thomas Wassink (Pediatrics/Psychiatry), Daniel Weeks (Pediatrics/Biochemistry), Ronald Weigel (Surgery/Biochemistry/Anatomy and Cell Biology), George Weiner (Internal Medicine), Joshua Weiner (Biology), David Weiss (Microbiology), Jerrold Weiss (Microbiology/Internal Medicine), Michael Welsh (Internal Medicine/Neurosurgery/Molecular Physiology and Biophysics), John Wemmie (Neurosurgery/Molecular Physiology and Biophysics/Psychiatry), David Wiemer (Pharmacology/Chemistry), David Wilder (Biomedical Engineering/Occupational and Environmental Health), Glenn Williams (Orthopaedics and Rehabilitation/Physical Therapy and Rehabilitation Science), Virginia Wilhour (Psychiatry), Mary Wilson (International Programs/Microbiology/Internal Medicine/Epidemiology), Marc Wolfe (Radiation Oncology/Biochemistry), Brian Wolf (Orthopaedics and Rehabilitation/Physical Therapy and Rehabilitation Science), Michael Wright (Molecular Physiology and Biophysics), Chun-Fang Wu (Biology), Qi Wu (Pharmacology), Dale Wurster (Pharmacy), Jinhui Yang (Radiology/Biomedical Engineering), Hai-Hui "Howard" Xue (Microbiology), H. John Yack (Physical Therapy and Rehabilitation Science), Timothy Yahr (Microbiology), Charles Yeaman (Internal Medicine/Anatomy and Cell Biology), Joseph Zabner (Internal Medicine), Asgar Zaheer (Neurology), Nicholas Zavazava (Internal Medicine/Biomedical Engineering), Fenghuang Zhan (Internal Medicine), Denice Zingman (Internal Medicine)

Web site: http://www.medicine.uiowa.edu/biosciences/

Graduate Program of Study

Participation in the Biosciences Program leads to a Ph.D. degree in a biosciences discipline. The program provides graduate students the freedom to explore research in any of 17 University of Iowa biosciences research departments and programs: the Departments of Anatomy and Cell Biology (p. 1002), Biochemistry (p. 1009), Biology (p. 118), Biomedical Engineering (p. 824), Chemistry (p. 132), Communication Sciences and Disorders (p. 163), Microbiology (p. 1040), Molecular Physiology and Biophysics (p. 1046), Pharmacology (p. 1070), Physical Therapy and Rehabilitation Science (p. 1073), Physics and Astronomy; and the Free Radical and Radiation Biology (p. 1029), Genetics (p. 922), Human Toxicology (p. 925), Immunology (p. 927), Molecular and Cellular Biology (p. 942), and Neuroscience (p. 945) Programs.

Biosciences students enjoy the flexibility of investigating several disciplines through research rotations in the laboratories of Biosciences Program faculty members. Following completion of their first year in the program, students select a research laboratory and program affiliation and decide on a thesis project that will lead to a Ph.D.

Semester hour requirements for the doctorate vary by program, but all Ph.D. degrees at Iowa require at least 72 s.h. of graduate credit. For detailed information on Graduate College policies, see the Manual of Rules and Regulations of the Graduate College.

Curriculum

Students spend their first two semesters in the Biosciences Program. The curriculum provides them with an integrated core foundation on modern molecular and cellular biology while giving them flexibility to accommodate their individual interests.

Instead of offering one semester-long core course, the program offers at least six content modules. In consultation with their advisors, students choose modules at five-week intervals, tailoring their individual study plans to meet their interests. Some modules are intended to be taken as a series; they cover fundamentals of cell structure, intracellular trafficking, signal transduction, and protein structure. Other modules are stand-alone units on more specialized topics, such as biostatistics.

Early in the second semester, Biosciences Program students talk with prospective mentors about thesis projects and laboratory openings for the following summer. In March they submit their choice of the graduate program they wish to join and the faculty member they wish to have as a mentor.

The Biosciences web site contains typical study plans for students interested in specific graduate programs. The student’s choice of program determines his or her curriculum for subsequent years.

Students in the Biosciences Program are not required to teach, but most of the graduate programs they enter will require that they take on teaching responsibilities.

During their Biosciences Program year, students are advised on course selection, research rotations, and registration by a faculty member closely related to the student’s research and academic interests. As research rotations are assigned, the faculty advisor works in
consultation with the student’s rotation advisors until the end of the first year.

Students provide a short oral presentation following each research rotation to an audience of their primary advisor, research advisor(s), and other biosciences students. Rotation advisors provide rotation reports, and rotations are evaluated by the student’s primary advisor. The student’s primary advisor also confers with the student on course grades, subsequent rotations, and the student’s selection of a department or program and lab for thesis research.

All biosciences students take 156:265 (BISC:5265) Biosciences Critical Thinking and Communication, which dovetails with research rotations and seminar series offered by the University’s biosciences research departments and programs. The course involves weekly discussions of selected papers and oral and written presentations tied to the student’s research rotations.

Each student’s overall progress is monitored by his or her primary advisor, rotation advisor(s), and program director, who meet at the end of each semester to review the student’s work. At the end of the second semester, the primary advisor, in cooperation with the rotation advisor(s), makes a recommendation to the Biosciences Program director as to whether or not the student should continue in the Ph.D. program. University guidelines, such as maintaining a cumulative g.p.a. of 3.00 or higher, are considered, along with performance in rotations.

The Biosciences Program’s office coordinates students’ transfers to their chosen graduate programs. Matriculation is conditional upon satisfactory progress and successful completion of the second semester. Once a student enters his or her chosen graduate program, it is that program’s responsibility to advise the student, evaluate his or her academic performance, and assign the student a thesis mentor and laboratory.

Most participating departments and programs require that students take a comprehensive exam at the end of the second year and no later than the third year. Following successful completion of the exam, students advance to Ph.D. candidacy.

REQUIRED COURSES

All Biosciences Program students must complete the following course work. Students earn at least 12 s.h. each semester.

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>156:265</td>
<td>Biosciences Critical Thinking and Communication</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>156:302</td>
<td>Biosciences Research (8-week research rotations)</td>
<td>arr.</td>
</tr>
<tr>
<td>650:270</td>
<td>Principles of Scholarly Integrity</td>
<td>0-1 s.h.</td>
</tr>
</tbody>
</table>

**Electives**

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>156:265</td>
<td>Biosciences Critical Thinking and Communication</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>156:302</td>
<td>Biosciences Research (8-week research rotations)</td>
<td>arr.</td>
</tr>
</tbody>
</table>

**Electives**

---

**Admission**

The program accepts students with a variety of backgrounds in the biological and physical sciences. Entering students must hold a baccalaureate degree from an accredited college or university and should have completed courses in biology, chemistry, physics, and calculus consistent with requirements for a baccalaureate degree in the sciences. An undergraduate g.p.a. of at least 3.00 is required.

Applicants must submit their scores on the Graduate Record Examination. Applicants whose first language is not English must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL).

Other indicators of academic accomplishments, such as research experience and letters of recommendation, are considered.

Information about graduate training and application materials are available from the Biosciences Program office.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog.

**Financial Support**

Graduate students receive stipend and tuition support from The University of Iowa and other sources. Students promoted to the second year in the program receive support from their graduate departments and programs. The Biosciences Program also helps some students apply for competitive national awards for outstanding academic and research achievement.

**Facilities**

The Carver College of Medicine provides state-of-the-art facilities for students, researchers, and instructors. The Medical Education and Research Facility, completed in 2002, provides 220,000 square feet of modern laboratories, lecture halls, clinical examination rooms, and study and meeting space for students. The Carver Biomedical Research building opened in 2005. The 135,000 square-foot building is devoted to research, with five floors of specialized laboratories and new technology. In addition to its new buildings, the college offers recently renovated laboratories and classrooms.

The health sciences campus provides parking, food service, and enjoyable outdoor common areas and pedestrian routes. Most of the University’s health sciences colleges and clinical facilities are located there.

The basic science and clinical departments of the Carver College of Medicine are housed primarily in the Bowen Science Building, Carver Biomedical Research Building, Eckstein Medical Research Building, Medical Education and Research Facility, Medical Laboratories, and University of Iowa Hospitals and Clinics. Nearby are the Hardin Library for the Health Sciences and the Iowa City Veterans Affairs Medical Center.

The Departments of Anatomy and Cell Biology, Biochemistry, Microbiology, Molecular Physiology and Biophysics, and Pharmacology are housed in the Bowen Science Building. Laboratories of clinical departments
are located primarily in the Medical Laboratories and the Medical Research Center.

The Eckstein Medical Research Building houses major core facilities for microscopy, image analysis, flow cytometry, protein structure, and monoclonal antibody production, as well as research laboratories for basic investigators with interdisciplinary approaches to cancer, molecular biology, genetics, and immunology. The geographic proximity of these facilities promotes interchange among clinical and basic science faculty members and students and maximizes use of the University’s extensive core facilities for biomedical research.

Integral to the University’s research environment are the Carver Nonprofit Genetic Testing Laboratory, Center for Auditory Regeneration and Deafness, Center for Bioinformatics and Computational Biology, Center for Emerging Infectious Diseases, Center for Functional Genomics of Hypertension, Center for Gene Therapy, Center for Research in the Implementation of Innovative Strategies in Practice, Center on Aging, Craniofacial Center Collaboratory, Cystic Fibrosis Research Center, Holden Comprehensive Cancer Center, Huntington's Disease Society of America Center of Excellence, Institute for Clinical and Translational Science, Iowa Cardiovascular Center, Iowa Comprehensive Lung Imaging Center, Helen C. Levitt Center for Viral Pathogenesis, George M. O'Brien Kidney Research Center, Specialized Center for Research in Osteoarthritis, and the Senator Paul D. Wellstone Muscular Dystrophy Cooperative Research Center.

In addition to the University’s extensive facilities for research support, the Carver College of Medicine and the College of Liberal Arts and Sciences operate a variety of research support facilities. Tissue culture, autoclaving, purified water, darkrooms, counters, and a variety of general-use equipment and services are available on a shared basis.

Courses

156:201 (BISC:5201) Fundamentals of Gene Expression 1 s.h.
DNA and RNA structure, nuclear organization, DNA replication, RNA production and processing, small RNAs, RNAi, and genetic and epigenetic regulation; didactic and small group sessions, discussion of primary research publications.

Overview of actin, microtubules, motors, intermediate filaments, cell-cell junctions, G-coupled signaling, wnt-jak/stat signaling, ion channels, cell cycle, stem cells.

156:204 (BISC:5204) Biostatistics for Biomedical Research 1 s.h.
Application of statistical techniques to biological data analysis; normal distribution, sampling distribution of the mean, variance, nonparametric methods, linear regression, power, and sample size. Same as 171:151 (BIOS:5050).

156:205 (BISC:5205) Practical Bioinformatics 1 s.h.
Formal instruction on the use and application of bioinformatics for bench scientists; bioinformatics, resources, genome annotations, sequence analysis, comparative genomics, expression analysis, and systems biology. Requirements: biostatistics.

156:206 (BISC:5206) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1 1 s.h.
Overview of principles of protein structure, stability, folding, and dynamics; brief treatment of structural biology approaches to help students become critical users of models derived from X-ray crystallography and NMR; taken alone or as part of 099:241 (BIOC:5241). Requirements: introductory course in biochemistry. Same as 099:243 (BIOC:5243).

156:265 (BISC:5265) Biosciences Critical Thinking and Communication 2 s.h.
Selected papers and oral and written presentations tied to students’ research rotations; introductory seminar. Same as 072:342 (MPB:5342), 002:270 (BIOL:5270).

Research experience in the lab of a biosciences program faculty member.
Center for the Book

**Director**
- Timothy Barrett (Interdisciplinary Programs/Library and Information Science)

**Affiliated faculty**
- Timothy Barrett (Interdisciplinary Programs), Matthew P. Brown (English), Ed Folsom (English/Interdisciplinary Programs), Gary Frost (Interdisciplinary Programs), Robert Glasgow (Art and Art History/Interdisciplinary Programs), Loren Glass (English), Cheryl Jacobsen (Interdisciplinary Programs), Kathleen Kamerick (History), Craig Kelchen (Interdisciplinary Programs), Nancy E. Kraft (Interdisciplinary Programs/Library and Information Science), Sara Langworthy (Interdisciplinary Programs), Julia Leonard (Interdisciplinary Programs), Emily Martin (Interdisciplinary Programs), Judith Pascoe (English), Jennifer Burek Pierce (Library and Information Science), Greg Prickman (Interdisciplinary Programs/Library and Information Science), Sara Sauers (Interdisciplinary Programs), Julie Smith (Interdisciplinary Programs), James Snitzer (Art and Art History/Interdisciplinary Programs), Katherine Tachau (History), Bruce Whiteman (Interdisciplinary Programs), Jonathan Wilcox (English), Larry Yerkes (Interdisciplinary Programs)

**Graduate programs**

**Graduate degree:** M.F.A. in book arts  
**Graduate certificate:** book studies/book arts and technologies  
**Web site:** http://book.grad.uiowa.edu

The University of Iowa Center for the Book represents a community of faculty, staff, students, and local book specialists with interests in all facets of book production, distribution, and use. Some members of the center actively research the history and circulation of the book, examining the role of books in cultural and historical processes. They also look at how changes in book production affect the way books are viewed as artifacts. Specialists in book arts and technologies study the history and technique of book crafts, including letterpress printing, typography, calligraphy, papermaking, and bookbinding. Others engage in the conservation or production of books, including artists' books and literary fine press publications.

The center offers classes; sponsors lectures, seminars, and workshops; and encourages the exchange of ideas among individuals with interests in the book. A wide range of perspectives on the book as an aesthetic, cultural, and historical artifact is provided by associated faculty, staff, and graduate students in the Schools of Art and Art History and Library and Information Science; the Departments of History, English, and Cinema and Comparative Literature; University of Iowa Libraries; the Creative Writing Program (Iowa Writers’ Workshop); and other areas. This interdisciplinary membership and the center’s facilities combine to provide an exceptional environment for studying the history of the book, its evolution, and its future.

Graduate students may earn a master’s degree or a graduate certificate through the center. Undergraduate students may add dimension to their majors in English, art, journalism, history, and other disciplines by taking Center for the Book courses in book crafts and book studies. They also may include an emphasis on book arts or on cultural and historical aspects of the book in the interdepartmental studies major.

**Graduate Programs of Study**

- **Master of Fine Arts in book arts**  
- **Certificate in Book Studies/Book Arts and Technologies**

Graduate study of the book is interdisciplinary. It focuses on book arts as hands-on practice as well as historical and cultural phenomenon. Its principal objectives are to provide scholarly and aesthetic contexts for the study of book history, arts, and technologies; and to offer a structured program in book-related disciplines for graduate students with a serious interest in book studies.

**Master of Fine Arts**

The Master of Fine Arts program in book arts requires a minimum of 60 s.h. of graduate credit, including a thesis. Students select one of several emphasis areas: artist book work, bookbinding, calligraphy, digital book work, papermaking, or printing. After completing core courses, they work with a faculty advisor to design an individualized curriculum in their specialty area. The degree culminates with the successful completion of a thesis.

The program requires the following course work.

| Core courses, historical context courses, other topics, and workshops | 33 s.h. |
| Electives in the student’s emphasis area | 18 s.h. |
| Additional electives | 6 s.h. |
| Thesis (maximum of 6 s.h.) | 3 s.h. |

**Certificate**

The Certificate in Book Studies/Book Arts and Technologies requires 18 s.h. of graduate credit and is designed to be completed in one year. The program is open to students who are enrolled in a graduate degree program at The University of Iowa as well as to students enrolled in the Graduate College with nondegree status.

Students choose courses in emphasis areas including artist book work, bookbinding, calligraphy, digital book work, papermaking, and printing. The program requires the following course work.

| Emphasis area course(s) | 3 s.h. |
| A studio course | 3 s.h. |
| A historical/cultural course | 3 s.h. |
| Electives | 9 s.h. |

**Admission**

Applicants must meet the admission requirements of the Graduate College; see Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. Visit Admissions on the Center for the Book web site for more information.
Courses

108:029 (UICB:1111) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, fieldtrips). Requirements: first- or second-semester standing.

108:100 (UICB:3900) Special Project for Undergraduates arr.
Independent study.

108:101 (UICB:3310) Typography 4 s.h.
Introduction to letterform and typographic fundamentals; designing with type—attention to composition, hierarchy, historical practice. Corequisites: 01D:090 (DSGN:2110), if not taken as a prerequisite. Same as 01D:100 (DSGN:3120).

108:102 (UICB:2100) Creative Writing for Book Arts 3 s.h.
Creative writing in context of book arts; text and image, typography, visual sequence, graphic narrative; zines, chapbooks, broadsides, and artist's books.

108:104 (UICB:3280) Elements of Book Art 3 s.h.
Overview of book art process and techniques for nonmajors; introduction to traditional bookbinding skills, nontraditional book structures, and content development for artist books. Same as 01X:104 (BKAT:3280).

108:105 (UICB:3380) Elements of Letterpress 3 s.h.
Introduction to letterpress printing for non-book art majors; metal type, relief printing, page layout, and basic typography; basic use of Vandercook Proof Press; experimentation with diverse letterpress techniques.

108:110 (UICB:3100) Papermaking 3 s.h.
History, fundamental techniques of Western and Eastern hand papermaking; projects in traditional sheet forming, basic paper chemistry, paper coloring. Offered spring semesters. Same as 01X:110 (BKAT:3100).

Topics in the history and technique of papermaking.

108:130 (UICB:4100) Paperworks 3 s.h.
Conceptual and methodological approaches to 2-D and 3-D paper works; students create a body of works that couple the unique properties of paper-pulp medium with personal visual ideas and clarity of intent; contemporary issues in paper pulp and the medium’s relationship to larger art and craft contexts. Same as 01X:130 (BKAT:4100).

Advanced independent projects undertaken in a classroom setting; collaborative group discussions to plan, implement, troubleshoot, and evaluate student projects. Prerequisites: 108:132 (UICB:5110) or 108:133 (UICB:5130) or 01X:120 (BKAT:5110) or 01X:123 (BKAT:5120). Same as 01X:131 (BKAT:5180).

108:132 (UICB:5110) Islamic/Asian Papermaking History and Technique 3 s.h.
History, technique, and aesthetics of traditional Islamic and Asian hand papermaking. Same as 01X:120 (BKAT:5110).

108:133 (UICB:5130) Western Papermaking History and Technique 3 s.h.
History and technique of traditional European hand papermaking and related aesthetics; students gain confidence in pursuing independent production of handmade papers or undertaking related research in their own particular areas of interest; fiber preparation, sheet forming, and drying/finishing methods; concurrent readings and discussions of related history and aesthetics; special projects selected by student with instructor approval. Same as 01Z:133 (BKAT:5120).

108:136 (UICB:5170) Advanced Papermaking Production 3 s.h.
Independent Western- or Japanese-style projects undertaken at UICB Research and Production Paper Facility at Oakdale Campus under faculty guidance; plan, implement, and evaluate professional scale production runs using full-scale equipment. Prerequisites: 108:132 (UICB:5110) or 108:133 (UICB:5130) or 01X:120 (BKAT:5110) or 01Z:133 (BKAT:5120). Same as 01X:136 (BKAT:5170).

108:142 (UICB:4400) History of Western Letterforms 3 s.h.
History of Western letterforms, with focus on tools, materials, techniques; the major hands, their place in history, their influence on modern times; creation of letterforms using appropriate tools; hands-on approach with emphasis on understanding rather than mastery. Same as 01Z:142 (BKAT:4400).

108:143 (UICB:3400) Calligraphy: Foundational Hands 3 s.h.
Fundamental calligraphic skills using Roman majuscule, Humanistic minuscule, Italic; basic layout and color theory incorporated into letter practice. Same as 01Z:143 (BKAT:3400).

108:145 (UICB:4420) Calligraphy: Blackletter Hands 3 s.h.
Development of proficiency in various hands, from vertical Textura to floridly gothic cursive; blackletter’s historical connections with other disciplines.

108:146 (UICB:4490) Studies in Letter Arts 3 s.h.

Hands-on instruction in italic and pressure pen scripts; historical relationships, effects on modern letterforms.

108:150 (UICB:4205) Bookbinding I: Materials and Techniques 3 s.h.
Hands-on introduction to materials and techniques commonly used in bookbinding. Same as 01Y:150 (BKAT:4205).
108:151 (UICB:4270) Bookbinding II 3 s.h.
Build on skills acquired in 108:150 (UICB:4205); projects to complete six bindings based on historical and contemporary models; sewing styles, board attachments, endband types: nonadhesive and case-bound structures, varied materials and binding styles, their effects on structure, aesthetic considerations, further development of solid binding skills; historical development of particular binding practices. Prerequisites: 108:150 (UICB:4205). Same as 01Y:151 (BKAT:4270).

108:152 (UICB:5210) Bookbinding III 3 s.h.
Bookbinding structures based on historical and contemporary models; differences in various binding practices, how these differences affect function, why the styles developed; experience choosing appropriate structures for particular uses; emphasis on fine tuning skills and techniques required for advanced binding practices; sewn endbands, rounding and backing, sewing on varied supports, board attachments, and covering methods. Requirements: for 108:152 (UICB:5210) — 108:150 (UICB:4205) and 108:151 (UICB:4270); for 01Y:152 (BKAT:5210) — 01Y:150 (BKAT:4205) or 01Y:151 (BKAT:4270) or 108:150 (UICB:4205) or 108:151 (UICB:4270). Same as 01Y:152 (BKAT:5210).

108:153 (UICB:5260) Studies in Bookbinding 3 s.h.
Topics related to hand bookbinding. Same as 01Y:153 (BKAT:5260).

108:154 (UICB:4280) Artists’ Books 3 s.h.
Exploration of the book as a form for artistic expression; emphasis on conceptual development; relationship between content, form, and structure; how a book’s structure and design can enhance and integrate part of the work’s meaning. Prerequisites: 01Y:150 (BKAT:4205) or 108:150 (UICB:4205). Same as 01Y:154 (BKAT:4280).

108:155 (UICB:4290) Historical Book Structures 3 s.h.
Historical development of book structures examined through surviving examples, construction of historical models. Prerequisites: 01Y:150 (BKAT:4205) or 108:150 (UICB:4205).

108:156 (UICB:4210) Boxes and Enclosures 3 s.h.
Hands-on techniques for a variety of book enclosures; appropriateness, aesthetic issues concerning box design; Japanese wraparound case, drop-spine box, hinged and lidded boxes, slipcase; technical skill development. Prerequisites: 108:150 (UICB:4205). Same as 01Y:156 (BKAT:4210).

Varied formats for moveable and/or sculptural books; history; readings, hands-on model making. Same as 01Y:157 (BKAT:4220).

108:158 (UICB:4230) Pop-Up Book Structures 3 s.h.

108:160 (UICB:4300) Letterpress I 3 s.h.
Mechanics of letterpress printing, typography, and design as applied to hand set metal type and edition printing; printing on a Vandercook proof press; introduction to photopolymer plates and methods of illustration related to edition printing, historical aspects of printing technology, typecasting, type classification; role of letterpress in modern private press and contemporary artist books. Same as 01P:160 (ARTS:4300).


108:162 (UICB:4390) Book and Publication Design 3 s.h.
Students plan, design, and produce a book using Adobe Creative Suite; page layout software, typography, page layout and design, book formatting, handling of image files, preparation of materials for print and other contemporary book media; history of book design, book design in contemporary publishing; visit to University of Iowa Libraries Special Collections. Prerequisites: 01D:100 (DSGN:3120) or 108:160 (UICB:4300). Same as 01P:162 (ARTS:4390).

Digital typesetting and book design; chapbook production using photopolymer plates and Vandercook presses; text and content, book typography, practical and aesthetic considerations. Same as 01P:163 (ARTS:4330).

Introduction to concepts, techniques, and technologies used to design and produce artists’ books with personal computers and graphic design software. Same as 01P:164 (ARTS:4340).

108:165 (UICB:4310) Innovative Letterpress 3 s.h.
Creation of the visual book using letterpress printing; narrative, serialization, type as graphic, physical structure of the book; traditional letterpress printing, monoprinting, nontraditional letterpress techniques using technology ranging from metal to digital. Same as 01P:165 (ARTS:4310).

108:166 (UICB:5370) Studies in Printing 1-3 s.h.
Development of individual book projects and production of one substantial project or several smaller ones; focus on acquiring or creating a text and/or other content; project development; range of print techniques available in letterpress printing; issues involved in producing editioned artist books or fine press work; opportunity to expand on existing printing; classroom setting used to augment work sessions with in-progress critiques, readings, and visits to special collections.


Introduction to Adobe Creative Suite graphic design software (InDesign, Illustrator, Photoshop); emphasis on using software for book arts applications: typesetting and pagination of multipage documents; methods for combining text and image; tools and techniques for digital illustration; creation and manipulation of digital images; preparations of digital files for desktop or letterpress printing and services bureau output.

108:169 (UICB:4380) Letterpress II 3 s.h.
Builds on skills acquired in 108:160 (UICB:4300); issues of book design and production related to letterpress printing; exploration of hand-set metal, digital typesetting, printing from photopolymer plates, and imagemaking; press mechanics and operation; students produce a letterpress printed chapbook or artist book; publication philosophies, manuscript acquisition, and topics specific to literary fine press and artist books; historical and contemporary context for literary fine press publications and artist book work. Prerequisites: 108:160 (UICB:4300).

Topics such as book design, printing, paper arts, letterforms, typography.

108:171 (UICB:5280) Bookbinding IV 3 s.h.
Advanced studies in bookbinding; fine binding styles, leather paring and tooling, advanced finishing techniques, refining skills; continued look at differences in regional binding practices, how these differences affect function, and why particular styles developed. Prerequisites: 108:152 (UICB:5210).

108:181 (UICB:3140) Literature and the Book 3 s.h.
English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Early Literatures through 17th Century, 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:130 (ENGL:3140).

108:182 (UICB:4910) The Book in the Middle Ages 3 s.h.
Relation of text, decoration, function, creators, and audience in different genres of medieval manuscript books 400-1500 A.D. Same as 16E:120 (HIST:4910).

108:183 (UICB:4920) The Transition from Manuscript to Print 3 s.h.
Western manuscripts and books 1200-1600; changes in production and distribution methods and in how texts were used, in cultural context. Same as 021:258 (SLIS:4920), 16E:118 (HIST:4920).

108:185 (UICB:4150) Introduction to Book Studies 3 s.h.
Theory and practice of book studies; meanings of word and image in the book format; comparative study of other media, applied study of the codex as physical artifact. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Early Literatures Through 17th Century, or 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:134 (ENGL:4150).

108:186 (UICB:3142) Topics in Book History 3 s.h.
Authorship, publishing, and so forth within specific historical and cultural contexts. English majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. PERIOD: Early Literatures Through 17th Century, 18th/19th-Century Literature, or 20th/21st-Century Literature. Same as 008:190 (ENGL:3142).

108:200 (UICB:5550) Special Project for Graduate Students arr.
Independent study.

108:201 (UICB:5510) Book Studies Workshop 1 s.h.
Discussion of issues central to book studies; workshop approach to current projects.

108:202 (UICB:5520) Topics in Book History 3 s.h.
Topics related to production, distribution, and consumption of books through history and into the future.

108:204 (UICB:5530) Topics in Preservation/Conservation 3 s.h.
Care, conservation, and preservation of cultural heritage artifacts; readings, discussion, hands-on sessions.

Project for graduate certificate.

Traditional papermaking or creation of works of art using paper pulp as the medium; independent projects.


Bookbinding and artists’ book works; independent projects.


108:220 (UICB:5600) History of Readers and Reading 3 s.h.
Cultural nature of reading practices in historic and contemporary contexts of reading; reading communities; dimensions of gender, age, class, religion, race, ethnicity; examples of recent scholarship; use of primary resources; seminar. Same as 021:256 (SLIS:5600).

108:222 (UICB:6120) Topics: Policy/Planning 1-3 s.h.
Current topics in national and international policies, their impact on planning. Same as 021:279 (SLIS:6500).
Modes and methods for building electronic journals, books, thematic collections; new genres for publishing, including blogs, wikis, comics, short stories on the web; social, political, and economic forces that shape electronic publishing; XML-based project. Prerequisites: 021:120 (SLIS:5020). Same as 021:224 (SLIS:6270).

108:230 (UICB:6370) Topics in Book Studies 3 s.h.
Topics relevant to book studies and special collections. Same as 021:249 (SLIS:6370).

Development of individual book projects and production of one substantial project or several smaller ones; focus on acquiring or creating a text and/or other content; project development; range of print techniques available in letterpress printing; issues involved in producing editioned artist books or fine press work; opportunity to expand existing printing; classroom setting augments work sessions with in-progress critiques, readings, and visits to special collections. Prerequisites: 108:161 (UICB:5340) or 108:167 (UICB:5330).

108:279 (UICB:6510) Book Art: History, Practice, and Criticism 3 s.h.
Introduction to history and artistic practices of book arts; influences and origins from 20th century and earlier; contemporary theory and practice; history, critical considerations, and attempts to define and locate the field through fine art, craft, and book history lenses; weekly readings or analyses of book art pieces, hands-on exercises, research in University of Iowa Library Special Collections with primary sources, and final project, presentation, or research paper.

108:280 (UICB:6520) Graduate Book Arts Workshop 3 s.h.
Development of art work and studio practice; readings and research in contemporary theory and practice; analysis of visual language; integration of creative activities and critical thinking in student’s own art practice and analysis of contemporary work in book arts; group and individual critiques, studio assignments, presentations, discussions.


108:299 (UICB:6100) Book Studies Proseminar 1-3 s.h.
Cognitive Science of Language

Coordinator
- Robert M. McMurray (Psychology)

Graduate certificate: cognitive science of language
The scientific study of language is larger than any one field, due in part to the broad diversity in forms and uses of language. Iowa's Cognitive Science of Language Program uses an interdisciplinary approach to the study of language, helping to prepare language scientists who are conversant in multiple domains.

Graduate Program of Study
- Certificate in Cognitive Science of Language
The Department of Psychology (College of Liberal Arts and Sciences) is the administrative home of the Cognitive Science of Language Program; the certificate is conferred by the Graduate College.

Certificate
The Certificate in Cognitive Science of Language requires a minimum of 12-15 s.h. of graduate credit. Designed to complement doctoral study, the certificate program is open to University of Iowa Ph.D. students in linguistics, neuroscience, psychology, and speech and hearing science. Ph.D. students in other disciplines may petition to be permitted to earn the certificate. Students must complete a formal application to enter the certificate program; they should contact the program’s coordinator before they apply. Completion of the certificate is noted on the student’s transcript.

The certificate program ensures that students have training in interdisciplinary approaches to the study of language along with a strong theoretical grounding in their Ph.D. discipline. Each certificate student works with his or her Ph.D. advisor and the certificate program’s coordinator to develop an individual plan of study that complements the student’s degree program and career interests. In order to be granted the Certificate in Cognitive Science of Language, students must complete all of the requirements of their Ph.D. program as well as all of the certificate requirements.

All certificate students must participate in the cognitive science of language proseminar, a two-semester (6 s.h.) survey course on the five major disciplines within the language sciences—psychology, formal linguistics, neuroscience, communication disorders, and computational approaches. They also must complete three approved courses chosen from the lists below, and they must include a faculty member in the cognitive sciences of language on their Ph.D. comprehensive and dissertation exam committees. Students may enroll in the proseminar and three additional courses before or concurrently with other courses in their programs.

The Certificate in Cognitive Science of Language requires the following course work.

PROSEMINAR
All certificate students complete the following two-semester survey course.

Cognitive science of language proseminar (taken twice) 6 s.h.

DISCIPLINARY COURSES
Students take a total of three courses chosen from the following lists.

Communication Sciences and Disorders

003:116 (CSD:3116) Basic Neuroscience for Speech and Hearing 3 s.h.
003:118 (CSD:3118) Language Acquisition 1-3 s.h.
003:122 (CSD:3122) Speech Production: Anatomy and Physiology 4 s.h.
003:145 (CSD:4145) Developmental Speech and Language Disorders 3 s.h.
003:146 (CSD:4146) Neurogenic Disorders of Language 3 s.h.
003:206 (CSD:5206) Language Disorders in Children 0-18 Years 3 s.h.
003:218 (CSD:6218) Psycholinguistics 3 s.h.
003:222 (CSD:5222) Speech and Hearing Anatomy 2 s.h.
003:224 (CSD:5224) System and Signal Theory for Speech and Hearing Science 3 s.h.
003:233 (CSD:5233) Aphasia 2 s.h.
003:256 (CSD:5256) Anatomy and Physiology of Hearing 3-4 s.h.
003:282 (CSD:5282) Phonological Development and Disorders 2 s.h.
003:520 (CSD:6520) Seminar: M.A. Language Disorders 2 s.h.
003:522 (CSD:6522) Clinical Speech Physiology 2 s.h.
003:538 (CSD:6538) Seminar: Hearing Science 2 s.h.

Computer Science

22C:146 (CS:4460) Introduction to Computational Linguistics 3 s.h.

Linguistics

103:156 (LING:3030) Child Language-Linguistic Perspectives 3 s.h.
103:161 (LING:4090) Practical Phonetics 3 s.h.
103:201 (LING:5010) Introduction to Syntax 3 s.h.
103:203 (LING:5020) Introduction to Phonology 3 s.h.
103:211 (LING:6080) Generative Second Language Acquisition 3 s.h.
103:216 (LING:7080) Topics in Second Language Acquisition 3 s.h.
103:217 (LING:6050) Language Universals Linguistic Typology 3 s.h.
103:312 (LING:7090) Seminar: Problems in Linguistics 2-3 s.h.

The course 103:201 (LING:5010) has a corequisite, 108:200 (UIUC:5550) Special Project for Graduate Students, which does not count toward the certificate.

Neuroscience

132:240 (NSCI:6240) Topics in Cognitive Neuroscience 3 s.h.

Psychology

031:122 (PSY:3085) Language Development 3 s.h.
031:137 (PSY:3670) Language Processes 3 s.h.
031:214 (PSY:6450) Processes of Language Acquisition 3 s.h.
031:216 (PSY:6490) Dynamic Systems and Development 3 s.h.
031:318 (PSY:7430) Seminar: Cognitive Development 0-3 s.h.
031:335 (PSY:7020) Seminar: Cognitive Neuroscience 0-2 s.h.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>164:201 (SLA:6901)</td>
<td>Second Language Acquisition Research and Theory I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>164:202 (SLA:6902)</td>
<td>Second Language Acquisition Research and Theory II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>013:256 (GRMN:6750)</td>
<td>Modern German Syntax</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>013:257 (GRMN:6700)</td>
<td>Morphology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>013:258 (GRMN:6600)</td>
<td>Modern German Phonetics and Phonology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:186 (SPAN:4150)</td>
<td>Introduction to Spanish Syntax</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:189 (SPAN:4100)</td>
<td>Introduction to Spanish Phonology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:206 (SPAN:6150)</td>
<td>Topics in Spanish Language Acquisition</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:209 (SPAN:6110)</td>
<td>Spanish Phonology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>035:210 (SPAN:6120)</td>
<td>Spanish Syntax</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Genetics

Chair
• Daniel Eberl (Biology)

Affiliated faculty
• Christopher Adams (Internal Medicine/Molecular Physiology and Biophysics), Michael Anderson (Ophthalmology and Visual Sciences/Molecular Physiology and Biophysics), Alexander Bassuk (Pediatrics/Neurology), Terry Braun (Ophthalmology and Visual Sciences/Electrical and Computer Engineering/Biomedical Engineering), Charles M. Brenner (Biochemistry), Thomas Casavant (Ophthalmology and Visual Sciences/Electrical and Computer Engineering/Biomedical Engineering), Chi-Lien Cheng (Biology), Joseph Comer (Biology), Robert Cornell (Anatomy and Cell Biology), Beverly Davidson (Internal Medicine/Neurology/Molecular Physiology and Biophysics), Deborah Dawson (Preventive and Community Dentistry), Arlene Drack (Ophthalmology and Visual Sciences/Pediatrics), Adam Dupuy (Pathology/Anatomy and Cell Biology), Daniel Eberl (Biology), Craig D. Ellemeyer (Microbiology), Albert Erives (Biology), Jan Fassler (Biology), John Fingert (Ophthalmology and Visual Sciences/Anatomy and Cell Biology), C. Andrew Frank (Anatomy and Cell Biology), Pamela Geyer (Biochemistry/Obstetrics and Gynecology), Pedro Gonzalez-Alegre (Neurology), Doug Houston (Biology), Erin Irish (Biology), Wayne Johnson (Molecular Physiology and Biophysics), Bradley Jones (Microbiology), John Kirby (Microbiology), Toshihiro Kitamoto (Anesthesia/Pharmacology), Al Klingelhoft (Microbiology/Radiation Oncology), Markus H. Kuehn (Ophthalmology and Visual Sciences), Anne Kwitek (Pharmacology/Internal Medicine/Molecular Physiology and Biophysics), Bridget Lear (Biology), Dana Levasseur (Internal Medicine), Andrew Lidral (Orthodontics/Pediatrics), Fang Lin (Anatomy and Cell Biology), Jim J. Lin (Biology), Ana Llopart (Biology), John Logsdon (Biology), Robert Malone (Biology), John Manak (Pediatrics/Biology), Bryant McAllister (Biology), Paul McCray (Microbiology/Internal Medicine/Pediatrics), W. Scott Moye-Rolley (Internal Medicine/Molecular Physiology and Biophysics), Robert Mullins (Ophthalmology and Visual Sciences/Molecular Physiology and Biophysics), Jeff Murray (Pediatric Dentistry/International Programs/Epidemiology/Pediatrics/Nursing/Public Policy Center/Biology/Anatomy and Cell Biology), Robert Philibert (Psychiatry), Bryan T. Phillips (Biology), Robert Piper (Internal Medicine/Molecular Physiology and Biophysics), James Potash (Psychiatry), Veena Prahlad (Biology), Andrew Russo (Molecular Physiology and Biophysics/Neurology), Todd Scheetz (Ophthalmology and Visual Sciences/Biomedical Engineering), Alberto Segre (Nursing/Computer Science), Val Sheffield (Pediatrics), Curt Sigmund (Pharmacology/Internal Medicine/Molecular Physiology and Biophysics), Diane Sliusarski (Biology), Richard Smith (Internal Medicine/Otolaryngology-Head and Neck Surgery/Pediatrics/Molecular Physiology and Biophysics), Sarit Smolikove (Biology), Edwin Stone (Ophthalmology and Visual Sciences), Kai Tan (Internal Medicine), Tina L. Tootie (Anatomy and Cell Biology), Lori Wallrath (Biochemistry), Thomas Wassink (Pediatrics/Psychiatry), Joshua Weiner (Biology), David Weiss (Microbiology), Michael Welsh (Internal Medicine/Neurosurgery/Molecular Physiology and Biophysics), Virginia Willour (Psychiatry), Mary Wilson (International Programs/Microbiology/Internal Medicine/Epidemiology), Chun-Fang Wu (Biology)

Graduate degree: Ph.D. in genetics
Web site: http://genetics.grad.uiowa.edu

Graduate Program of Study
• Doctor of Philosophy in genetics

Doctor of Philosophy

The Doctor of Philosophy program in genetics requires a minimum of 72 s.h. of graduate credit. The Ph.D. program is designed to promote collaborative investigation and intellectual interaction among students and faculty participants affiliated with several different departments.

Students who enroll in the program are encouraged to obtain a broad background in genetics, including molecular, population, and human genetics. Within this context, course requirements are flexible enough to permit students to tailor their formal course work to their individual needs.

Students have the option to declare a Ph.D. emphasis in computational genetics.

All students enrolled in the program are required to take the following courses.

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>099:243</td>
<td>(BIOS:5243) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>127:150</td>
<td>(GENE:6150) Genetic Analysis of Biological Systems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>127:200</td>
<td>(GENE:6200) Special Topics in Genetics (seminar)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>156:201</td>
<td>(BISC:5201) Fundamentals of Gene Expression</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:131</td>
<td>(BIOI:3172) Evolution</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:168</td>
<td>(BIOI:4333) Genes and Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>127:191</td>
<td>(GENE:7191) Human Molecular Genetics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

All of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>650:270</td>
<td>(GRAD:7270) Principles of Scholarly Integrity</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Elective course work in molecular and microbial genetics, cell and development genetics, human genetics, or computational genetics 8 s.h.

Seminar courses approved by the program 5 s.h.

Even more important than formal course work is the opportunity to do significant research in genetics. Research interests of the participating faculty include virtually all areas of genetics, ranging from bacteriophage genetics to human medical genetics. In each area of genetics, there is a group of faculty members who have closely related interests.

The University is also strong in several related disciplines, including microbial physiology, enzymology, virology, protein biochemistry, computational genetics, and developmental and cell biology, all of which contribute significantly to the overall training program.
In addition to completing research and course work, students must pass a comprehensive examination, usually at the end of their second year in the program.

**Joint M.D./Ph.D.**

Students may work toward the Doctor of Medicine degree and a Ph.D. in genetics in a joint degree program offered by the Carver College of Medicine and the Graduate College. See Medical Scientist Training (p. 1038) Program (Carver College of Medicine) in the Catalog.

**Ph.D. and Dental Scientist Training Program**

Ph.D. students in genetics who have earned a D.D.S. degree may be candidates for advanced training programs in dentistry. For information, contact the College of Dentistry.

**Admission**

Prospective doctoral students in genetics should have a strong undergraduate background in science, including courses in general genetics, organic chemistry, biochemistry, introductory physics, and mathematics, as well as a strong commitment to genetic research and teaching. Students can make up deficiencies in a particular area during their first year of graduate study.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Admission to the program is based on assessment of applicants’ undergraduate academic records, performance on the Graduate Record Examination (GRE) General Test, and letters of recommendation. Admission requirements are not rigid. Most students working toward a Ph.D. in genetics at the University have an undergraduate g.p.a. above 3.50, and a combined verbal and quantitative score above 1250 on the GRE General Test. Students with lower grade-point averages or GRE scores may be admitted, depending on prior research experience and other indications of academic potential.

Students generally begin graduate work in the fall semester.

**Financial Support**

All genetics graduate students receive a financial stipend of $25,500 plus tuition for academic year 2012-13.

Financial support comes from training grants, research assistantships, teaching assistantships, scholarships, individual research grants, or other departmental or college funds. All students are required to do some teaching as part of their development as future scientists and faculty members.

**Associated Courses**

Credit earned in the following courses may be counted toward the Ph.D. in genetics. Not all courses are offered every year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:131</td>
<td>(BIOL:3172) Evolution</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:168</td>
<td>(BIOL:4333) Genes and Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:171</td>
<td>(BIOL:3713) Molecular Genetics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>051:123</td>
<td>(BME:5320) Bioinformatics Techniques</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>061:268</td>
<td>(MICR:6268) Biology and Pathogenesis of Viruses</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>070:110</td>
<td>(PEDS:8104) Medical Genetics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>127:170</td>
<td>(GENE:6170) Bioinformatics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>127:173</td>
<td>(GENE:5173) Computational Genomics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>132:184</td>
<td>(NSCI:6184) Developmental Neurobiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>142:215</td>
<td>(MCB:6215) Transcription and Multi-Functional</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>Regulation by RNA</td>
<td></td>
</tr>
<tr>
<td>142:220</td>
<td>(MCB:6220) Mechanisms of Cellular Organization</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>142:225</td>
<td>(MCB:6225) Growth Factor Receptor Signaling</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>650:270</td>
<td>(GRAD:7270) Principles of Scholarly Integrity</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>127:150</td>
<td>(GENE:6150) Genetic Analysis of Biological Systems</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Genetic techniques and approaches for analysis of biological processes; comparison of strengths, weaknesses of a variety of experimental systems.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>127:170</td>
<td>(GENE:6170) Bioinformatics</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

Overview of bioinformatics topics, including access to sequence data, pairwise and multiple sequence alignment algorithms, molecular phylogeny, microarray data analysis, protein analysis, proteomics and protein structure analysis; emphasis on each topic includes biological motivation, computational approach (practical and theoretical), and interpretation of output. Prerequisites: 002:128 (BIOL:2512) or 099:120 (BIOC:3120). Recommendations: grade of B+ or higher in 002:128 (BIOL:2512) or 099:120 (BIOC:3120), or graduate standing. Same as 002:170 (BIOL:4213).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>127:173</td>
<td>(GENE:5173) Computational Genomics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Introduction to computational methods used in genome analysis and functional genomics; biological sequence analysis, sequence database search, microarray data analysis, biological network analysis; in-depth coverage of principal genome science challenges and recent solutions. Same as 002:174 (BIOL:5320), 051:122 (BME:5330), 055:122 (ECE:5220).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>127:191</td>
<td>(GENE:7191) Human Molecular Genetics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Molecular genetic approaches to human disease; the human genome project, linkage analysis, candidate gene screening, special features of inbred populations, triplet repeat expansions, mitochondrial genetics, genetics of complex traits. Requirements: fundamental genetics and molecular biology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>127:200</td>
<td>(GENE:6200) Special Topics in Genetics</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Current research in a selected field of genetics; different topic each year. Companion to a genetics seminar series. Same as 060:200 (ACB:6200).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>127:234</td>
<td>(GENE:6234) Basic Biostatistical Methods with Genetics Applications</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

Introduction to terminology, fundamental concepts, and methods of biostatistics as applied to genetic research; genetic investigation examples used to illustrate statistical approaches.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
127:301 (GENE:7301) Graduate Research in Genetics arr.
Human Toxicology

Director
• Larry W. Robertson (Occupational and Environmental Health)

Associate director
• Peter Thorne (Occupational and Environmental Health/Civil and Environmental Engineering)

Director of graduate studies
• Gabriele Ludewig (Occupational and Environmental Health)

Affiliated faculty
• Garry Buettner (Radiation Oncology), A. Brent Carter (Internal Medicine/Radiation Oncology), Frederick Domann (Pathology/Radiation Oncology/Surgery), Jonathan Doorn (Pharmacy), Michael Duffel (Pharmacy), R. William Field (Epidemiology/Occupational and Environmental Health), Laurence Fuortes (International Programs/Epidemiology/Occupational and Environmental Health), Frederic Gerr (Epidemiology/Internal Medicine/Occupational and Environmental Health), Prabhat Goswami (Radiation Oncology), Vicki Grassian (Chemistry/Chemical and Biochemical Engineering/Occupational and Environmental Health/Education), Keri Hombuckle (Civil and Environmental Engineering/Occupational and Environmental Health), Bahri Karacay (Pediatrics), Joel Kline (Internal Medicine/Occupational and Environmental Health), Hans-Joachim Lehmler (Occupational and Environmental Health), Gabriele Ludewig (Occupational and Environmental Health), Paul McCray (Microbiology/Internal Medicine/Pediatrics), David Murhammer (Chemical and Biochemical Engineering), Daryl Murry (Pharmacy), Thomas Peters (Occupational and Environmental Health), Paul Romitti, (Epidemiology), Aliasger Salem (Chemical and Biochemical Engineering/Pharmacy/Biomedical Engineering), Jerald Schnoor (Civil and Environmental Engineering/Occupational and Environmental Health), Andreak Simons-Burnett (Pathology), Douglas Spitz (Radiation Oncology), Jerrold Weiss (Microbiology/Internal Medicine), Dale Wurster (Pharmacy)

Graduate degrees: M.S. in human toxicology; Ph.D. in human toxicology

Web site: http://toxicology.grad.uiowa.edu/

Toxicology is the study of how biological, chemical, physical, and radiological agents affect living organisms and the ecosystem, and how to prevent or lessen the adverse effects of those agents. The Human Toxicology Program prepares toxicologists to identify and assess environmental exposures, identify mechanisms by which toxicants affect homeostasis or induce disease, identify interventions to prevent adverse effects, and estimate acceptable levels of exposure to protect public health.

The program is interdisciplinary, involving the Graduate College, the Carver College of Medicine, and the Colleges of Engineering, Liberal Arts and Sciences, Pharmacy, and Public Health.

The Human Toxicology Program is supported by the Iowa Superfund Research Program. Human toxicology faculty members are supported by the Environmental Health Sciences Research Center, a National Institute of Environmental Health Center of Excellence.

Graduate Programs of Study
• Master of Science in human toxicology
• Doctor of Philosophy in human toxicology

Master of Science

The Master of Science program in human toxicology requires a minimum of 39 s.h. of graduate credit; a thesis is required. The program is designed for students who wish to pursue a master’s degree as a second degree or through part-time study, particularly those who perform toxicologists’ functions in their jobs and who need additional training.

Students should have backgrounds in the biological, engineering, and physical sciences and should have completed courses in introductory chemistry and biology, and organic chemistry.

After entering the program, each student works with his or her assigned mentor to choose an advisory committee, which meets at least once a semester to help the student explore his or her research interests. The committee also provides consultation on course work and research activities and serves as the committee for the final examination (thesis defense).

The Human Toxicology Program is flexible. Students work with their advisory committees to plan a course of study tailored to their individual interests and goals within the field of toxicology.

All M.S. students must successfully complete the following course work as part of their course of study.

A first course in toxicology—one of these:

046:214 (PHAR:5544) Pharmaceutical and Chemical Toxicology 3 s.h.
175:260 (OEH:5810) Environmental Toxicology 3 s.h.

Advanced toxicology:

175:265 (OEH:6720) Advanced Toxicology 4 s.h.

Scholarly integrity:

650:270 (GRAD:7270) Principles of Scholarly Integrity 0-1 s.h.

Research seminar—students must take the course each semester they are enrolled in the human toxicology graduate program:

198:180 (TOX:7180) Toxicology Research Seminar 0-1 s.h.

On successful completion of all requirements, including the thesis and its oral defense, students are awarded a Master of Science.

Doctor of Philosophy

The Doctor of Philosophy program in human toxicology requires a minimum of 72 s.h. of graduate credit. The program is designed for students with backgrounds in the biological, engineering, and physical sciences. Entering students should have solid training in science, including courses in introductory chemistry and biology, and organic chemistry; knowledge of biochemistry and molecular biology is also useful. Students may remedy deficiencies
by taking appropriate courses during their first year of graduate study.

Students begin the program with three two-month rotations in the laboratories of participating faculty members, in order to identify a mentor. After the first year, the mentor assumes financial responsibility for the student. With advice from his or her mentor, each student chooses an advisory committee, which meets at least once a semester to help the student explore his or her research interests. The committee also provides consultation on course work and research activities and serves as the committee for the comprehensive examination and the final examination (dissertation defense).

The Human Toxicology Program is flexible. Students work with their advisory committees to plan a course of study tailored to their individual interests and goals within the field of toxicology.

All Ph.D. students must successfully complete the following course work as part of their course of study.

A first course in toxicology—one of these:

- 046:214 (PHAR:5544) Pharmaceutical and Chemical Toxicology 3 s.h.
- 175:260 (OEH:5810) Environmental Toxicology 3 s.h.

Advanced toxicology:

- 175:265 (OEH:6720) Advanced Toxicology 4 s.h.

Scholarly integrity—students must complete the course within their first two years of graduate study:

- 650:270 (GRAD:7270) Principles of Scholarly Integrity 0-1 s.h.

Research seminar—students must take the course each semester they are enrolled in the human toxicology graduate program:

- 198:180 (TOX:7180) Toxicology Research Seminar 0-1 s.h.

After successfully completing the comprehensive examination, usually at the end of the second year of graduate study, the student advances to Ph.D. candidacy. The student devotes all of his or her time to dissertation research and writing. Upon successful completion of all requirements, including the dissertation and its oral defense, the student is awarded a Doctor of Philosophy.

**Admission**

Prospective students may apply to the program via a centralized application system; see Admission on the Human Toxicology Program web site.

Completed applications should be submitted by January 15; applications submitted after that date are reviewed as they are received and are considered for any remaining openings.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Financial Support**

Doctoral students in human toxicology receive stipends and tuition support from University of Iowa sources, such as training grants from the National Institutes of Health.

**Facilities**

Training is conducted primarily in laboratories and teaching facilities of the departments and colleges of Human Toxicology Program faculty members. These are among the best-equipped laboratories on campus. Together with the University’s central research facilities, they provide access to the most up-to-date research equipment and expertise.

**Associated Courses**

For course descriptions and prerequisite information, see the course listings in the College of Pharmacy (p. 1123) and Department of Occupational and Environmental Health (p. 1178) sections of the Catalog.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>046:214</td>
<td>Pharmaceutical and Chemical Toxicology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:260</td>
<td>Environmental Toxicology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:265</td>
<td>Advanced Toxicology</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

**Courses**

- 198:171 (TOX:7171) Special Problems in Toxicology  arr.
  Didactic material that may include tutorial, seminar, or faculty-directed research work; or a special topic.

- 198:173 (TOX:7173) Toxicology Journal Club  arr.
  Current topics in toxicology literature.

- 198:180 (TOX:7180) Toxicology Research Seminar 0-1 s.h.
  Contemporary research topics.

- 198:201 (TOX:7201) Toxicology Research  arr.
  Research that constitutes part of the thesis.

  Thesis or dissertation research; seminar preparation.
Immunology

**Director**

- Steven Varga (Microbiology/Pathology)

**Affiliated faculty**

- Michael Apicella (Microbiology/Internal Medicine), Vladimir Badovinac (Pathology), Zuhair Ballas (Internal Medicine), Gail Bishop (Microbiology), John Butler (Microbiology), John Colgan (Internal Medicine/Anatomy and Cell Biology), Elizabeth Field (Internal Medicine), George Giudice (Biochemistry/Dermatology), John Harty (Microbiology/Pathology), Jonathan Heusel (Pathology), Raphael Hirsch (Pediatrics), Jon Houtman (Microbiology/Internal Medicine), Siegfried Janz (Pathology), Kevin Legge (Microbiology/Pathology), David Lubaroof (Microbiology/Urology), Martha Manick (Internal Medicine), Craig Morita (Internal Medicine), William Nauseef (Microbiology/Internal Medicine), Lyse Norian (Urology), Stanley Perlman (Microbiology/ Pediatrics), Frederick Quelle (Pharmacology/Internal Medicine), Patrick Schlevert (Microbiology/Internal Medicine), Annette Schlueter (Pathology), Richard Smith (Internal Medicine/Otolaryngology-Head and Neck Surgery/Pediatrics/Molecular Physiology and Biophysics), Fayyaz Sutterwala (Internal Medicine), Steven Varga (Microbiology/Pathology), Thomas Waldschmidt (Pathology), George Weiner (Internal Medicine), Jerrold Weiss (Microbiology/Internal Medicine), Mary Wilson (International Programs/Microbiology/Internal Medicine/Epidemiology), Hai-Hui Xue (Microbiology), Nicholas Zavazava (Internal Medicine/Biomedical Engineering)

**Graduate degree:** Ph.D. in immunology

**Web site:** http://immuno.grad.uiowa.edu

The Immunology Program provides interdisciplinary training in the concepts and methodologies of basic and applied immunology. Faculty members are involved in a variety of research projects dealing with the immune system at all levels—structural, functional, cellular, biochemical, and molecular. Students take course work in immunology and related disciplines and are involved directly in laboratory research throughout their study.

**Graduate Program of Study**

- Doctor of Philosophy in immunology

**Doctor of Philosophy**

The Doctor of Philosophy program in immunology requires a minimum of 72 s.h. of graduate credit. The program is flexible, accommodating students with a wide range of backgrounds in course work as well as practical experience in the biological and physical sciences. Entering students generally are expected to have strong backgrounds in biology, chemistry, biochemistry, microbiology, genetics, and mathematics. An introductory course in immunology is desirable. Deficiencies in specific areas often can be remedied through appropriate course work taken during the first year of graduate study.

The curriculum consists of a sequence of required and elective courses that provide training in the conceptual and methodological aspects of immunology. The program offers ample opportunity for study in a variety of fields that interface with immunology.

The Ph.D. in immunology requires the following course work.

- 148:201 (IMMU:6201) Graduate Immunology 3 s.h.
- 148:211 (IMMU:6211) Immunology Seminar (taken fall and spring of first year, spring of second year) 1 s.h.
- 148:221 (IMMU:7221) Advanced Topics in Immunology 3 s.h.
- 156:204 (BISC:5204) Biostatistics for Biomedical Research 1 s.h.
- 650:270 (GRAD:7270) Principles of Scholarly Integrity 1 s.h.
- Elective courses (optional)

Students complete 5 s.h. of the following.

**Fundamentals:**

- 099:243 (BIOC:5243) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1 1 s.h.
- 156:201 (BISC:5201) Fundamentals of Gene Expression (recommended) 1 s.h.

**Molecular biology:**

- 142:215 (MCB:6215) Transcription and Multi-Functional Regulation by RNA 1 s.h.
- 142:217 (MCB:5217) Epigenetics, Cancer, and Mouse Models of Disease 1 s.h.
- 142:240 (MCB:6240) Inflammatory Cell Signaling and Targeted Cancer Therapy 1 s.h.

**Cell biology:**

- 142:225 (MCB:6225) Growth Factor Receptor Signaling 1 s.h.
- 142:226 (MCB:6226) Cell Cycle Control 1 s.h.
- 142:227 (MCB:6227) Cell Fate Decisions 1 s.h.

After successfully completing the comprehensive examination, usually by the end of the second year of graduate study, students advance to candidacy for the Ph.D. They devote their time to research and writing their dissertation. Upon successful completion of all requirements, including the dissertation and its oral defense, students are awarded a Ph.D. in immunology.

**Admission**

For information regarding admission and application procedures, contact the Immunology Program or visit its web site. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog.

**Financial Support**

All students in the Immunology Program receive stipends and tuition support, which comes from a variety of sources, including training grants from the National Institutes of Health, University of Iowa fellowships and graduate research assistantships, and individual faculty research grants.

**Facilities**

Training is conducted in laboratories and teaching facilities of the Carver College of Medicine Departments of Dermatology, Internal Medicine, Pathology, Microbiology,
Pharmacology, and Urology. Faculty laboratories and central research core facilities provide students with access to state-of-the-art research equipment.

Courses

148:040 (IMMU:2040) Summer Undergraduate IDGP Research 0 s.h.

148:201 (IMMU:6201) Graduate Immunology 3 s.h.
Ontogeny, activation, and function of T lymphocytes and B lymphocytes; innate immune effector mechanisms; major histocompatibility complex: antigen presentation; thymocyte positive and negative selection; signaling of T lymphocytes, B lymphocytes; emphasis on experimental methods for analysis of these processes. Requirements: for 148:201 (IMMU:6201) — college biology, general chemistry, and introductory immunology courses; for 061:201 (MICR:6201) — courses in college biology, genetics, general chemistry, and introductory immunology. Recommendations: for 148:201 (IMMU:6201) — courses in biochemistry and genetics; for 061:201 (MICR:6201) — biochemistry course. Same as 061:201 (MICR:6201).

148:211 (IMMU:6211) Immunology Seminar 1 s.h.
Requirements: immunology graduate standing.

148:217 (IMMU:7217) Integrated Topics in Infectious Diseases 1 s.h.
Clinical cases used to raise questions in host-parasite interactions; case/scientific exposés followed by related journal club discussions at next class session. Same as 061:217 (MICR:7217).

148:221 (IMMU:7221) Advanced Topics in Immunology 3 s.h.
In-depth analysis of selected areas. Prerequisites: for 148:221 (IMMU:7221) — 148:201 (IMMU:6201); for 061:207 (MICR:7207) — 061:201 (MICR:6201) or 148:201 (IMMU:6201). Same as 061:207 (MICR:7207).

148:231 (IMMU:6231) Research in Immunology arr.
Laboratory research. Requirements: immunology graduate standing.

148:241 (IMMU:6241) Writing a Scientific Proposal 1 s.h.
How to write a scientific proposal. Prerequisites: 148:201 (IMMU:6201). Requirements: enrollment in immunology graduate program.

148:247 (IMMU:6247) Graduate Survey of Immunology 3 s.h.
Important principles and key concepts in immunology; overview of innate and adaptive immune systems and their functions at cellular and molecular levels. Same as 061:247 (MICR:6247).

148:251 (IMMU:8113) Principles of Medical Immunology 2 s.h.
Basic molecules, cells; organs of immune system; mechanics and regulations of immune response; clinical principles of normal and abnormal immunity. Requirements: M.D. enrollment.

148:301 (IMMU:6301) Directed Study in Immunology arr.
Informatics

Director
- John C. Keller (Graduate College)

Affiliated faculty
- Michael Apicella (Microbiology/Internal Medicine), Marc Armstrong (Geographical and Sustainability Sciences), Jose Assouline (Biomedical Engineering), Gary Baumbach (Pathology), David Bennett (Geographical and Sustainability Sciences), Alison Bianchi (Sociology), Frederick Boehmke (Political Science/Public Policy Center), Bob Boynton (Political Science), Terry Braun (Ophthalmology and Visual Sciences/Electrical and Computer Engineering/Biomedical Engineering), Andre Brock (Library and Information Science/Interdisciplinary Programs), Jane Brokel (Nursing), John Brooks (Epidemiology/Pharmacy/Health Management and Policy), Pat Brophy (Pediatrics/Surgery), Lee Carmen (Health Management and Policy), Thomas Casavant (Ophthalmology and Visual Sciences/Electrical and Computer Engineering/Biomedical Engineering), Octav Chipara (Computer Science), Josep Comeron (Biology), Thomas Cook (International Programs/Physical Therapy and Rehabilitation Science/Occupational and Environmental Health), Mary Kathryn Cowles (Statistics and Actuarial Science/Biostatistics), James Cremer (Computer Science), Donna D’Alessandro (Pediatrics), Michael D’Alessandro (Radiology), Peter Damiano (Public Policy Center/Preventive and Community Dentistry), Benjamin Darbo (Pediatrics), Beverly Davidson (Internal Medicine/Neurology/Molecular Biology and Biophysics), Deborah Dawson (Pediatric Dentistry/Biostatistics), Franklin Dexter (Anesthesia/Health Management and Policy), John Donelson (Biochemistry), David Eichmann (Library and Information Science), John Engelhardt (Internal Medicine/Anatomy and Cell Biology), Jan Fassler (Biography), Elizabeth Field (Internal Medicine), R. William Field (Epidemiology/Occupational and Environmental Health), Michael Finkelstein (Ocular Pathology, Radiology and Medicine/Anatomy and Cell Biology), Charles T. Foster Jr. (Earth and Environmental Sciences), Richard Funderburg (Urban and Regional Planning), Laurence Fuortes (International Programs/Epidemiology/Occupational and Environmental Health), Paul Hanley (Urban and Regional Planning/Civil and Environmental Engineering/Public Policy Center), Eric Hoffman (Radiology/Internal Medicine/Biomedical Engineering), Juan Pablo Hourcade (Computer Science), Haowei Hsieh (Library and Information Science), Deborah Kacmarynski (Otolaryngology/Head and Neck Surgery/Pediatrics), Patricia Katopol (Library and Information Science), David Katz (Internal Medicine/Epidemiology), Joseph Kearney (Computer Science), John Kemp (Pathology), Al Klingelhutz (Microbiology/Radiation Oncology), Matt Krasowski (Pediatrics), Naresh Kumar (Geographical and Sustainability Sciences), Andrew Kusiak (Nursing/Industrial Engineering), Yi Li (Mathematics), Jim Jung-Ching Lin (Biology), Marc Linderman (Geographical and Sustainability Sciences), John Logsdon (Biology), Der-Fa Lu (Nursing), Freda Lynn (Sociology), Michael Mackey (Radiology/Biomedical Engineering), George Malanson (Geographical and Sustainability Sciences), John Manak (Pediatrics/Biology), Miwa Matsuo (Urban and Regional Planning), Bryant McAllister (Biology), Ann Marie McCarthy (Community and Behavioral Health/Pediatrics/Nursing), Paul McCray (Microbiology/Internal Medicine/Pediatrics), Prakash Nadkami (Internal Medicine), Jun Ni (Radiology/Biomedical Engineering/Mechanical and Industrial Engineering), Andrew Norris (Pediatrics/Biochemistry), Gautam Pant (Management Sciences), Thomas Peters (Occupational and Environmental Health), Kirk Phillips (Epidemiology), Phil Polgreen (Epidemiology/Internal Medicine), Joseph Reinhart (Biomedical Engineering), Jennifer Robinson (Internal Medicine/Epidemiology), John Robinson (Electrical and Computer Engineering), Gerard Rushton (Geographical and Sustainability Sciences/Health Management and Policy), Yutaka Sato (Radiology), Todd Scheetz (Ophthalmology and Visual Sciences/Biomedical Engineering), Jerald L. Schnoor (Civil and Environmental Engineering/Occupational and Environmental Health), Alberto Segre (Nursing/Computer Science), Val Sheffield (Pediatrics), Curt Sigmund (Pharmacology/Internal Medicine/Molecular Physiology and Biophysics), Lisa Shump (International Programs/Nursing), Richard Smith (Internal Medicine/Otolaryngology-Head and Neck Surgery/Pediatrics/Molecular Physiology and Biophysics), David Soll (Biology), Bernard Sorofman (Pharmacy), Christopher Squier (International Programs), Padmini Srinivasan (Nursing/Computer Science), Kathleen Stewart (Geographical and Sustainability Sciences), Edwin Stone (Ophthalmology and Visual Sciences), Nick Street (Nursing/Management Sciences/Computer Science), Kai Tan (Internal Medicine), James Torner (Epidemiology/Neurosurgery/Surgery/Education), Daniel Tranel (Psychology/Neurology), Kai Wang (Biostatistics), Marcia Ward (Health Management and Policy), George Weiner (Internal Medicine), Michael Welsh (Internal Medicine/Neurosurgery/Molecular Physiology and Biophysics), Ann Williamson (Nursing), Xiaodong Wu (Electrical and Computer Engineering/Radiation Oncology), Yi Xing (Internal Medicine/Biostatistics), Jinhu Xiong (Radiology/Biomedical Engineering), Ying Zhang (Biostatistics), You-Kuan Zhang (Earth and Environmental Sciences/Civil and Environmental Engineering), Kang Zhao (Management Sciences), Dale Zimmerman (Statistics and Actuarial Science/Biostatistics)

Graduate degrees: M.S. in informatics; Ph.D. in informatics
Graduate certificate: informatics
Web site: http://informatics.grad.uiowa.edu

The field of informatics springs from the intersection of computational disciplines related to the humanities, the arts, and the biological, health, natural, and social sciences. As the rapid development of information technology transforms the world, informatics offers ways to solve new problems and to examine existing problems from new perspectives.

The Informatics Program provides graduate students the opportunity to study informatics in the broadest sense. The program is interdisciplinary, involving the Graduate College, the Carver College of Medicine, the Tippie College of Business, and the Colleges of Dentistry, Engineering, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health.
Graduate Programs of Study

- Master of Science in informatics
- Doctor of Philosophy in informatics
- Certificate in Informatics

The Master of Science and Doctor of Philosophy degrees in informatics are offered with two subtracks: health informatics and information science. The Certificate in Informatics is offered with four subtracks: bioinformatics and computational biology, geoinformatics, health informatics, and information science.

Master of Science

The Master of Science program in informatics requires a minimum of 32 s.h. of graduate credit. It is offered with subtracks in health informatics and information science. Students working toward a Doctor of Philosophy in informatics may be granted a Master of Science upon completion of the M.S. requirements.

The 32 s.h. required for the M.S. includes 9 s.h. in foundations of informatics and at least 9 s.h. in disciplinary applications of informatics.

Students select an advisor from their subtrack’s affiliated faculty members. In consultation with their advisors, students prepare a study plan, which is reviewed at least once a year. A final master’s degree examination, either oral or written, is required.

For more information about the Master of Science requirements, visit the Informatics Program website.

Doctor of Philosophy

The Doctor of Philosophy program in informatics requires a minimum of 72 s.h. of graduate credit. It is offered with subtracks in health informatics and information science.

The 72 s.h. required for the Ph.D. includes 9 s.h. in foundations of informatics and at least 9 s.h. in disciplinary applications of informatics.

Students select an advisor from their subtrack’s affiliated faculty members. In consultation with their advisors, students prepare a study plan, which is reviewed at least once a year. Ph.D. students must pass a comprehensive examination at or near completion of their course work requirements. The exam may be written, oral, or both, depending on the structure of the student’s subtrack or the decision of the student’s committee.

A student who does not already hold an M.S. in informatics from The University of Iowa and who has passed the Ph.D. comprehensive examination may be granted an M.S. degree in informatics without taking the final master’s degree exam, upon recommendation by the informatics program.

Upon successful completion of all requirements, including the dissertation and its oral defense, students are awarded a Doctor of Philosophy.

For more information about the Doctor of Philosophy requirements, visit the Informatics Program website.

Certificate

The Certificate in Informatics requires a minimum of 18-21 s.h. of graduate credit, depending on choice of subtrack: the subtracks in bioinformatics and computational biology, health informatics, and information science require a minimum of 18 s.h.; the geoinformatics subtrack requires a minimum of 21 s.h. The program is designed for students enrolled in University of Iowa graduate degree programs who wish to study informatics as a complement to their degree programs.

All subtracks require 9 s.h. in the foundations of informatics. In addition, the subtracks in bioinformatics and computational biology, health informatics, and information science require at least 9 s.h. in disciplinary applications of informatics; and the geoinformatics subtrack requires at least 12 s.h. in disciplinary applications of informatics. Work toward the certificate may not be substituted completely for courses or examinations required by the student’s graduate degree program.

For more information about certificate requirements, visit the Informatics Program website.

Admission

Applicants to the M.S., Ph.D., or certificate program should apply to the degree subtrack of their choice. The subtrack programs make independent admission decisions. Certificate program applicants must be enrolled in a University of Iowa graduate degree program and must be in good academic standing in their degree programs.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. They also must meet the admission requirements of the informatics subtrack they want to enter; see Prospective Students/Admission Requirements and How To Apply on the program’s website.

Courses

200:110 (IGPI:5200) Health Informatics I 3 s.h.

200:120 (IGPI:5210) Health Informatics II 3 s.h.
Selected health informatics initiatives, including computer-based patient records, physiologic monitoring, networking, imaging, virtual reality; participation in an interdisciplinary project team focused on an informatics innovation; application and research seminars. Same as 051:189 (BME:5252), 074:192 (RSMN:5301), 096:289 (NURS:5301), 056:287 (IE:5870), 021:280 (SLIS:5910).

Requirements: admission to M.S. program.

200:205 (IGPI:5015) Independent Study arr.
200:220 (IGPI:6220) Social Informatics 3 s.h.
Study of information and communication tools (ICTs) in cultural or institutional contexts; how ICTs are conceptualized, disseminated, and used in everyday and specialized environments such as libraries, education settings, corporations, local communities, cultural groups, political campaigns, and Web 2.0. Prerequisites: 021:101 (SLIS:5010). Same as 021:210 (SLIS:6130).

200:296 (IGPI:6500) Topics in Informatics arr.
Current topics in informatics.

200:297 (IGPI:6510) Readings in Informatics arr.
Topics not covered in other courses; individual study.


Requirements: Ph.D. candidacy.
International Programs

Dean, International Programs
• Downing Thomas

Director, graduate program
• Soon "Sonia" Ryang

Graduate degree: M.A. in international studies
Web site: http://international.uiowa.edu/

The graduate program in international studies is administered by International Programs; the Graduate College confers the degree.

Graduate Program of Study
• Master of Arts in international studies

Master of Arts
The Master of Arts program in international studies is closing; admission to the program is suspended. See the 2012-13 General Catalog for degree requirements.

Courses

Primarily for Undergraduates
Students may not earn graduate credit for the following courses.

287:029 (IP:1029) First-Year Seminar 1 s.h.
Small discussion class taught by a faculty member; international topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.

287:098 (IP:2098) Issues in International Studies 1 s.h.
Modules focusing on varied topics, taught by international studies faculty members.

Modules focusing on varied topics, taught by international studies faculty members.

Primarily for Graduate Students

287:150 (IP:3550) Special Topics in International Studies arr.
Topics related to international studies.

287:205 (IP:7000) International Graduate Research 1-6 s.h.
Independent study directed by a faculty member.

287:210 (IP:6100) International Programs Summer Institute for Teachers 1-3 s.h.
Professional development workshop for teachers. Same as 075:210 (EDTL:6100).

Thesis for interdisciplinary M.A. with international studies emphasis.
International Writing Program

Director
• Christopher Merrill

Instructors
• Natasa Durovicova, Hugh Ferrer

Web site: http://iwp.uiowa.edu/

The International Writing Program (IWP) conducts a unique fall residency program for established writers from outside the United States and a summer writing program for American and international high school students. During spring semester, IWP offers courses related to the program’s general mission, including collaborative distance learning courses for writing students overseas.

Residency Program

Each fall the International Writing Program assembles a community of poets, fiction writers, essayists, playwrights, and journalists for a one-semester residency on campus. Participants range from emerging talents to writers who are among their countries’ leading literary figures and writers of world stature. For most of them, their time in the program is their first, or their first extended, stay in the United States.

At the University they live and interact with each other while working on writing and translation projects and participating in public events. Throughout their residency, they present their work in 181:191 (IWP:3191) International Literature Today and 181:205 (IWP:5205) International Translation Workshop and participate as guests in many other courses on campus, including a First-Year Seminar for new University of Iowa undergraduates. They also interact with the public through readings, panel discussions, a film series, and other presentations.

Since 1967 more than 1,400 writers from 130 countries have participated in the program.

International Writing Program participants are supported by the U.S. Department of State, through bilateral agreements with many countries, by grants from cultural institutions and governments abroad, and by private funds. The program does not provide grants for writers.

For more information, contact the International Writing Program or visit its web site.

Summer Program

Between the Lines is an IWP summer program that brings American high school students together with students from Russia and the Arabic-speaking world to explore creative writing and world literature in a multilingual, multicultural environment. Students attend a language-specific writing workshop, in which they create and share stories and poetry with their peers. They also participate in a literature seminar conducted in English, where they discuss works written by American and international authors.

Between the Lines is offered in two sessions, each lasting two weeks: the first half of July, for students from Russia and America; and the second half of July, for students from Arabic-speaking countries and America.

International students are nominated by embassies in their home countries. American students who have completed grade 10, 11, or 12 may apply to the program; they must complete an online application and submit samples of their creative work, a statement of purpose, a letter of recommendation from a teacher familiar with their writing, and a current high school transcript. Application deadline for both sessions is mid-February. Contact Between the Lines for more information.

Between the Lines is funded by a grant from the U.S. Department of State’s Bureau of Educational and Cultural Affairs.

Courses

181:001 (IWP:1181) Readings for Writers
1 s.h.
Introduction to the Iowa City writing community; attendance at readings by professional, faculty, and student writers; students keep journals about readings.

181:040 (IWP:1040) Writing Across the Atlantic: Guided Creative Writing and Reading
arr.
Reading contemporary British prose and poetry and students’ own creative writing; instruction by a visiting writer from Great Britain who is participating in the International Writing Program.

181:101 (IWP:3101) Independent Studies
arr.
Directed readings in contemporary world literature.

181:102 (IWP:1102) On Campus Independent Study
arr.
Independent study arranged in collaboration with instructor.

181:109 (IWP:1009) Undergraduate Internship
arr.
Professional experience for students interested in arts management and international literature. Requirements: undergraduate standing, minimum of 36 s.h. of course work, and consultation with IWP director.

181:110 (IWP:3210) Comparative Arts
3 s.h.
Cultural and aesthetic issues arising from side-by-side investigation of several art forms, including literature, cinema, painting, music, opera, architecture; periods, schools, styles, and their theories. Same as 048:110 (CCL:3210).

181:120 (IWP:1120) International Issues in Creative Nonfiction Writing
arr.
Where does the subjective terminate, the objective commence? What are the boundaries between domestic and global, personal and political, fiction and nonfiction? Addressing these questions through academic and creative means; examination of pressing social, environmental, and creative issues; for students unafraid of technology, interested in Skyping, working on message boards, and exchanging multimedia responses with students worldwide; online course linking to institutions of higher learning abroad.

181:152 (IWP:3152) America in Other Words
1-3 s.h.
Current idea of America in its imaginary form: post-1989 world fiction, poetry, and film in original language, in translation, and via online translation resources. Same as 048:152 (CCL:3152).
181:191 (IWP:3191) **International Literature Today**  1-3 s.h.
English majors may apply this course to the following area
and/or period requirement. AREA: Transnational Literature
and Culture. PERIOD: 20th/21st-Century Literature. Same as

181:201 (IWP:3201) **Writing and Publishing for the
Literary Web**  arr.
Technical aspects of web publishing, including step-by-step
instruction on using content management systems (Drupal and
Wordpress); specific stylistic and editorial protocols associated
with contributing to literary web sites; utilize and navigate a
content management system; create a contributor portfolio of
online work, including media items, reviews, interviews, and blog
posts.

181:205 (IWP:5205) **International Translation
Workshop**  1-3 s.h.
International writers pair with University of Iowa translators to
write new works of poetry and fiction in English; second-language
fluency not required for international writers. Same as
218:205 (TRNS:5205).

181:230 (IWP:5230) **Writing Across Genres: A
Workshop**  arr.
Writing across genres; exploration of modes and voices
different from chosen genres (i.e., poets may test the waters
of playwriting, nonfiction writers of translation, translators of
fiction); rotations by guest faculty; workshop includes students
from Writing University M.F.A. programs and International Writing
Program residents.

181:247 (IWP:6635) **Crossing Borders Seminar**  2-3 s.h.
Same as 016:247 (HIST:6635), 008:231 (ENGL:6635),
113:247 (ANTH:6635), 129:231 (AFAM:6635),
013:262 (GRMN:6635), 035:273 (SPAN:6904),
160:247 (PORO:6635), 009:262 (FREN:6142),

181:260 (IWP:7460) **Translation Workshop**  4 s.h.
Requirements: at least one foreign language. Same as
218:260 (TRNS:7460).
Library and Information Science

Director
• David Eichmann

Associate professors
• Timothy Barrett, David Eichmann, James Elmborg, Julie Leonard, Jennifer Burek Pierce

Assistant professors
• Haowei Hsieh, Patricia Katopol, Joan Bessman Taylor

Professor emeritus
• Velva Jeanne Osborn

Associate professor emeritus
• Carl Orgren

Graduate degree: M.A. in library and information science
Web site: http://slis.grad.uiowa.edu/

Today's age is defined by the intersection of information, technology, and human creativity. In this context, library and information science is dedicated to understanding the nature of information, the interaction between information and communication technologies, the relationship between information and knowledge, the cognitive and affective aspects of knowledge acquisition, and the interface between people and information. It offers new knowledge, technological benefits, and professional expertise for every dimension of human affairs.

Library and information professionals take on many challenges in serving the needs of their constituencies—children and teachers, members of academic communities, employees of profit and nonprofit organizations, and the public at large—constituencies that range from information poor to information rich. They work in the contexts of issues such as information and communication technology, public and private information policy, managerial policy, and regional, national, and international economics.

The School of Library and Information Science prepares professionals to meet these diverse challenges. It offers a graduate-level program of preparation for careers in all types of libraries and information centers, providing students with a strong, well-rounded education in an environment that supports individuals from all segments of a multicultural, multiethnic, and multilingual society. Its curriculum reflects the profession's immediate and long-range needs and prepares students to be leaders in a changing field.

By promoting excellence in research, the school contributes to the base of theoretical and practical knowledge in library and information science and helps develop an understanding of how to meet the varied and changing information needs of individuals and society. It also provides public service through continuing education programs, selective consulting services for library and information centers, and participation in professional organizations.

The school strongly encourages its students, faculty members, and alumni to shape the future of the profession by filling key roles in organizations involved in all aspects of the information cycle.

Graduate Programs of Study

• Master of Arts in library and information science
Graduate students working toward a degree in library and information science may elect to pursue one of the joint degree programs offered by the school in collaboration with the Tippie College of Business and the College of Law. The school also offers a joint master's degree/certificate program with the Center for the Book. See "Joint Degrees" and "Joint M.A./Certificate" below.

Students interested in school librarianship may earn a teaching license through a joint program with the College of Education; see "Specializations"/"School Teacher Librarian" below. Library and information science students also may earn the Certificate in Informatics, described below.

The Master of Arts in library and information science has held continuous accreditation from the American Library Association since 1971.

Library science graduates have many options for employment. Alumni hold positions in public, school, special, and academic libraries as well as other information settings. They serve in varied roles, such as information consultant, database manager, library administrator, webmaster, network coordinator, cataloger, children's librarian, school library media specialist, and archivist.

Master of Arts

The Master of Arts in library and information science requires 36 s.h. of graduate credit. A thesis option is available for students who seek additional research experience.

Students pursuing the master's degree gain an understanding of the foundations of the library and information profession, including the history of the field, ethical and philosophical concerns, the information cycle, principles and procedures for dealing with a variety of information carriers, and the theory and practice of strategic management. They examine future trends, with emphasis on cutting-edge technological concerns. They study the discipline’s research base, gaining heightened awareness of the synergy between library and information science and other disciplines, as well as the close relationship between research and practice. Finally, students become knowledgeable about the factors that underlie users’ information needs and appropriate strategies to satisfy those needs.

The master's degree program is designed to be completed in two years. The maximum allowable load for graduate students is 12 s.h. during regular semesters and 8 s.h. during summer sessions. Students also may choose to complete the program through part-time study.

Students may apply a maximum of 12 s.h. of graduate transfer credit in library and information science or related areas toward the degree, subject to the approval of the transfer credit committee. Approval is given course-by-course and is determined by the course’s content, currency, and applicability to the student’s program.

The curriculum includes a proseminar and three tiers. Tier I consists of three required courses that provide a solid grounding for all successive course...
work. Tier II consists of four courses; students who intend to become school librarians should choose 021:262 (SLIS:6180) School Library Media Administration instead of 021:260 (SLIS:6170). In Tier III, students may earn up to 15 s.h. in electives chosen with guidance from their advisors. This three-tier arrangement allows each student to concentrate in an area that most closely matches his or her professional goals.

**PROSEMINAR**

Students must enroll in the proseminar during their first semester, along with two tier I courses.

021:100 (SLIS:5000) Proseminar in Library and Information Science

**TIER I**

All of these:

021:101 (SLIS:5010) Cultural Foundations (taken in student’s first semester) 3 s.h.

021:120 (SLIS:5020) Computing Foundations (taken in student’s first semester) 3 s.h.

021:122 (SLIS:5030) Conceptual Foundations 3 s.h.

**TIER II**

This course:

021:242 (SLIS:6160) Search and Discovery 3 s.h.

One of these:

021:260 (SLIS:6170) Organizational Management 3 s.h.

021:262 (SLIS:6180) School Library Media Administration (for school teacher librarian specialization) 3 s.h.

Two of these:

021:124 (SLIS:6100) Database Systems 3 s.h.

021:202 (SLIS:6110) Research Methods 3 s.h.

021:205 (SLIS:6020) Literacy and Learning 3 s.h.

021:210 (SLIS:6130) Social Informatics 3 s.h.

021:226 (SLIS:6140) Digital Environments 3 s.h.

021:236 (SLIS:6150) Use and Users 3 s.h.

021:278 (SLIS:6490) Information Policy 3 s.h.

**TIER III**

With their advisor’s guidance, students choose 15 s.h. in electives from the following courses.

021:123 (SLIS:5200) User Education: Multimedia 3 s.h.

021:141 (SLIS:5210) Reference and Information Services 3 s.h.

021:143 (SLIS:5220) Resources for Children 3 s.h.

021:144 (SLIS:5230) Resources for Young Adults 3 s.h.

021:145 (SLIS:5240) Resources for Adults 3 s.h.

021:150 (SLIS:4900) Preservation and Conservation of Collection Materials 3 s.h.

021:222 (SLIS:6250) Beginning Cataloging and Classification 3 s.h.

021:224 (SLIS:6270) Electronic Publishing 3 s.h.

021:228 (SLIS:6280) Hypertext Systems 3 s.h.

021:232 (SLIS:6300) Race, Gender, and Technology 3 s.h.

021:234 (SLIS:6190) Knowledge Management 3 s.h.

021:239 (SLIS:6320) Topics: Conceptual Structures/Systems 1-3 s.h.

021:240 (SLIS:6330) Collection Management 3 s.h.

021:249 (SLIS:6370) Topics in Book Studies 3 s.h.

021:252 (SLIS:6375) Human Computer Interaction 3 s.h.

021:254 (SLIS:6380) Analysis of Scholarly Domains 3 s.h.

021:256 (SLIS:5600) History of Readers and Reading 3 s.h.

021:258 (SLIS:4920) The Transition from Manuscript to Print 3 s.h.

021:259 (SLIS:6410) Topics: Resources/Services 1-3 s.h.

021:263 (SLIS:6430) Nonprofit Organizational Effectiveness I 3 s.h.

021:265 (SLIS:6435) Nonprofit Organizational Effectiveness II 3 s.h.

021:270 (SLIS:6460) Public Libraries 3 s.h.

021:271 (SLIS:6470) College and University Libraries 3 s.h.

021:272 (SLIS:6480) Special Libraries 3 s.h.

021:275 (SLIS:5900) Health Informatics I 3 s.h.

021:279 (SLIS:6500) Topics: Policy/Planning 1-3 s.h.

021:280 (SLIS:5910) Health Informatics II 3 s.h.

021:282 (SLIS:6520) Practicum in Libraries and Information Centers 2-3 s.h.

021:284 (SLIS:6530) School Library Media Practicum 3 s.h.

021:289 (SLIS:6550) Seminar in Library and Information Science 3 s.h.

021:292 (SLIS:6570) Independent Study 1-3 s.h.

021:299 (SLIS:6580) Thesis 0-3 s.h.

**Specializations**

Students’ programs often are designed around particular career goals. Following are examples of possible specializations.

**PUBLIC LIBRARIES**

Public libraries provide informational, educational, and recreational materials and a wide range of services for a diverse clientele. Although public libraries receive the bulk of their funding from local taxes, they also may be organized on a regional or statewide cooperative basis. The variety of uses, services, materials, and organizational structures of public libraries makes this a challenging area of librarianship. Public librarians need to develop skills in analyzing the communities they serve, designing comprehensive marketing plans to meet their needs, implementing the plans in a cost-effective way, and evaluating the success of their efforts.

**ACADEMIC LIBRARIES**

The academic library, whether in a community college, a four-year college, or a university, provides information services in support of the parent institution’s teaching, research, and public service missions. These services include instruction in the use of the library and its resources. Management skills and subject or language competence often are required. Since librarians in this setting usually are considered academic faculty members, a second master’s or other advanced degree is desirable.

**SPECIAL LIBRARIES AND INFORMATION CENTERS**

Special libraries serve corporations, private companies, government agencies, technical and academic institutions, museums, medical facilities, and information management consulting firms. They are organized to anticipate and quickly respond to the specific information needs of their users. Special librarians are information resource experts who collect, analyze, evaluate, package, and disseminate information to facilitate accurate decision making. Knowledge of information technology and the ability to design services suitable to the parent organization are professional necessities. In addition, substantial subject expertise may be required.
SCHOOL TEACHER LIBRARIAN

School teacher librarians provide instruction to students in accessing, evaluating, and using information; collaborate with teachers on the use of resources in instruction; provide leadership in the use of instructional and information technologies; offer reading guidance; provide reference service; and manage the library media center.

The University of Iowa offers a state-approved program leading to endorsement as school teacher librarian K-12. In order to fulfill state requirements for this endorsement, students must hold or be eligible for a teaching license and must complete a designated sequence of courses that leads both to certification and to the M.A. degree.

Licensed teachers employed in Iowa schools may enroll in a distance education program that leads to an M.A. in library and information science and endorsement for school librarianship. Contact the School of Library and Information Science for details.

Students who are interested in school libraries but lack a valid Iowa teaching license may earn licensure as a school teacher librarian by completing 30 s.h. in the College of Education. The Master of Arts in library and information science with teacher licensure requires 66 s.h. of credit. Students must apply and be admitted to both programs.

INFORMATION SCIENCE

The multidisciplinary field of information science is influenced by the rapid growth in digital information collections and technologies. This specialization offers expertise in retrieval, dissemination, and use of information. In addition to libraries and information centers, many for-profit organizations are finding that information is a valuable commodity in today’s competitive world and are employing information management personnel. The curriculum offers opportunities to study information science aspects, such as digital libraries, electronic publishing, and automated systems design.

Joint Degrees

The School of Library and Information Science offers a joint Master of Arts/Master of Business Administration with the Tippie College of Business and a joint Juris Doctor/Master of Arts with the College of Law. The primary goal of the joint programs is integration of the two areas of study.

Students in the joint programs may apply a limited amount of credit toward both degrees. Up to 9 s.h. in business or law may be applied toward the M.A. in library and information science; up to 9 s.h. in library and information science may be applied toward the M.B.A., and 12 s.h. may be applied to the J.D.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the joint degree program. For more information, see Library and Information Science (p. 677) in the Catalog.

Joint M.A./Certificate

Students interested in special collections, book arts, or museum librarianship may pursue an M.A. in library and information science in conjunction with a graduate Certificate in Book Studies/Book Arts and Technologies. The joint program also may be appropriate for students interested in book studies scholarship and those seeking careers in publishing, graphic arts, or book-related industries that require a similar blend of subject and technical knowledge.

The joint program requires a total of 51 s.h. At least 27 s.h. must be earned in the M.A. program, at least 15 s.h. must be earned in the certificate program, and the remaining 9 s.h. may be earned in either program.

Separate application to each program is required. Applicants must be admitted to both programs before they may be admitted to the joint program. For more information, see Center for the Book (p. 915) in the Catalog.

Related Certificate: Informatics

The Graduate College offers the Certificate in Informatics with a health informatics subtrack, which requires 18 s.h. of credit. The subtrack emphasizes the organization, management, and use of health care information; health care research, education, and practice; and information technology developments in the socioeconomic context of health care. Library and information science students working toward the certificate complete 021:275 (SLIS:5900) Health Informatics I, 021:280 (SLIS:5910) Health Informatics II, and approved electives. To learn more, see “Certificate” in the Informatics (p. 929) section of the Catalog.

Honor Society

The Beta Beta Theta Chapter of Beta Phi Mu, the international honor society for library and information science, is located at The University of Iowa. Each year new members are chosen from the top 25 percent of the preceding year’s graduating classes. To be eligible for membership, graduates must achieve a g.p.a. of at least 3.75, demonstrate professional promise, and be recommended by the faculty.

Student Organizations and Activities

All M.A. students in the school are automatically members of LiSSO, the Library and Information Science Student Organization, which also serves as the student chapter of the American Library Association. LiSSO sponsors various activities, such as speaker series, workshops, brown bag lunches, and social events. Participation in LiSSO events provides students with significant opportunities for professional and extracurricular growth. Students also are encouraged to join other state and national professional organizations.

The electronic journal BSides was created and is edited entirely by library and information science students. The journal publishes work by current students and recent alumni in a wide variety of formats, such as research papers, PowerPoint presentations, and web sites.

Admission

Applicants for admission to the M.A. program are required to have a g.p.a. of at least 3.00 on a 4.00 scale. They must have a combined verbal and quantitative score of at least 1000 on the old Graduate Record Examination
(GRE) General Test or a combined score of 300 on the revised GRE. The admissions committee also considers each applicant’s letters of recommendation, statement of purpose, and other appropriate criteria. Admission is competitive.

Applicants whose first language is not English must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). In place of TOEFL, the school also accepts International English Testing System (IELTS) scores of 7.0 or higher, with no subscore below 6.0. Applicants who submit IELTS scores are required to take an on-campus English proficiency evaluation.

Applicants begin the admission process by contacting the School of Library and Information Science. The process requires a completed application form, transcripts of all academic work, a written statement of purpose and goals, and three letters of recommendation.

Completed applications should be received by the school by February 1 for consideration for fall admission. Decisions of the admissions committee are announced approximately six weeks after the application deadline. Late applications are considered if places are still available. Financial aid is often not available for late applicants. Admitted students are assigned a faculty advisor for program planning at the end of their first semester.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Financial Support
The School of Library and Information Science offers partial-tuition scholarships and one-quarter-time graduate assistantships. To be considered for scholarships or assistantships, applicants must meet the M.A. program’s grade-point-average and Graduate Record Exam score requirements for admission (see "Admission" above). Prospective students must submit letters of application for scholarships before February 1. Graduate assistantships are advertised as they become available; students should apply for specific assistantships.

For information on departmental scholarships, contact the School of Library and Information Science or visit its web site. Part-time employment usually is available in the University Libraries and other campus units.

Applications for student loans, work-study eligibility, or other financial assistance should be submitted directly to the University’s Office of Student Financial Aid.

Job Placement
The school shares announcements of national and international job opportunities through an electronic mailing list. In addition, LISSO sponsors talks by speakers versed in areas of librarianship as well as workshops on résumé writing and interviewing. Internships and the school’s practicum courses provide students with hands-on experience that may enhance their job prospects.

Facilities, Resources
The School of Library and Information Science is housed in the south wing of the University’s Main Library, in a setting that promotes community among students, faculty, and staff and provides easy access to resources of the University of Iowa Libraries. Facilities are provided for the varied instructional and research activities of the school.

Gunther Commons
Gunther Commons, a state-of-the-art collaboratory, is the school’s combined student center and technology lab. Individuals and teams of students gather in the collaboratory to work on course assignments and to gain experience with specialized software that supports the latest teaching technologies. Students have access to both Windows and Macintosh computers in the collaboratory, with gigabit access to the campus network and wireless service throughout the Main Library.

University of Iowa Libraries
All of the resources of the University of Iowa Libraries are available to the school’s students and faculty. The system contains more than 4 million volumes in the Main Library and six departmental libraries.

The web-based catalog provides access to books and periodicals, electronic indexes, and full-text databases held by University Libraries. In addition, the InfoHawk Catalog to online resources provides access to selected Internet and CD-ROM resources arranged by subject and academic discipline. Wireless Internet access is available in many areas of the Main Library.

The third floor of the Main Library houses the map collection and Special Collections & University Archives, including the Iowa Women’s Archives.

Other Libraries
Students have access to a variety of libraries through field trips, practicum experience, and personal use: the State Historical Society of Iowa library in Iowa City; the Iowa City, Coralville, and Cedar Rapids public and school libraries; the Augustana, Coe, Cornell, Mount Mercy, and Grinnell College libraries; and the Herbert Hoover Presidential Library and Museum in West Branch.

Other Resources
Lindquist Center houses the instructional services and campus services departments of the University’s Information Technology Services. It provides instructional and research computing facilities and services for the University community. All University students, staff, and faculty may use the center’s computers for University-related research, thesis preparation, and class work. Instructional Technology Centers provide campuswide access to the University’s academic computing resources and the Internet.

Courses
021:090 (SLIS:1090) Information Handling 3 s.h.
Gathering, evaluating, and employing information from library and nonlibrary sources, including multimedia and electronic systems. Requirements: undergraduate standing.

021:100 (SLIS:5000) Proseminar in Library and Information Science 0 s.h.
Overview of responsible stewardship of library and archival collections; principles and practice of book conservation with focus on prototypes for conservation rebinding; appropriate care of books, papers, photographs (traditional and digital), film, and other non-print items; fundamental instruction in methods of page repair, investigation of eight historical prototypes, construction of related conservation binding models; lecture, discussion, student presentation, and hands-on activities. Prerequisites: 021:101 (SLIS:5010). Same as 024:155 (MUSM:4900).

021:202 (SLIS:6110) Research Methods 3 s.h.
Concepts and methods for research in library and information science; emphasis on design of qualitative and quantitative research; data collection techniques appropriate to information professions; examination and evaluation of research in the professional literature.

021:205 (SLIS:6020) Literacy and Learning 3 s.h.
Learning and literacy theory relevant to work in information services; how librarians can help people process information and use it to form understanding and create new knowledge. Prerequisites: 021:101 (SLIS:5010).

021:210 (SLIS:6130) Social Informatics 3 s.h.
Study of information and communication tools (ICTs) in cultural or institutional contexts; how ICTs are conceptualized, disseminated, and used in everyday and specialized environments such as libraries, education settings, corporations, local communities, cultural groups, political campaigns, and Web 2.0. Prerequisites: 021:101 (SLIS:5010). Same as 200:220 (IGPI:6220).

021:222 (SLIS:6250) Beginning Cataloging and Classification 3 s.h.
Systems for describing materials and information in catalogs and organizing them for effective retrieval in libraries, museums, and other information centers; AACR2 descriptive principles, Dewey and Library of Congress classifications, Sears and LC subject headings, cataloging networks and services. Prerequisites: 021:122 (SLIS:5030).

021:224 (SLIS:6270) Electronic Publishing 3 s.h.
Modes and methods for building electronic journals, books, thematic collections; new genres for publishing, including blogs, wikis, comics, short stories on the web; social, political, and economic forces that shape electronic publishing; XML-based project. Prerequisites: 021:120 (SLIS:5020). Same as 108:224 (UCSB:6270).

021:226 (SLIS:6140) Digital Environments 3 s.h.
Methods and models for building digital libraries; organization with metadata; standards such as those for object identifiers, open access, building cross-links between collections; automatic harvesting of content. Prerequisites: 021:120 (SLIS:5020).

021:228 (SLIS:6280) Hypertext Systems 3 s.h.
Theory, design, and implementation of hypertext-based information systems; access mechanisms, including navigation, browsing, search; issues in representation of information, user interfaces; case studies of representative systems, including the World Wide Web. Prerequisites: 021:120 (SLIS:5020).
021:232 (SLIS:6300) Race, Gender, and Technology 3 s.h.
Brief, critical look at the ways race and gender shape the uses and design of information and communication technologies (ICTs); ICTs as a part of our social infrastructure; how the integration of ICTs into Western culture has affected, transformed, or been transformed by interactions with racial groups, men, and women; interrogate assumptions behind technology’s promises of efficiency and progress—what are the norms and values embodied within the artifacts we use every day? Same as 16O:232 (PORO:6232).

021:234 (SLIS:6190) Knowledge Management 3 s.h.
How organizations acquire, manage, and use information; knowledge management and competitive intelligence, information from inside and outside the organization; organization types, including library, corporate, and nonprofit. Same as 06K:234 (MSCI:6190).

021:236 (SLIS:6150) Use and Users 3 s.h.
Information needs and uses; theories and models of information seeking and use, formal and informal information channels, barriers to information.

021:239 (SLIS:6320) Topics: Conceptual Structures/Systems 1-3 s.h.
Special topics relevant to conceptual structures (e.g., knowledge, representation, manipulation schemes) and systems (e.g., intelligent OPACS, user interface technologies).

021:240 (SLIS:6330) Collection Management 3 s.h.
Collection management of print and electronic resources; selection and management principles, policies, procedures in various settings; production and distribution of resources; intellectual freedom. Prerequisites: 021:101 (SLIS:5010) and 021:122 (SLIS:5030).

021:242 (SLIS:6160) Search and Discovery 3 s.h.
Search system architecture; information needs and queries; search models; concepts in relevance and repositories, archives, web-based systems; information quality measures.

021:249 (SLIS:6370) Topics in Book Studies 3 s.h.
Topics relevant to book studies and special collections. Same as 108:230 (UICB:6230).

021:252 (SLIS:6375) Human Computer Interaction 3 s.h.
Design user interfaces for interacting with information, emphasis on system design and evaluation (as opposed to system implementation); construct interface prototypes, conduct evaluations of design. Prerequisites: 021:120 (SLIS:5020).

021:254 (SLIS:6380) Analysis of Scholarly Domains 3 s.h.
Information transfer in academic disciplines; scientific method, other means of knowledge construction, resulting literatures; reference tools used to control literature for a variety of audiences; emphasis on humanities, social sciences, or sciences. Same as 16O:230 (PORO:6290).

021:256 (SLIS:5600) History of Readers and Reading 3 s.h.
Cultural nature of reading practices in historic and contemporary contexts of reading; reading communities; dimensions of gender, age, class, religion, race, ethnicity; examples of recent scholarship; use of primary resources; seminar. Same as 108:220 (UICB:6500).

021:258 (SLIS:6420) The Transition from Manuscript to Print 3 s.h.
Western manuscripts and books 1200-1600; changes in production and distribution methods and in how texts were used, in cultural context. Same as 108:183 (UICB:4920), 16E:118 (HIST:4920).

021:259 (SLIS:6410) Topics: Resources/Services 1-3 s.h.
Current topics in types of information resources and services.

021:260 (SLIS:6170) Organizational Management 3 s.h.
Survey of management issues common to all information environments—understanding organizations, decision making, hiring and personnel, grant writing, and marketing.

021:262 (SLIS:6180) School Library Media Administration 3 s.h.
Design of library media programs for the major functions of teaching and learning, information access, and program administration; focus on curricular and teaching responsibilities of school librarians and media specialists, development of philosophy, examination of roles and responsibilities, and program evaluation. Prerequisites: 021:101 (SLIS:5010).

021:263 (SLIS:6430) Nonprofit Organizational Effectiveness I 3 s.h.

021:265 (SLIS:6435) Nonprofit Organizational Effectiveness II 3 s.h.

021:270 (SLIS:6460) Public Libraries 3 s.h.
Historical development of public libraries; current issues in public library management and policy making, including intellectual freedom; readers advisory service and genres of popular materials for adults.

021:271 (SLIS:6470) College and University Libraries 3 s.h.
Objectives, organization, unique functions and services of academic libraries; educational environment in which academic libraries function; examination of issues and problems affecting academic libraries. Prerequisites: 021:101 (SLIS:5010).

**021:272 (SLIS:6480) Special Libraries** 3 s.h.
Management, organizational structures, collections, client services in special libraries; site visits to a variety of special libraries, information centers; projects that apply theoretical principles.

**021:275 (SLIS:5900) Health Informatics I** 3 s.h.

**021:278 (SLIS:6490) Information Policy** 3 s.h.
Development of policy based on ethical and legal issues in library and information professions; intellectual freedom, intellectual property, equity.

**021:279 (SLIS:6500) Topics: Policy/Planning** 1-3 s.h.
Current topics in national and international policies, their impact on planning. Same as 108:222 (UICB:6120).

**021:280 (SLIS:5910) Health Informatics II** 3 s.h.
Selected health informatics initiatives, including computer-based patient records, physiologic monitoring, networking, imaging, virtual reality; participation in an interdisciplinary project team focused on an informatics innovation; application and research seminars. Same as 051:189 (BME:5252), 074:192 (RSNM:5301), 096:289 (NURS:5301), 056:287 (IE:5870), 200:120 (IGPI:5210).

**021:282 (SLIS:6520) Practicum in Libraries and Information Centers** 2-3 s.h.
Supervised field experience in selected libraries and information centers; emphasis on application of theory to practice; at least 80 hours of fieldwork.

**021:284 (SLIS:6530) School Library Media Practicum** 3 s.h.
Supervised field experience in library media centers at elementary and secondary school levels; emphasis on application of theory to practice; at least 80 hours of fieldwork. Prerequisites: 021:262 (SLIS:6180).

**021:289 (SLIS:6550) Seminar in Library and Information Science** 3 s.h.
Contemporary issues in library and information science; student presentations, guest speakers.

**021:292 (SLIS:6570) Independent Study** 1-3 s.h.
Formal contract between student and faculty member. Requirements: formal proposal.

**021:299 (SLIS:6580) Thesis** 0-6 s.h.
Molecular and Cellular Biology

Director

- Frederick Domann (Pathology/Radiation Oncology/Surgery)

Affiliated faculty

- Christopher Adams (Internal Medicine/Molecular Physiology and Biophysics), Lee-Ann Allen (Microbiology/Internal Medicine), Nikolai Artemyev (Ophthalmology and Visual Sciences/Molecular Physiology and Biophysics), Sheila Baker (Ophthalmology and Visual Sciences/Biochemistry), Alexander Bassuk (Pediatrics/Neurology), Gail Bishop (Microbiology), Daniel Bonthius (Pediatrics/Neurology), Charles Brenner (Biochemistry), Anil Chauhan (Internal Medicine), Amit Choudhury (Orthopaedics and Rehabilitation/Anatomy and Cell Biology), John Colgan (Internal Medicine/Anatomy and Cell Biology), Robert Cornell (Anatomy and Cell Biology), Beverly Davidson (Internal Medicine/Neurology/Molecular Physiology and Biophysics), Brandon Davies (Biochemistry), Kris DeMali (Biochemistry/Dermatology), Mishtu Dey (Chemistry), Frederick Domann (Pathology/Radiation Oncology/Surgery), Adam Dupuy (Pathology/Anatomy and Cell Biology), John Engelhardt (Internal Medicine/Anatomy and Cell Biology), Fisher Price (Pharmacology/Internal Medicine), C. Andrew Frank (Anatomy and Cell Biology), Ernesto Fuentes (Biochemistry), Minnetta Gardiner (Pharmacology), Pamela Geyer (Biochemistry/Obstetrics and Gynecology), Paloma Giangrande (Internal Medicine/Radiation Oncology), Apollina Goel (Pathology/Radiation Oncology), Pedro Gonzalez-Alegre (Neurology), Prabhate Goswami (Radiation Oncology), Steven Green (Otolaryngology/Head and Neck Surgery/Biology), Justin Grube (Pharmacology), Isabella Grumbach (Internal Medicine), Hasem Habelhah (Pathology), Raymond Hohl (Pharmacology/Internal Medicine), Douglas Houston (Biology), Jon Houtman (Microbiology/Internal Medicine), Aloysius Klingelhutz (Microbiology/Radiation Oncology), J. Stacey Klutts (Pathology), Amnon Kohen (Chemistry), John Koland (Pharmacology/Internal Medicine), Gloria Lee (Internal Medicine), Steven Lentz (Internal Medicine), Kimberly Leslie (Obstetrics and Gynecology), Dana Levasseur (Internal Medicine), Fang Lin (Anatomy and Cell Biology), Jim Jung-Ching Lin (Biology), John Manak (Pediatrics/Biology), Wendy Maury (Microbiology), Paul McCray (Microbiology/Internal Medicine/Pediatrics), Stephen McGowan (International Programs/Internal Medicine), James McNamara (Internal Medicine), Jeffery Meier (Internal Medicine), Jessica Moreland (Pediatrics), David Motto (Internal Medicine/Pediatrics), Scott Moey-Rowley (Internal Medicine/Molecular Physiology and Biophysics), Jeffrey Murray (Pediatric Dentistry/International Programs/Epidemiology/Pediatrics/Nursing/Public Policy Center/Biology/Anatomy and Cell Biology), Chioma Okeoma (Microbiology), Bryan Phillips (Biology), Matthew Potthoff (Pharmacology), David Price (Biochemistry), Miles Pufall (Biochemistry), Hank Qi (Anatomy and Cell Biology), Dawn Quelle (Pharmacology/Pathology), Kamal Rahmouni (Pharmacology/Internal Medicine), George Richerson (Neurology/Molecular Physiology and Biophysics), Peter Rubenstein (Internal Medicine/Pediatrics/Biochemistry), Andrew Russo (Molecular Physiology and Biophysics), Thomas Rutkowski (Internal Medicine/Anatomy and Cell Biology), Curt Sigmund (Pharmacology/Internal Medicine/Molecular Physiology and Biophysics), Kathleen Sluka (Nursing/Physical Therapy and Rehabilitation Science), Sarit Smolikove (Biology), Peter Snyder (Internal Medicine/Molecular Physiology and Biophysics), Mark Stamnes (Internal Medicine/Molecular Physiology and Biophysics), Jack Stapleton (Microbiology/Internal Medicine), Steven Strack (Pharmacology/Pathology), Fayyaz Sutterwala (Internal Medicine), Eric Taylor (Biochemistry), Christie Thomas (Internal Medicine/Obstetrics and Gynecology), Tina Toole (Anatomy and Cell Biology), Budd Tucker (Ophthalmology and Visual Sciences), Lori Wallrath (Biochemistry), Todd Washington (Radiation Oncology/Biochemistry), Daniel Weeks (Pediatrics/Biochemistry), Michael Welsh (Internal Medicine/Neurosurgery/Molecular Physiology and Biophysics), Mary Wilson (International Programs/Microbiology/Internal Medicine/Epidemiology), Marc Wold (Radiation Oncology/Biochemistry), Charles Yeaman (Internal Medicine/Anatomy and Cell Biology), Joseph Zabner (Internal Medicine), Fenghuang Zhan (Internal Medicine), Weizhou Zhang (Pathology)

Graduate degree: Ph.D. in molecular and cellular biology
Web site: http://molcellbio.grad.uiowa.edu

The Molecular and Cellular Biology Program provides interdisciplinary training in the concepts and methodologies fundamental to the investigation of biological mechanisms at the molecular level. Faculty members are involved in a variety of research projects related to gene expression and regulation.

Graduate Program of Study

- Doctor of Philosophy in molecular and cellular biology

Doctor of Philosophy

The Doctor of Philosophy program in molecular and cellular biology requires a minimum of 72 s.h. of graduate credit. The program is sufficiently flexible to accommodate students with a wide range of backgrounds in the biological and physical sciences. Entering students are expected to have a solid background in science, including introductory biology and chemistry, organic chemistry, physical chemistry, calculus, genetics, and biochemistry. Students can remedy deficiencies in particular areas by taking appropriate courses during the first year of graduate study.

The curriculum consists of a sequence of required, core, and elective courses that provide didactic training in molecular and cellular biology and that ensure comprehensive exposure to concepts and experimental methodologies in the field. Students engage in laboratory research immediately upon enrollment and progress rapidly to original thesis projects that lead to a Ph.D.

Because of the diversity of biological research problems that can be pursued by employing molecular and cellular approaches, the program provides options for specialization in particular areas of interest.

The Ph.D. in molecular and cellular biology requires the following course work.
**DIDACTIC COURSE WORK**

All of these:

142:215 (MCB:6215) Transcription and Multi-Functional Regulation by RNA 1 s.h.
142:217 (MCB:6217) Epigenetics, Cancer, and Mouse Models of Disease 1 s.h.
142:220 (MCB:6220) Mechanisms of Cellular Organization 3 s.h.
156:204 (BISC:5204) Biostatistics for Biomedical Research 1 s.h.

These, if recommended by the advisor:

099:243 (BIOC:5243) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1 1 s.h.
156:201 (BISC:5201) Fundamentals of Gene Expression 1 s.h.

Students take electives in addition to the courses listed above to total 18 s.h. of credit in didactic course work.

**SEMINARS AND PROFESSIONAL DEVELOPMENT**

All students take both of these:

142:290 (MCB:7290) Seminars in Molecular and Cellular Biology 1 s.h.
650:270 (GRAD:7270) Principles of Scholarly Integrity 1 s.h.

Precomprehensive students take this each semester:

142:280 (MCB:6280) Topics in Molecular and Cellular Biology 1 s.h.

Postcomprehensive students take this each semester:

Journal club of the student’s choice 1 s.h.

**THESIS RESEARCH AND DISSERTATION**

After successfully completing the comprehensive examination, usually at the end of the second year of graduate study, students advance to candidacy for the Ph.D. degree. They devote their time to completing thesis research and writing their Ph.D. dissertation. Upon successful completion of all requirements, including the dissertation and its oral defense, students are awarded a Ph.D. in molecular and cellular biology.

**Admission**

For application materials and information about graduate training in molecular and cellular biology, contact the Molecular and Cellular Biology Program or visit its web site.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Financial Support**

Graduate students in the Molecular and Cellular Biology Program receive stipends and tuition support from institutional and extramural sources, including University of Iowa fellowships and graduate research assistantships, and training grants from the National Institutes of Health.

**Facilities**

Training is conducted primarily in laboratories and teaching facilities of the Carver College of Medicine Departments of Anatomy and Cell Biology, Biochemistry, Internal Medicine, Microbiology, Molecular Physiology and Biophysics, Neurology, Obstetrics and Gynecology, Pathology, Pediatrics, Pharmacology, and Radiation Oncology; and in the College of Liberal Arts and Sciences Departments of Biology and Chemistry. Faculty laboratories and central research facilities available to students provide access to the most up-to-date research equipment.

**Courses**

142:215 (MCB:6215) Transcription and Multi-Functional Regulation by RNA 1 s.h.

Principles and techniques for investigating mechanisms of controlling eukaryotic gene expression; basic genome organization, chromatin structure, transcription, RNA processing, translation; cloning methods, use of electronic sequence databases, footprinting, chromatin immunoprecipitation, in vivo and in vitro transcription assays, DNA microarray analysis, information retrieval. Prerequisites: 156:201 (BISC:5201).

142:217 (MCB:6217) Epigenetics, Cancer, and Mouse Models of Disease 1 s.h.

Epigenetic mechanisms of transcriptional control; regulation of chromatin structure and its relation to disease; fundamental concepts in cancer; mouse models for understanding the molecular basis for human disease; based on research publications. Prerequisites: 156:201 (BISC:5201).

142:220 (MCB:6220) Mechanisms of Cellular Organization 3 s.h.

Current understanding of basic cell biological processes; key experiments that led to guiding insights; mechanisms that cells use for compartmentalization and how those mechanisms are regulated; biogenesis of major organelles (e.g., mitochondria, peroxisomes, nucleus, secretory/endocytic membrane system); functions of cytoskeleton in cell motility, organelle motility, and cell division. Prerequisites: 099:130 (BIOC:3130). Same as 072:220 (MPB:6220), 060:216 (ACB:6220).

142:225 (MCB:6225) Growth Factor Receptor Signaling 1 s.h.


142:226 (MCB:6226) Cell Cycle Control 1 s.h.


142:227 (MCB:6227) Cell Fate Decisions 1 s.h.

142:240 (MCB:6240) Inflammatory Cell Signaling and Targeted Cancer Therapy
Introduction to topics in important cancer signaling pathways; promises and challenges of targeted cancer therapy; emphasis on current fundamental topics in cancer cell signalings; how altered protein ubiquitination/deubiquitination, constitutive activation of proteins kinases, and transcription factors underpin uncontrollable proliferation and survival of cancer cells in tumor microenvironment; translation of knowledge to targeted cancer therapy; promotion of critical thinking. Recommendations: 099:243 (BIOC:5243), 142:225 (MCB:6225), and 142:227 (MCB:6227).

142:280 (MCB:6280) Topics in Molecular and Cellular Biology
Opportunity to work closely with participating faculty to gain skill in critical reading of research literature and facility in presenting material to an audience. Requirements: advanced graduate standing.

142:290 (MCB:7290) Seminars in Molecular and Cellular Biology
Research findings in molecular biology. Requirements: molecular and cellular biology graduate standing.

142:299 (MCB:6250) Mechanisms of Parasitism Journal Club
Reviews of recent publications in molecular parasitology research and thesis research by training grant or journal club students. Same as 061:299 (MICR:6250).

142:301 (MCB:7300) Directed Study in Molecular and Cellular Biology
arr.

142:305 (MCB:7305) Molecular and Cellular Biology Research
Requirements: molecular and cellular biology graduate standing.
Neuroscience

Chair
• Daniel Tanel (Psychology/Neurology)

Affiliated faculty
• Paul J. Abbas (Otolaryngology--Head and Neck Surgery/Communication Sciences and Disorders), Francois Abboud (Internal Medicine/Molecular Physiology and Biophysics), Michael Anderson (Ophthalmology and Visual Sciences/Molecular Physiology and Biophysics), Steven Anderson (Neurology), Nancy C. Andreasen (Psychiatry/Education), Alexander Bassuk (Pediatrics/Neurology), Christopher Benson (Pharmacology/Internal Medicine), Mark Blumberg (Psychology/Biology), Daniel Bonthius (Pediatrics/Neurology), Timothy Brennan (Pharmacology/Anesthesiology), Martin Cassell (Anatomy and Cell Biology), Mark Chapleau (Internal Medicine/Molecular Physiology and Biophysics), Kelly J. Cole (Health and Human Physiology/Physical Therapy and Rehabilitation Science), Robert A. Cornell (Anatomy and Cell Biology), Michael E. Dailey (Biology), Beverly Davidson (Internal Medicine/Neurology/Molecular Physiology and Biophysics), Natalie Denburg (Neurology), Melissa Duff (Communication Disorders and Sciences/Neurology), Daniel Eberl (Biology), Carrie Figdor (Philosophy), C. Andrew Frank (Anatomy and Cell Biology), John Freeman (Psychology), Bernd Fritzsch (Biology), Minnetta Gardinier (Pharmacology), Pedro Gonzalez-Alegre (Neurology), Jean Gordon (Communication Sciences and Disorders), Steven Green (Otolaryngology--Head and Neck Surgery/Biology), Jeremy Greenlee (Otolaryngology--Head and Neck Surgery/Neurosurgery), Justin Grobe (Pharmacology), Donna Hammond (Anesthesia/Pharmacology), N. Charles Harata (Molecular Physiology and Biophysics), Eliot Hazeltine (Psychology), William Hedgcoc (Marketing), Matthew Howard III (Otolaryngology--Head and Neck Surgery/Neurosurgery/Neurology), Richard R. Hurtig (International Programs/Communication Sciences and Disorders), Alan Kim Johnson (Pharmacology/Health and Human Physiology/Psychology), Wayne Johnson (Molecular Physiology and Biophysics), Alan Kay (Biology), Toshihiro Kitamoto (Anesthesia/Pharmacology), Ryan LaLumiere (Psychology), Bridget Lear (Biology), Amy Lee (Otolaryngology--Head and Neck Surgery/Biomedical Engineering/Molecular Physiology and Biophysics), Gloria Lee (Internal Medicine), Irwin P. Levin (Marketing/psychology), Michael Lutter (Psychiatry), Vince Magnotta (Radiology/Biomedical Engineering/Psychiatry), Laurie M. McCormick (Psychiatry), Bob McMurray (Linguistics/Communication Sciences and Disorders/Psychology), James McNamara (Internal Medicine), Durga P. Mohapatra (Pharmacology/Anesthesiology), Steven Moore (Pathology), David Moser (Psychiatry), Kumar Narayanan (Neurology), Peggy Nopoulos (Pediatrics/Psychiatry), M. Sue O’Doriso (Pediatrics), Daniel O’Leary (Psychiatry), Jane Paulsen (Psychology/Neurology/Psychiatry), Stanley Perlman (Microbiology/Pediatrics), Robert Philbert (Psychiatry), Amy Poremba (Psychology), James Potash (Psychiatry), Veena Prabhu (Psychology), Jason J. Radley (Psychology), Kamal Rahmouni (Pharmacology/Internal Medicine), George Richelson (Neurology/Molecular Physiology and Biophysics), Matthew Rizzo (Neurology/Mechanical and Industrial Engineering), Andrew Russo (Molecular Physiology and Biophysics), Curt D. Sigmund (Pharmacology/Internal Medicine/Molecular Physiology and Biophysics), Kathleen Sluka (Nursing/Physical Therapy and Rehabilitation Science), Megan Smith (Psychiatry), Long-Sheng Song (Internal Medicine), Steven Stasheff (Ophthalmology and Visual Sciences/Electrical and Computer Engineering/Pediatrics/Biomedical Engineering), Christopher Stipp (Psychology/Molecular Physiology and Biophysics), Stefan Strack (Pharmacology/Pathology), William Talman (Neurology), Daniel Tanel (Psychology/Neurology), Budd Tucker (Ophthalmology and Visual Sciences), Christopher Turner (Communication Sciences and Disorders/Otolaryngology--Head and Neck Surgery), Ergun Uc (Neurology), Yuriy M. Usachev (Pharmacology), Shaun Vecera (Psychology), Michelle Voss (Psychology), Edward Wasserman (Psychology), Joshua Weiner (Biology), Michael Welsh (Internal Medicine/Neurosurgery/Molecular Physiology and Biophysics), John Wemmie (Neurosurgery/Molecular Physiology and Biophysics/Psychiatry), Virginia Willour (Psychiatry), Chun-Fang Wu (Biology), Qi Wu (Pharmacology), Asgar Zaheer (Neurology)

Graduate degree: Ph.D. in neuroscience
Web site: http://neuroscience.grad.uiowa.edu

The Neuroscience Program provides an interdisciplinary and interdepartmental approach to graduate education and research training in the structure, function, and development of the nervous system and its role in cognition and behavior. Students obtain training at all levels of the nervous system, from cellular/molecular to behavioral/cognitive.

Graduate Program of Study
• Doctor of Philosophy in neuroscience

Doctor of Philosophy

The Doctor of Philosophy program in neuroscience requires a minimum of 72 s.h. of graduate credit. The program’s curriculum is designed around three tracks: molecular/cellular, developmental/systems, and cognitive/behavioral. Following broad-based instruction in a core curriculum, students specialize in one of the tracks.

Within a framework of core, track-specific, and elective courses, each student pursues a program of study individually designed according to his or her undergraduate training and graduate research goals. After enrolling in the Neuroscience Program, entering students consult with the advisory committee regarding their level of preparation for the program’s required courses.

The Student Advisory Committee meets with all first- and second-year graduate students once each semester, helping each student explore his or her research interests and select faculty mentors for the required laboratory rotations. Each student is expected to complete three rotations in faculty laboratories before selecting a thesis advisor. Rotations ordinarily last 12 weeks but may last from 8 to 16 weeks. Under special circumstances, two rotations may be in the same laboratory, an arrangement that permits the student to learn a variety of techniques and approaches before settling down to work on the dissertation project. Students usually choose a dissertation lab at the end of their first year.
BACKGROUND REQUIREMENTS
Students are expected to demonstrate competency, through prerequisites or course work, in each of four fields: biochemistry, general physiology, cell biology, and statistics. These requirements ordinarily should be fulfilled by the end of the first year of graduate study. Waivers of background course requirements may be requested by students who have taken equivalent courses before entering the Neuroscience Program.

NEUROSCIENCE CORE
The following courses form the core of the neuroscience graduate curriculum.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>031:278</td>
<td>(PSY:6370) Principles of Neuropsychology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>060:234</td>
<td>(ACB:8114) Medical Neuroscience</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>099:243</td>
<td>(BIOC:5243) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>132:180</td>
<td>(NSCI:7180) Fundamental Neurobiology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>132:181</td>
<td>(NSCI:4353) Neurophysiology</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>132:184</td>
<td>(NSCI:6184) Developmental Neurobiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>132:235</td>
<td>(NSCI:7235) Neurobiology of Disease</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>156:201</td>
<td>(BISC:5201) Fundamentals of Gene Expression</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>650:270</td>
<td>(GRAD:7270) Principles of Scholarly Integrity</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>One statistics course</td>
<td>3-4 s.h.</td>
</tr>
</tbody>
</table>

In addition, students register for the following two courses each semester.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>132:265</td>
<td>(NSCI:6265) Neuroscience Seminar</td>
<td>0-1 s.h.</td>
</tr>
</tbody>
</table>

ELECTIVES
Elective requirements may be met with three or more courses from a list of courses offered by the Departments of Anatomy and Cell Biology, Biology, Molecular Physiology and Biophysics, Pharmacology, Psychology, and other departments as appropriate. Students must take electives in at least two of the program’s three tracks, ensuring that they receive advanced training both in their area of specialization and in related areas of neuroscience. With permission of the Student Advisory Committee, students may satisfy the elective requirement wholly or in part by registration in 132:301 (NSCI:7301) Directed Study in Neuroscience.

Admission
Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

For information about predoctoral training opportunities in neuroscience, contact the Neuroscience Program or visit its web site.

Financial Support
Full-time Neuroscience Program students receive stipends and full tuition scholarships through fellowships and research assistantships. Awards are renewed annually, based on continued satisfactory progress and availability of funds. The standard graduate student stipend for 2012-13 is $25,500.

The Neuroscience Program is committed to supporting its graduate students for their entire training period. Students normally are supported in the first year by the program. After that, support is expected to come from the student’s primary research mentor. Occasionally, advanced students are supported through teaching assistantships. Tuition is paid for all students.

NIH TRAINING GRANT
The Neuroscience Program is supported by a training grant from the National Institutes of Health. The grant provides stipend and tuition support for a select group of first- and second-year graduate students.

Facilities
Training is conducted primarily in the laboratories and teaching facilities of the Carver College of Medicine graduate Departments of Anatomy and Cell Biology, Biochemistry, Molecular Physiology and Biophysics, and Pharmacology; clinical Departments of Internal Medicine, Neurology, and Psychiatry; and the College of Liberal Arts and Sciences graduate Departments of Biology, Communication Sciences and Disorders, Health and Human Physiology, and Psychology. Students use faculty laboratories and central research facilities for ultrastructural analysis; histochemistry and immunocytochemistry; electrophysiology; fluorescence-activated cell sorting; cellular and subcellular biochemistry; cell, tissue, and organ culture; operant and classical conditioning; molecular biology; behavioral genetics; neural substrates of complex behavior; brain-behavior relationships in humans; neuropsychology; and functional neuroimaging (PET, fMRI).

Courses

132:161 (NSCI:5161) Undergraduate Research in Neuroscience
Experimental research under faculty supervision.

132:180 (NSCI:7180) Fundamental Neurobiology
4 s.h.
Cellular neurobiology (cytoskeleton and transport, membrane physiology, synaptic transmission and plasticity, sensory transduction); systems neurobiology (peripheral and central sensory processing, autonomic and somatic motor systems); cognitive neurobiology (emotion, biological rhythms and sleep, memory, attention, language); developmental neurobiology. Prerequisites: 002:145 (BIOL:2753). Recommendations: 002:114 (BIOL:2723) and 099:110 (BIOC:3110). Same as 002:180 (BIOL:3253).

132:181 (NSCI:4353) Neurophysiology
3-4 s.h.
Physiological properties of nerve cells, nervous systems; axonal conduction, synaptic transmission, sensory transduction, integrative processes, higher functions. Prerequisites: 002:145 (BIOL:2753) or 002:180 (BIOL:3253); 22M:016 (MATH:1460) or 22M:025 (MATH:1850), and 029:012 (PHYS:1512) or 029:082 (PHYS:1612). Same as 002:181 (BIOL:4353).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites/Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>132:209 (NSCI:6209)</td>
<td>Steroid Receptor Signaling</td>
<td>1 s.h.</td>
<td>Structure-function relationship and genomic and nongenomic actions of the steroid hormone receptor family; basis for actions of novel new ligands on these receptors. Offered spring semesters. Same as 071:209 (PCOL:6209), 072:209 (MPB:6209).</td>
<td></td>
</tr>
<tr>
<td>132:235 (NSCI:7235)</td>
<td>Neurobiology of Disease</td>
<td>3 s.h.</td>
<td>Broad, thematic understanding of disease mechanisms in neurobiological disorders.</td>
<td></td>
</tr>
<tr>
<td>132:240 (NSCI:6240)</td>
<td>Topics in Cognitive Neuroscience</td>
<td>3 s.h.</td>
<td>Key topics in the neural basis of human cognition; research literature. Recommendations: graduate courses in basic neuroscience, cognitive psychology. Same as 064:240 (NEUR:6240).</td>
<td></td>
</tr>
<tr>
<td>132:250 (NSCI:6250)</td>
<td>Functional Magnetic Resonance Imaging</td>
<td>2-3 s.h.</td>
<td>Basic physics principles of functional magnetic resonance imaging and approaches to data acquisition, including BOLD imaging, arterial spin labeling, and magnetic source imaging; data analysis strategies; paradigm design and development. Same as 051:280 (NSCI:6280).</td>
<td></td>
</tr>
<tr>
<td>132:301 (NSCI:7301)</td>
<td>Directed Study in Neuroscience</td>
<td>arr.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rhetorics of Inquiry (POROI)

**Director**
- David Depew

**Professor**
- Leslie Margolin (Rehabilitation and Counselor Education/Interdisciplinary Programs/Rhetorics of Inquiry)

**Assistant professor**
- Andre Brock (Library and Information Science/Interdisciplinary Programs/Rhetorics of Inquiry)

Graduate certificate: rhetoric of inquiry
Web site: [http://poroi.grad.uiowa.edu](http://poroi.grad.uiowa.edu)

The Project on Rhetorics of Inquiry (POROI) is an interdisciplinary program whose aim is to improve academic inquiry and scholarly writing in the arts, humanities, sciences, and professions, especially at the intersections between disciplines. POROI explores how scholarship and professional discourse are conducted through argument, how paradigms of knowledge are sensitive to social-political contexts, and how the presentation of scholarly and professional findings is an audience-sensitive process. The program offers classes, seminars, workshops, conferences, and a peer-reviewed online journal, *Poroi: An Interdisciplinary Journal of Rhetorical Analysis and Invention*.

POROI also collaborates with the Graduate College to offer a certificate for graduate students.

### Graduate Program of Study

**Certificate**

The Certificate in Rhetorics of Inquiry requires completion of four POROI courses (normally a minimum of 12 s.h.). Students may pursue the certificate in conjunction with a graduate degree in any field. The interdisciplinary program helps students hone their skills for arguing in oral, written, and multimedia forms within their own disciplines and broaden their understanding of the similarities and differences among various fields.

The certificate program’s objectives are to:

- help students cultivate habits of interdisciplinary study and research through reading, writing, and conversation;
- encourage students to cross conceptual and institutional boundaries that often appear to separate the arts, humanities, and professions from each other and from the social, natural, and formal sciences;
- improve students’ awareness of the rhetorical dimensions of argumentation and inquiry; and
- certify that students who have completed the program are prepared to do rhetorical and cross-disciplinary work after they graduate.

All certificate students must complete the following course work.

160:200 (PORO:6200) Introduction to Rhetorics of Inquiry 2-4 s.h.

Three POROI courses of the student’s choice (see “Courses” below)

### Admission

Master’s and doctoral candidates in good standing are eligible to enter the certificate program. To enroll, contact the Project on Rhetorics of Inquiry.

### Courses

POROI courses are open to certificate and noncertificate students.


Independent study on the rhetoric of inquiry; connections between discourses that at first may not seem connected. Requirements: undergraduate standing.

160:161 (PORO:3610) Rhetorical Issues in Health Care 3 s.h.


160:170 (PORO:4230) Philosophy of the Body 3 s.h.

Philosophical treatment of the body; perspectives from classical, modern, and contemporary texts from Western philosophy, and texts from feminist theory, critical race theory, cultural studies, and disability studies. Prerequisites: 131:010 (GWSS:1001). Same as 131:170 (GWSS:4230).

160:180 (PORO:3480) Literature and Translation 3 s.h.

Translation in the broadest sense; originality, authority, authorship, accuracy, ownership, audience; issues problematizing differences between medium and message. Same as 041:180 (SLAV:3480), 218:180 (TRNS:3480).

160:183 (PORO:5160) Invention 3 s.h.

How to get writing going, keep it going, and write in an authentic meaningful way.

160:200 (PORO:6200) Introduction to Rhetorics of Inquiry 2-4 s.h.

How connections between discourses that don’t seem connected suggest innovative arguments and ways of crossing boundaries between disciplines. Same as 036:210 (COMM:6200).

160:201 (PORO:6240) Foundations for Feminist Inquiry I 3 s.h.

Theory, critique, methodology, practice. Same as 131:200 (GWSS:5000).


160:216 (PORO:6216) Conflict, Negotiation, and Planning 3 s.h.
Conflict within communities, and planners’ responses; networking, negotiating, mediating, coalition building, consensus building; case studies, role playing. Same as 102:216 (URP:6216).

160:223 (PORO:6223) Deliberation, Advocacy, and Civic Engagement
Practices of public deliberation in governance and civil society; counterpublic sphere discourses. Same as 036:223 (COMM:5223).

160:230 (PORO:6290) Analysis of Scholarly Domains
Information transfer in academic disciplines; scientific method, other means of knowledge construction, resulting literatures; reference tools used to control literature for a variety of audiences; emphasis on humanities, social sciences, or sciences. Same as 021:254 (SLIS:6300).

160:232 (PORO:6232) Race, Gender, and Technology
Brief, critical look at the ways race and gender shape the uses and design of information and communication technologies (ICTs); ICTs as a part of our social infrastructure; how the integration of ICTs into Western culture has affected, transformed, or been transformed by interactions with racial groups, men, and women; interrogate assumptions behind technology’s promises of efficiency and progress—what are the norms and values embodied within the artifacts we use every day? Same as 021:232 (SLIS:6300).

160:233 (PORO:6220) Critical Cultural Theories in Media and Communication
Continuation of 019:231 (JMC:6210); introduction to critical cultural theories; use of theories to explain media and communication phenomena. Same as 019:232 (JMC:6220).

160:239 (PORO:6239) Topics
Topics vary.

160:243 (PORO:6243) Feminist Cultural Studies

160:247 (PORO:6635) Crossing Borders Seminar

160:250 (PORO:6250) Introduction to Rhetoric of Science
How science is related to social and political practices, examined by placing philosophical and pedagogical controversies about scientific method into their historical and rhetorical contexts. Same as 036:250 (COMM:6250).

160:258 (PORO:6225) Feminist Critical Theory
Questions of difference, the body, agency, identity politics, gender performativity, power as both productive and oppressive; perspectives from texts in poststructuralist and feminist philosophy. Same as 131:258 (GWSS:6225).

160:262 (PORO:6650) Readings in Nonfiction
Same as 08N:262 (CNW:6650).

160:271 (PORO:6071) Studies in Sentimentalism
Readings in sentimentalism as literary genre, rhetorical practice, cultural mode, and psycho-social phenomenon; focus on attendant theories of affect; integration of literature and culture with work on the politics of affect in postcolonial and transnational studies, critical race and ethnic studies, American studies, and gender and sexuality studies. Same as 010:271 (RHET:6071), 008:271 (ENGL:6075).

160:300 (PORO:6300) Writing for Learned Journals
Help for graduate students in bringing written work to publishable form; analysis of target journals’ audiences and interests; submission, response to criticism. Same as 650:300 (GRAD:6300).

160:302 (PORO:6425) Writing Political Science
Practice in planning and completing political inquiries; emphasis on writing for scholarly publication. Requirements: political science Ph.D. enrollment.

160:313 (PORO:6313) Digital Rhetorics
Current discourse (utopic, dystopic, other strands) about the Internet as it shapes and is shaped by competing forces. Same as 650:313 (GRAD:6313).

160:325 (PORO:6325) Rhetorics of the Body
The body as a shifting signifier: gendered, raced, classed, sexualized, discursively constructed, materially impacted; multiple and constantly shifting dimensions and interpretations; exploration of ways the body is inscribed in culture via various theories of the body—biological, postmodern, virtual.

160:332 (PORO:6660) Critical Ethnography
How power relations constitute the work of ethnographic research; ethnography as a rhetorical form—how ethnographic inscription renders self, other, culture, and the world intelligible in ways that reinscribe and/or challenge dominant social relations; axes of power such as race, class, gender, sexuality, and nation within postcolonial, feminist, and antiracist approaches to ethnographic/autoethnographic theory and praxis; negotiating researcher privilege and epistemic violence; crisis of representation. Same as 036:378 (COMM:6660), 131:332 (GWSS:6660).

160:335 (PORO:6335) Proseminar: Contemporary Rhetorical Studies
Problems in contemporary rhetorical studies; may include works of Kenneth Burke, Wayne Booth, deconstructionists, feminist theorists and critics, critics of communication technologies. Same as 036:335 (COMM:6335).

160:336 (PORO:6336) Seminar in Rhetorical Theory
Topics in history and development of rhetorical theory; theory construction and application to critical practice. Same as 036:336 (COMM:6336).

160:338 (PORO:5200) Colloquium in Political Theory
1-4 s.h.
160:340 (PORO:6450) Current Issues in Rhetoric 3 s.h.
Ethical, social, or cultural issues; rhetoric’s role in their contemporary significance; traditional aspects of rhetoric, their pertinence to present concerns. Same as 010:340 (RHET:6400), 036:317 (COMM:6400).

160:360 (PORO:6500) Issues in Rhetoric and Culture 3 s.h.
Rhetorical theory and criticism as culturally embedded practices; rhetorical production of selves and social difference; relationships between rhetoric and literature, philosophy, popular texts. Same as 010:360 (RHET:6500).

160:400 (PORO:6400) Writing Dissertations 3-4 s.h.
Peer criticism of draft dissertation chapters and prospectuses; associated activities, such as construction of the curriculum vitae, letters of application, interview strategies, presentations at campus visits.
Translational Biomedicine

Chair
- Gary Rosenthal (Epidemiology/Internal Medicine/Health Management and Policy)

Education directors
- Pamela Geyer (Biochemistry/Obstetrics and Gynecology), Jeffrey Murray (Pediatric Dentistry/International Programs/Epidemiology/Pediatrics/Nursing/Public Policy Center/Biology/Anatomy and Cell Biology), James Torner (Epidemiology/Neurosurgery/Surgery/Education), Mary Vaughan Sarrazin (Internal Medicine), Robert Wallace (Epidemiology/Internal Medicine)

Affiliated faculty
- Ryan Carnahan (Epidemiology), Elizabeth Chrischilles (Epidemiology/Pharmacy), David Katz (Internal Medicine/Epidemiology), Charles F. Lynch (Epidemiology/Pathology), Audrey Saftlas (Epidemiology), Christian Simon (Anthropology/Internal Medicine), James Torner (Epidemiology/Neurosurgery/Surgery/Education), Mary Vaughan Sarrazin (Internal Medicine), Robert Wallace (Epidemiology/Internal Medicine)

Graduate degrees: M.S. in translational biomedicine; Ph.D. in translational biomedicine

Web site: http://icts.uiowa.edu/

The Translational Biomedicine Program prepares skilled clinicians to pursue new knowledge about health and disease through patient-based research. The program’s goal is to support the medical research enterprise in its efforts to advance the prevention, treatment, and cure of disease.

Students in the program are trained to conduct rigorous, original clinical investigations using basic biological and physiological principles. They receive didactic training and engage in substantial mentored research opportunities in the areas of disease mechanisms, or etiology; new clinical insights into diagnosis or natural history of disease; objective assessment and outcome of therapeutic intervention; medical informatics; and development of new approaches to therapeutics.

Graduate Programs of Study
- Master of Science in translational biomedicine
- Doctor of Philosophy in translational biomedicine

Master of Science

The Master of Science program in translational biomedicine requires a minimum of 54 s.h. of graduate credit. Each student’s plan of study for the three-year program is based on his or her chosen discipline.

All students take background courses in epidemiology, study design, and statistics as well as advanced courses in basic sciences relevant to their individual research areas. Students may choose to pursue research areas in any of the health sciences disciplines, and they enjoy considerable flexibility in scheduling course work and beginning research.

Work for the M.S. requires authorship of an original manuscript of publishable quality for a peer-reviewed journal or authorship of a grant proposal for an NIH career award (e.g., K23, K08, K01, R01, R03, R21) or a Veterans Administration Career Award; R03 proposals completed for 173:211 (EPID:6110) Grant Writing for Clinical Investigators do not count toward this requirement. Original research manuscripts must be a minimum of 2,500 words. They must include a structured abstract; an introduction that frames the research question; description of methodology for study design, sampling, data collection strategies and sources, and description of data elements and data analysis; description of study results; and a discussion section that describes the relationship of current findings to prior relevant research, the clinical and policy implications of the findings, and methodological limitations.

The M.S. program in translational biomedicine requires the following course work. Students must register for 173:163 (EPID:5630) Seminar in Clinical and Translational Research each semester they are enrolled in the program.

163:225 (TBM:5000) Translational Biomedical Research arr.
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.
173:150 (EPID:5500) Introduction to Clinical Epidemiology 2-3 s.h.
173:152 (EPID:5520) Clinical Research Career Development 1 s.h.
173:161 (EPID:5610) Patient-Oriented Research Data Analysis 3 s.h.
173:163 (EPID:5630) Seminar in Clinical and Translational Research 1 s.h.
173:211 (EPID:6110) Grant Writing for Clinical Investigators arr.
173:240 (EPID:6400) Epidemiology II: Advanced Methods 4 s.h.
173:290 (EPID:6900) Design of Intervention and Clinical Trials 3 s.h.
173:295 (EPID:6950) Clinical Research Ethics 2-3 s.h.

SAMPLE SCHEDULE FOR THE M.S.

First year summer session:
173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.
173:152 (EPID:5520) Clinical Research Career Development 1 s.h.
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

First year fall semester:
173:150 (EPID:5500) Introduction to Clinical Epidemiology 2-3 s.h.
173:290 (EPID:6900) Design of Intervention and Clinical Trials 3 s.h.
173:163 (EPID:5630) Seminar in Clinical and Translational Research 1 s.h.

First year spring semester:
173:161 (EPID:5610) Patient-Oriented Research Data Analysis 3 s.h.
173:240 (EPID:6400) Epidemiology II: Advanced Methods 4 s.h.
173:295 (EPID:6950) Clinical Research Ethics 2-3 s.h.
173:163 (EPID:5630) Seminar in Clinical and Translational Research 1 s.h.

Second year summer session:
163:225 (TBM:5000) Translational Biomedical Research arr.
Elective 3 s.h.

Second year fall semester:
173:211 (EPID:6110) Grant Writing for Clinical Investigators arr.
or
173:215 (EPID:6150) Writing for Medical Journals  1 s.h.
163:225 (TBM:5000) Translational Biomedical Research  arr.
173:163 (EPID:5630) Seminar in Clinical and Translational Research  1 s.h.
Elective  3 s.h.
Elective  3 s.h.

Second year spring semester:
163:225 (TBM:5000) Translational Biomedical Research  arr.
173:163 (EPID:5630) Seminar in Clinical and Translational Research  1 s.h.

Third year summer session:
163:225 (TBM:5000) Translational Biomedical Research  arr.

Third year fall semester:
163:225 (TBM:5000) Translational Biomedical Research  arr.
173:163 (EPID:5630) Seminar in Clinical and Translational Research  1 s.h.

Third year spring semester:
163:225 (TBM:5000) Translational Biomedical Research  arr.
173:163 (EPID:5630) Seminar in Clinical and Translational Research  1 s.h.
Elective  3 s.h.

The program helps applicants find suitable mentors. All prospective students, and their mentors, must guarantee that once they are accepted as students in the program, they will be able to devote essentially all of their time over a three-year period to training. For instance, a fellow in the Carver College of Medicine could spend no more than two months each year working on clinical assignments (e.g., two months of inpatient assignments or one month of inpatient assignments and one-half day per week in a clinic).

### Financial Support

Funding of tuition and salaries or stipends is available from a number of sources. Contact the Translational Biomedicine Program for information.

### Facilities

Training is conducted mainly in the laboratories and teaching facilities of the Carver College of Medicine and the College of Public Health. The University of Iowa Institute for Clinical and Translational Science is available for research training. The program also is linked with the Carver College of Medicine’s graduate training program in clinical research.

### Courses

- **163:001 (TBM:3001) Introduction to Translational Research**  2 s.h.
  Array of scientific studies translated into clinical solutions; creative ideas balanced with practical strategies for implementation at bedside; expansive number of career opportunities becoming available in translational sciences. Prerequisites: 002:010 and 22M:016 (MATH:1460). Requirements: admission to Clinical and Translational Science certificate program.

- **163:002 (TBM:3002) Practicum in Clinical and Translational Science**  2 s.h.
  Practicum in Clinical and Translational Science provides students the opportunity to address how their research experience translates into clinical practice. Students learn to assess the translational impact of their independent research. In addition, they will develop a summary of research accomplishments and an outline of a translational paper that is mutually acceptable to the student, the preceptor and the practicum course faculty. At the end of the course, students submit a paper and complete a poster presentation that describes the research project and the translational application of the research. Prerequisites: 002:010 and 22M:016 (MATH:1460). Requirements: admission to Clinical and Translational Science certificate program.

- **163:225 (TBM:5000) Translational Biomedical Research**  arr.
  Student research guided by mentor.

  Structured experience in conducting translational and clinical research, data analysis, and producing a publication-quality report.

The Doctor of Philosophy program in translational biomedicine requires a minimum of 72 s.h. of graduate credit. Ph.D. students build on their M.S. study plan with more advanced work. For information about the Ph.D., contact the Translational Biomedicine Program.

### Related Certificate: Translational and Clinical Investigation

The Department of Epidemiology and the Institute for Clinical and Translational Science offer the Certificate in Translational and Clinical Investigation for clinicians who seek advanced training in clinical methodology and applied patient-oriented research skills. Completion of the certificate is noted on the student’s transcript. See Epidemiology (p. 1154) (College of Public Health) in the Catalog for detailed information about the certificate.

### Admission

The Translational Biomedicine Program welcomes students with diverse educational and scientific backgrounds and varied research interests. Applicants to the program should have a strong interest and background in a health science profession and knowledge of basic sciences and medicine. They should hold an advanced degree in one of the health sciences (e.g., M.D., D.O., D.D.S., D.V.M., M.S.N., Pharm.D., Ph.D.).

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Admission is based on applicants’ undergraduate and graduate academic achievement, performance on the Graduate Record Examination (GRE) General Test, and letters of recommendation. Applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL).
Transportation Studies

**Director**

- Paul F. Hanley

**Affiliated faculty**

- Marc P. Armstrong (Geographical and Sustainability Sciences), M. Asghar Bhatti (Civil and Environmental Engineering), John W. Fuller (Urban and Regional Planning/Economics/Public Policy Center), Paul F. Hanley (Urban and Regional Planning/Civil and Environmental Engineering/Public Policy Center), Jon G. Kuhl (Electrical and Computer Engineering/Public Policy Center), Hosin David Lee (Civil and Environmental Engineering/Public Policy Center), Miwa Matsuo (Urban and Regional Planning), Wilfrid A. Nixon (Civil and Environmental Engineering), Gerard Rushton (Geographical and Urban Planning/Transportation Studies Program), and Occupational and Environmental Health

**Graduate certificate:** transportation studies

**Web site:** http://ppc.uiowa.edu/

Transportation is vital to modern society. The United States, like other nations, faces many critical transportation problems and issues. The highway system is reaching an advanced stage of its life cycle, public transit operating deficits are growing, the quality of transportation available to many citizens is unacceptably low, serious inequities exist between transportation modes, and extensive changes are called for in traditional transportation institutions. New approaches to financing the nation’s road system are badly needed.

Transportation engineers and planners draw on a number of skills to respond to the challenges they face. They must analyze and forecast the movement of people and goods within and between cities; identify effective and efficient means for providing desired transportation services; price these services properly; and evaluate the impact that transportation changes have on land use, environmental quality, the local or regional economy, and various subgroups within society.

No single academic discipline can supply all of the theories, principles, or methods needed to address the varied and complex problems in transportation. Recognizing this, the Department of Civil and Environmental Engineering (p. 844) and the School of Urban and Regional Planning (p. 955) participate in the interdisciplinary Transportation Studies Program, through which students in the participating units can earn the Certificate in Transportation Studies by participating in faculty-led transportation research, to participate in faculty-led transportation research, which may explore topics such as system planning, traffic operations and engineering, spatial data systems and analysis, simulation applications, and policy issues.

The Certificate in Transportation Studies is coordinated by the Public Policy Center in conjunction with the Graduate College.

**Certificate with M.S. or Ph.D. in Civil and Environmental Engineering**

Students working toward a Master of Science or a Doctor of Philosophy in civil and environmental engineering may earn the Certificate in Transportation Studies by completing the courses listed below (18 s.h.). Not all courses are offered every semester; consult ISIS to determine when specific courses are offered.

**Fall Semester**

- 053:163 (CEE:4763) Traffic Engineering 3 s.h.
- 053:164 (CEE:4764) Winter Highway Maintenance 3 s.h.
- 102:266 (URP:6266) Transportation and Land Use Planning 3 s.h.

**Spring Semester**

- 053:162 (CEE:4762) Design of Transportation Systems 3 s.h.
- 053:163 (CEE:4763) Traffic Engineering 3 s.h.
- 053:167 (CEE:4167) Public Transit Operations and Planning 3 s.h.

Engineering students may apply to the certificate program through the Graduate College and the Department of Civil and Environmental Engineering. See Civil and Environmental Engineering (p. 844) (College of Engineering) for information about graduate study and degree requirements in that department.

**Certificate with M.A. or M.S. in Urban and Regional Planning**

Students working toward a Master of Arts or Master of Science in urban and regional planning may earn the Certificate in Transportation Studies by completing a total of 18 s.h. from the courses listed below. Not all courses are offered every semester; consult ISIS to determine when specific courses are offered.

**Graduate Program of Study**

- Certificate in Transportation Studies
### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:263</td>
<td>(URP:6063) Application Simulation to Transportation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>102:265</td>
<td>(URP:6265) Planning Sustainable Transportation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>102:266</td>
<td>(URP:6266) Transportation and Land Use Planning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>102:268</td>
<td>(URP:6268) Freight Transportation Planning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>102:269</td>
<td>(URP:6269) Transportation Program Seminar</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:133</td>
<td>(URP:3350) Transportation Economics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>102:162</td>
<td>(URP:4262) Transportation Demand Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>102:195</td>
<td>(URP:4195) Public Transit Operations and Planning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>102:260</td>
<td>(URP:6260) Transportation Policy and Planning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>102:264</td>
<td>(URP:6264) Transportation Planning Process</td>
<td>2-3 s.h.</td>
</tr>
</tbody>
</table>

Urban and regional planning students may apply to the certificate program through the Graduate College and the School of Urban and Regional Planning. See Urban and Regional Planning (p. 955) (Graduate College) for information about graduate study and degree requirements in the school.
Urban and Regional Planning

Director
• Charles E. Connerly

Professors
• Charles E. Connerly, John W. Fuller

Associate professors
• Jerry A. Anthony, Paul F. Hanley, Lucie Laurian

Assistant professors
• Richard Funderburg, Miwa Matsuo, Phuong Nguyen, Scott Spak, Aaron Strong

Adjunct lecturers
• Leslie Beck, Josh Busard, Bart Cramer, Robert Gassman, Rick Havel, Ron Mirr, Christine Ralston, Jeffrey Schott, Jim Schwab, Dan Swartzendruber, David Swenson

Professors emeriti
• Peter S. Fisher, James A. Throgmorton

Graduate degrees: M.A.in urban and regional planning; M.S. in urban and regional planning

Web site: http://www.urban.uiowa.edu/

Urban and regional planning encompasses the development and implementation of public policies that improve the quality of life in cities and regions. Today’s planners find themselves in demand for such diverse jobs as transport planner, zoning administrator, environmental analyst with a natural resources agency, economic development planner, regional solid waste management coordinator, state public health planner, neighborhood planner, state legislative analyst, and transportation consultant.

Graduate Programs of Study
• Master of Arts in urban and regional planning
• Master of Science in urban and regional planning

The Master of Arts and Master of Science are two-year degree programs fully accredited by the Planning Accreditation Board. Each is built on the premise that planners must be educated in methods of policy analysis and that there is a common body of knowledge, represented in the core curriculum, that provides a solid foundation for all specializations in the field.

A wide range of educational backgrounds provide good preparation for graduate study in urban and regional planning. Students with undergraduate majors such as geography, economics, English, political science, engineering, architecture, sociology, urban studies, and history currently study in the school. More than 60 full-time students and a few part-time students are enrolled. About half of them are women, and about 10 percent are international students.

The common core of courses and the design of the facilities allow students to get to know each other quickly. Students interact closely with faculty members in the classroom, in informal conversation, and while working on research projects.

Recent graduates of the school have taken positions with city, metropolitan, and regional planning agencies, state and federal government, nonprofit organizations, and private consulting firms. They work in all geographic regions of the United States and in several countries around the world.

Graduate students working toward a master’s degree in urban and regional planning may elect to pursue one of the joint degree programs offered by the school in collaboration with the College of Engineering, the College of Law, the College of Public Health, and the School of Social Work. The school also participates in the Transportation Studies Program, which offers a graduate certificate. See "Joint Degrees" and "Related Certificate: Transportation Studies" below.

Master of Arts, Master of Science

The Master of Arts and Master of Science programs in urban and regional planning require 50 s.h. of graduate credit. The graduate curriculum is based on the philosophy that planners must develop the theoretical and analytic skills that will permit them to analyze social problems and evaluate public policies. Planners also must cultivate professional skills such as report writing, oral presentation, computer use, and team management in order to work effectively in various organizational and political environments.

Work for the master’s degree includes core courses, an area of concentration, electives, and capstone courses. A final examination is required for both degrees. A thesis is not required, although students may petition to write one. Students are encouraged to complete an approved internship or practicum.

All students, including those in joint degree programs, must complete a minimum of 35 s.h. of planning courses [prefix 102 (URP)]. Students must earn a grade of B-minus or higher in all core and concentration area courses and must maintain an overall graduate g.p.a. of at least 3.00.

The M.A. and M.S. in urban and regional planning require the following work.

CORE CURRICULUM

The core curriculum helps students develop an understanding of the institutions—social, economic, political, administrative, and legal systems—that provide the context for policy analysis and that constrain public choices. It also promotes development of the ability to identify social goals and normative criteria for evaluating public policies, as well as the analytic skills to perform such investigations.

The core requires a total of 23 s.h., including at least 3 s.h. in an advanced economic methods course. Early core courses are drawn primarily from traditional disciplines, particularly economics and statistics, and include an introduction to land use planning and to theories and practice of planning. As students proceed through the curriculum, increasing emphasis is placed on the development of critical judgment and insight, achieved through the application of theory and methods to realistic planning problems and case studies. The advanced economics methods course usually is taken during the first three semesters.

The core curriculum includes the following courses; students may request a waiver of selected core courses on the basis of previous course work.
write one. Students may register for up to 6 s.h. of thesis. A thesis is not required, although students may petition to substitutes for the internship and the capstone courses.

THESIS
Students may combine two concentration areas. Examples of combined areas are environmental and economic development planning, and transportation and community development planning. Students also may design other concentration areas, subject to faculty approval. For example, they may specialize in health services planning with appropriate course work in the Department of Health Management and Policy or Occupational and Environmental Health, or in human services planning with courses in the School of Social Work.

CONCENTRATION AREA
Beginning in the second semester, students choose a concentration area and develop it by applying the concepts and skills developed in the core. Currently, the school's faculty and course offerings support five concentration areas: transportation planning, housing and community development, economic development, land use and environmental planning, and geographic information systems.

Students complete at least 9 s.h. of courses in their concentration area. Courses offered by other University departments and programs may supplement those offered by the School of Urban and Regional Planning.

Students may combine two concentration areas. Examples of combined areas are environmental and economic development planning, and transportation and community development planning. Students also may design other concentration areas, subject to faculty approval. For example, they may specialize in health services planning with appropriate course work in the Department of Health Management and Policy or Occupational and Environmental Health, or in human services planning with courses in the School of Social Work.

CAPSTONE COURSES
Students complete the following two capstone courses, usually during the third and fourth semesters. Students who complete a practicum are exempt from this requirement.

102:209 (URP:6209) Field Problems in Planning I 3 s.h.
102:210 (URP:6210) Field Problems in Planning II 3 s.h.

INTERNSHIP
Students are encouraged to complete an internship in a planning agency or related organization. To earn 2 s.h. of credit for the internship, students must submit a brief paper summarizing and evaluating their experience. Internships usually are paid staff positions and are completed during the summer between the first and second years or during the academic year.

PRACTICUM
An extended internship, consisting of at least five months of full-time employment in a planning-related organization, may qualify as a practicum. A practicum generally takes place during summer after the first year and into the fall semester of the second year. It carries 5 s.h. of credit and substitutes for the internship and the capstone courses.

THESIS
A thesis is not required, although students may petition to write one. Students may register for up to 6 s.h. of thesis credit. In addition, they may take up to 8 s.h. of readings to develop a thesis topic and prepare a literature review.

FINAL EXAM
A final examination is required for all M.A. and M.S. students. An oral exam constitutes the final exam for students who do not write a thesis.

TYPICAL MASTER'S DEGREE SCHEDULE
First semester:

102:200 (URP:6200) Analytic Methods in Planning I 3 s.h.
102:202 (URP:6202) Land Use Planning: Law and Practice 4 s.h.
102:203 (URP:6203) History and Theories of Planning 3 s.h.
102:205 (URP:6205) Economics for Urban Planners 3 s.h.
102:208 (URP:6208) Program Seminar in Planning Practice 1 s.h.
102:248 (URP:6258) Modeling Dynamic Systems 3 s.h.

Second semester:

102:201 (URP:6201) Analytic Methods in Planning II 3 s.h.
Economic methods core course 3 s.h.
Electives and area of concentration courses 6-9 s.h.

Third semester:

102:209 (URP:6209) Field Problems in Planning I 3 s.h.
102:248 (URP:6258) Modeling Dynamic Systems 3 s.h.
Economic methods core course (if not already taken) 3 s.h.
Electives and area of concentration courses 3-6 s.h.

Fourth semester:

102:210 (URP:6210) Field Problems in Planning II 3 s.h.
Electives and area of concentration courses 9 s.h.

Joint Degrees
The School of Urban and Regional Planning participates in several joint degree programs, in which students work toward an M.A. or M.S. in urban and regional planning at the same time they work toward another degree. Joint degree programs enable students to earn both degrees in less time than it would take to earn the two degrees separately. The following joint degree programs are available.

Joint B.S.E. in civil engineering/M.A. or M.S. in urban and regional planning; see Bachelor of Science in Engineering (p. 814) and Civil and Environmental Engineering (p. 844) (College of Engineering) for information about the Bachelor of Science in Engineering.

Joint J.D./M.A. or M.S. in urban and regional planning; see College of Law (p. 962) for information about the Juris Doctor.

Joint M.H.A./M.A. or M.S. in urban and regional planning; see Health Management and Policy (p. 1164) (College of Public Health) for information about the Master of Health Administration.

Joint M.S. in occupational and environmental health/M.A. or M.S. in urban and regional planning; see Occupational and Environmental Health (p. 1178) (College of Public Health) for information about the Master of Science in occupational and environmental health.

Joint M.S.W./M.A. or M.S. in urban and regional planning; see Social Work (p. 555) (College of Liberal Arts and Sciences) for information about the Master of Social Work.

Requirements for each joint degree program vary, but urban and regional planning requirements in each
program include completion of at least 35 s.h. in School of Urban and Regional Planning courses [prefix 102 (URP)], completion of the concentration area requirement, and the master’s degree final examination.

Students who wish to enter a joint degree program must apply to each of the two degree programs separately; they must be admitted to both programs before they may be admitted to the joint program. Contact the admissions coordinator at the School of Urban and Regional Planning for more information about joint degree programs.

Related Certificate: Transportation Studies

The Transportation Studies Program offers the Certificate in Transportation Studies, which requires 18 s.h. of graduate credit. The program focuses on the varied and complex problems of transportation and on interdisciplinary approaches to addressing them. The Departments of Civil and Environmental Engineering, Mechanical and Industrial Engineering, and Geography and the School of Urban and Regional Planning participate in the program, which is administered by the Graduate College and the University’s Public Policy Center. See Transportation Studies (p. 953) (Graduate College) in the Catalog for more information about the certificate.

Admission

Admission to the School of Urban and Regional Planning is open to students from any undergraduate major or concentration area.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Admission is based on Graduate Record Examination (GRE) General Test scores (verbal, quantitative, and analytical writing), letters of recommendation, previous academic performance, and a written statement of purpose. International applicants whose first language is not English are required to submit official TOEFL scores.

Applicants should submit an application form, GRE General Test scores, TOEFL score (for students whose first language is not English), recommendation letters, statement of purpose, and transcripts. For fall admission, applications should be submitted to arrive early in the year (preferably by January 15), although applications are accepted until July 15 (April 15 for international students). Applications for spring admission should be received by October 1 and no later than December 1. Fall admission is strongly preferred. Students applying for financial aid should submit their materials by January 15.

Financial Support

Students in the School of Urban and Regional Planning receive financial support from the program primarily from teaching or research assistantships and from contract or grant-funded assistantships. Assistantships typically require 10 hours of work per week under the direction of a faculty member. A few full or partial tuition scholarships also are available.

Students initiate applications for financial support, and awards are made on the basis of merit, experience, and interests. Assistantships may be renewed for a total of up to four semesters.

Students applying for financial support are encouraged to submit application materials and requests for support by January 15. Students who apply after that date are considered only as remaining funds permit. Financial support usually is not available for students beginning the program in the spring semester.

Courses

102:101 (URP:3001) Planning Livable Cities 3 s.h.
Development of livable cities in the United States; economic, physical, environmental, and political forces that shape their growth; impact of planning, how it shapes the future of cities. Same as 044:136 (GEOG:3920).

102:125 (URP:4750) Environmental Impact Analysis 4 s.h.
Environmental impact assessment methodologies; emphasis on cost-benefit-risk, cost-effectiveness and incremental analysis, and overlay and graphic techniques; optimal resource use, system simulation; field trips to local environmental control facilities. Prerequisites: 044:019 (GEOG:1070). Same as 044:125 (GEOG:4750).

102:126 (URP:3126) International Perspectives: Xicotepec 3 s.h.
Introduction to providing service to communities in underdeveloped countries through discipline-specific projects to improve community life in Xicotepec, Mexico; cultural and professional preparation for team work in an international environment; service-learning course in collaboration with Rotary International. Spring break in Xicotepec, Mexico.

102:133 (URP:3350) Transportation Economics 3 s.h.
Overview of transportation markets—intercity, rural, urban; transportation modes—rail, highway, air, water, pipeline, transit; issues in finance, policy, planning, management, physical distribution, and environmental, economic, and safety regulation. Recommendations: 06E:101 (ECON:1100) and 06E:102 (ECON:1200). Same as 044:133 (GEOG:3940), 06E:145 (ECON:3750).

102:134 (URP:3134) Regional and Urban Economics 3 s.h.
Theory of location and regional development; central place theory; why cities exist and trade with one another; models of land use patterns, rents; empirical tests of models; policy applications. Prerequisites: 06E:101 (ECON:1100) and 06E:102 (ECON:1200). Same as 06E:135 (ECON:3340).

102:135 (URP:3135) Environmental and Natural Resource Economics 3 s.h.
Environmental and resource use problems; efficient mechanisms and other policies for environmental protection, management of common property resources. Prerequisites: 06E:101 (ECON:1100) and 06E:102 (ECON:1200). Same as 06E:133 (ECON:3330).
102:140 (URP:3140) Planning for Sustainability 2-3 s.h.
How planners are pursuing sustainable futures for cities and regions; green building, alternative forms of transportation, sustainable management of natural resources, renewable energy opportunities, urban form, natural hazard mitigation, waste management, smart growth; U.S. and international practice.

Common world water scarcity and water quality issues; economics that provide valuable insights and tools and help contribute solutions to problems; surface water allocation, ground water allocation, surface water quality issues derived from point and nonpoint source pollutants, and water demand; linear and nonlinear programming, cost-benefit analysis, regression analysis (emphasis on maximum likelihood estimation), and cost avoidance techniques.

102:162 (URP:4262) Transportation Demand Analysis 3 s.h.
City planning procedures and traffic engineering techniques applied to transportation problems; trip generation, distribution, assignment, mode choice models; travel surveys, data collection techniques; arterial flow, intersection performance, parking; transit system analysis. Same as 053:176 (CEE:4176).

102:170 (URP:4170) Megacities Seminar 1-3 s.h.
Global historical, political, economic, urban, and cultural aspects of megacity development; planning methods to address contemporary and emerging issues; critical analysis of peer-reviewed literature and computational simulations; topics include urban sprawl, poverty and inequality, economies, food scarcity, population growth, governance models, environmental and health concerns, sustainability.

102:195 (URP:4195) Public Transit Operations and Planning 3 s.h.
Bus, light and heavy rail, and paratransit modes; transit operations, planning, modeling and optimization, transit agency economics, transit finance, and evolving transportation policy; skills essential to planners and engineers who intend to work for a either planning agency, transportation provider, or a transportation or planning consulting firm; individual and group projects involving transit operations. Requirements: undergraduate or graduate standing in urban and regional planning graduate standing. Same as 053:167 (CEE:4167).

102:200 (URP:6200) Analytic Methods in Planning I 1-3 s.h.
Methods used in planning and policy analysis; emphasis on application of statistical techniques and quantitative reasoning to planning problems; use of computers and data systems in planning analysis.

102:201 (URP:6201) Analytic Methods in Planning II 2-3 s.h.
Integration of methods with the planning process; application of multiple regression, population estimation and projection, survey methods, time series analysis, industrial growth and change; presentation of results to decision makers and the public. Prerequisites: 102:200 (URP:6200).

102:202 (URP:6202) Land Use Planning: Law and Practice 4 s.h.
Legal, social foundations of land use planning; comprehensive planning, zoning and subdivision review; legal aspects of land use, environmental planning; ordinance drafting; staff report writing; citizen participation.

102:203 (URP:6203) History and Theories of Planning 3 s.h.
History of urban planning in America as a reflection of social and economic forces; alternative planning philosophies, roles, and ethical choices open to planners.

102:205 (URP:6205) Economics for Urban Planners 3 s.h.
Principles of economics for planners; concepts and techniques of microeconomic analysis; income inequality; the role of government in the economy; tax and pricing policy; project evaluation; externalities.

102:208 (URP:6208) Program Seminar in Planning Practice 1 s.h.
Planning process, roles of planners, professional ethics and standards.

102:209 (URP:6209) Field Problems in Planning I 3 s.h.
Experience working on a two-semester project involving a current planning issue, usually for a client. Requirements: urban and regional planning graduate standing.

102:210 (URP:6210) Field Problems in Planning II 3 s.h.

102:211 (URP:6211) Community Outreach Practicum 1-3 s.h.
Application of planning skills to community work by non-profit organizations in local area; urban planners contributing to their communities; community outreach.

102:215 (URP:6225) Applied GIS for Planners 3 s.h.
Analysis of Census of Population data using GIS software; data and analytical needs of urban planners; coverage of GIS topics to plan functions of GIS and spatial analysis, varied GIS software in a planning organization; structure of the Census.

102:216 (URP:6216) Conflict, Negotiation, and Planning 3 s.h.
Conflict within communities, and planners’ responses; networking, negotiating, mediating, coalition building, consensus building; case studies, role playing. Same as 160:216 (PORO:6216).

102:217 (URP:6227) Spatial Analysis in Planning 3 s.h.
Data bases, GIS, planning support systems; spatial model building and use of spatial statistics; applications to substantive problems in transportation, environment, housing, economic development. Prerequisites: 102:215 (URP:6225).
102:218 (URP:6228) GIS for Local Government  
1 s.h.  
Development, maintenance, and operation of an enterprise-wide Geographic Information System (GIS); implementation of a parcel-based data system model common to government entities; practical experience using data for land-use planning analysis.

102:219 (URP:6229) Practicum  
5 s.h.  
Full-time internship of at least five months with a planning-related organization. Requirements: urban and regional planning graduate standing.

102:220 (URP:6230) Virtual Reality and Urban Development  
3 s.h.  
Creation of terrain models from DEMs and CAD-based site plans, panoramas, incorporation of existing and proposed buildings into virtual reality models; use of VRML and presentation strategies, including digital movies.

102:222 (URP:6222) Urban Design for Non-Designers  
3 s.h.  
Principles of urban design and the importance of good, well thought out urban design; background in urban design for policy planners and non-designers; past, present, and future of urban design.

102:223 (URP:6233) Financing Local Government  
3 s.h.  
Financing of local government infrastructure through property taxes, bonding, impact fees, pricing, tax increment financing; institutional alternatives—downtown improvement districts, special districts, homeowners’ associations; fiscal disparities and regional finance; case studies. Prerequisites: 102:205 (URP:6205).

102:225 (URP:6235) Geodatabases and GIS  
1 s.h.  
Geodatabase implementation in the management of large GIS data sets. Prerequisites: 102:215 (URP:6225).

102:232 (URP:6242) Planning and City Administration  
1 s.h.  
Relationship of planners and other local government personnel; how planning fits into city management; city management view of local political process, provision of city services, finance and budgeting, human resources, intergovernmental relations, how meetings are run, dealing with the public.

102:233 (URP:6243) The Land Development Process  
3 s.h.  
How land is developed; analysis of site suitability, preparation of subdivision plan, site plan review, development approval process, infrastructure and site preparation, negotiating local development politics; field trips. Prerequisites: 102:202 (URP:6202).

102:235 (URP:6245) Growth Management  
3 s.h.  
Causes and consequences of urban sprawl, shortfalls in conventional land use planning; local and state growth management policies, techniques of policy implementation, positive and negative impacts of such policies; Smart Growth; emerging challenges. Prerequisites: 102:202 (URP:6202).

102:237 (URP:6337) Poverty, Planning, and Public Policy  
3 s.h.  
Interconnectedness of causes of poverty; operation and outcomes of federal and state antipoverty programs; impact of local planning policies and programs on low income population; ways in which planners in public agencies or advocacy organizations can work to alleviate poverty.

102:242 (URP:6252) Planning for Sustainable City--Regions  
3 s.h.  
Understanding and improving the practice of urban environmental planning; techniques and politics of planning drinking water supply, sewage treatment, natural areas conservation.

102:243 (URP:6253) Healthy Cities and the Environment  
3 s.h.  
Foundations of environmental planning for healthy cities and communities; how urban form, air and water quality, and natural hazards affect environmental planning and health.

102:246 (URP:6256) Environmental Policy  
3 s.h.  
Environmental policy formation and politics; comparative international perspective on the United States’ experience.

102:247 (URP:6257) Environmental Management  
3 s.h.  
Environmental best management practices for sustainable management of natural resources; open space and habitat protection, prairie and wetland restoration, water supplies management, natural hazard mitigation, farmland protection.

102:248 (URP:6258) Modeling Dynamic Systems  
3 s.h.  
Nonlinear dynamics in human-environment relationships; quantitative modeling of global environment processes; environment modeling for policy and land use planning; introduction to fundamentals of linked global-scale environment processes from a systems perspective, focus on historical and contemporary role of human activities in altering flows of energy and mass within the Earth system; hands-on simulation and group games to understand feedback loops in complex systems, with applications to land use, water, climate, ecosystems, and nutrient cycles across time and spatial scales; emphasis on quantifying effects of policies and planning on environmental change.

102:249 (URP:6249) Sustainability Seminar  
1 s.h.  
Focus of increasing interest for planning students and practicing planners; involves environmental effects, economy, social justice; discussion and investigation of sustainability practice applied to local and regional efforts of public and private entities; greater awareness and understanding of the effectiveness and resource requirements of local activities addressing sustainability; presentations by the instructor, local tours, guest lectures.

102:260 (URP:6260) Transportation Policy and Planning  
3 s.h.  
Institutional setting for transportation planning, evolution of domestic transportation policy, international influences, transportation modes and markets, current sources of transportation planning information, emerging policy issues.

102:263 (URP:6063) Application Simulation to Transportation  
3 s.h.
Transportation system management and traffic engineering; application of real-time simulation and visualization. Prerequisites: 053:063 (CEE:3763) or 053:163 (CEE:4763). Same as 053:263 (CEE:6763).

102:264 (URP:6264) Transportation Planning Process 2-3 s.h.
Technical issues, political interface, citizen involvement, intermodal questions, public versus private roles; review and critique of transportation plans.

102:265 (URP:6265) Planning Sustainable Transportation 3 s.h.
Theories and methods of exerting public control over passenger and freight transportation; social and environmental regulation; effects of changing finance, regulation, and pricing policies, including privatization, tolls, impact fees. Same as 044:265 (GEOG:6264).

102:266 (URP:6266) Transportation and Land Use Planning 3 s.h.
Policies and interactions between transportation and land use; location theories and practices; transportation infrastructure, land use, travel behavior modeling; current policies that influence travel behavior and urban form.

102:268 (URP:6268) Freight Transportation Planning 3-4 s.h.
Freight transportation planning in the United States; surface modes, primarily trucking and rail, as well as trade-offs in bulk movements by inland waterways and pipelines; comparison with recent developments in policy, planning, and practice for surface transportation in other developed economies (e.g., Europe).

102:269 (URP:6269) Transportation Program Seminar 1 s.h.
Transportation finance, safety and economic regulation, planning processes, management, government policy issues at federal, state, and local levels.

102:271 (URP:6271) Housing Policy 3 s.h.
Recent housing policy initiatives at federal, state, and local levels.

102:273 (URP:6273) Community Development 3 s.h.
Community Development Corporation involvement in housing and neighborhood revitalization; infill housing development and preservation; comprehensive community development initiatives.

102:277 (URP:6277) Affordable Housing Finance 3 s.h.
Financing development or rehabilitation of affordable housing; low-income housing tax credits, the housing finance system and current regulatory issues, mortgage discrimination, improving financing for rental housing.

102:278 (URP:6278) Nonprofit Organizational Effectiveness I 3 s.h.

102:279 (URP:6279) Nonprofit Organizational Effectiveness II 3 s.h.

102:280 (URP:6280) Planning for Disaster Mitigation and Recovery 2-3 s.h.
Types of disasters that communities face; what role planners play, what role should they play; importance of hazard mitigation and planning for post-disaster recovery; where planners’ unique skills play the most significant roles in aiding a community to redesign a safer future.

102:282 (URP:6282) Grant Writing 1-2 s.h.
Same as 042:282 (SSW:6282).

102:284 (URP:6284) Green Building and LEED 1-2 s.h.
Preparation to earn LEED Green Associate professional credential; introduction to green building concepts and strategies as they relate to the United States Green Building Council’s (USGBC) Leadership in Energy and Environmental Design (LEED) rating system.

102:290 (URP:6290) Economic Impact Assessment 3 s.h.
Economic impact and growth analysis, including economic base, income expenditure, input-output analysis; use of economic impact analysis in a cost-benefit context; industrial location and mobility theory with statistics applications. Prerequisites: 102:205 (URP:6205).

102:295 (URP:6295) Economic Development Policy 3 s.h.
Analysis of policies and programs at national, regional, state, and local levels that address problems of economic growth, development, decline.

102:297 (URP:6297) Community Development Finance 3 s.h.
Financial statements and small business finance; local revolving loan funds for small businesses; evaluation of loan proposals; community development agency financing of commercial redevelopment; case studies of community development lending. Prerequisites: 102:205 (URP:6205).

102:300 (URP:6300) Special Topics in Planning 1-3 s.h.

102:305 (URP:6305) Readings arr.

102:315 (URP:6315) Independent Study in Planning 1-6 s.h.
Research and analysis of a special planning problem; opportunity for student to apply knowledge in area of specialization.

102:320 (URP:6320) Introduction to Graphic Communications 2 s.h.
Visual communication techniques through use of print and digital media; how to graphically convey concepts and information to a variety of audiences; basic design principles to build a foundation in graphic communication; relationships between various software packages; advantages and shortcomings of various digital tools; development of professional graphic media that is beautiful and effective.


102:335 (URP:6335) Internship 2 s.h.
Work in a planning or related agency or nonprofit organization.

102:400 (URP:6400) Eco-Sensitive, Low-Cost Housing: The Kerala Experience 3 s.h.
Though quality housing is a basic human need, families worldwide don’t have it; significant socioeconomic, physical, and financial problems; scale of housing shortage greater in developing countries where governments and nonprofits are forced to devise ingenious, eco-sensitive, lower-cost development techniques; opportunity to visit India and learn about many such innovations; challenges of economic development, environmental protection, culture, politics, and uneven geography of opportunity in a developing country.
College of Law

Dean
- Gail B. Agrawal

Associate deans
- Eric G. Andersen, Arthur E. Bonfield, Carin N. Crain, Marcella David, Linda A. McGuire, Todd E. Pettys

Assistant deans
- Collins B. Byrd, Gordon S. Tribbey

Executive librarian
- Katherine Hall

Professors
- Patricia Acton, Gail B. Agrawal (F. Wendell Miller Professor), John S. Allen (Bouma Clinical Fellow), Eric G. Andersen, Patrick B. Bauer, Randall P. Bezanson (David H. Vernon Professor), Christina Bohannan (Lauridsen Family Fellow), Arthur E. Bonfield (Allan D. Vestal Chair), Willard L. Boyd (Rawlings-Miller Professor), Steven J. Burton (John F. Murray Professor), Jonathan C. Carlson (Victor and Carol Alvarez Fellow), Enrique R. Carrasco (Ferguson-Carlson Fellow), Lois K. Cox, Marcella David, Ann Laquer Estin (Aliber Family Chair), Thomas Gallanis (N. William Hines Chair), Josephine Gittler (Wiley B. Rutledge Professor), N. William Hines (Joseph F. Rosenfield Professor), Herbert J. Hovenkamp (Ben and Dorothy Willie Chair), Emily Hughes (Bouma Fellow), Carolyn C. Jones (F. Wendell Miller Professor), Sheldon F. Kurtz (Percy Bordwell Professor), Marc Linder, Robert Miller, Angela Onwuachi-Willig (Charles M. and Marion J. Kierscht Professor), Mark J. Osiel (Aliber Family Chair), Todd E. Pettys (H. Blair and Joan V. White Chair in Civil Litigation), John C. Reitz (Edward L. Carmody Professor), L. Song Richardson, Leonard Sandler, Barbara A. Schwartz, Alexander Somek (Charles E. Floete Chair), John-Mark Stensvaag (Charlotte and Frederick Hubbell Professor), James T. Tomkovicz (Edward F. Howrey Professor), Lea S. VanderVeide (Josephine R. Witte Chair), Gerald B. Wetlaufer, John Whiston (Herschel G. Langdon Clinical Professor), Adrien Wing (Bessie Dutton Murray Professor)

Associate professors
- Stella Elias, Paul Gowder, Amandeep S. Grewal, Barry D. Matsumoto, Jason Rantanen, Maya Steinitz, Joseph W. Yockey

Lecturers

Professors emeriti
- William G. Buss (Otis K. Patton Professor), Patricia Cain (Aliber Family Professor), Jean Love (Martha Ellen Tye Professor), Paul Neuhauser, Reta Noblett-Feld, Mark E. Schantz, Larry Ward (Orville L. and Ermina D. Dykstra Chair), Burns H. Weston (Bessie Dutton Murray Professor)

Professional degrees: J.D.; LL.M.
Web site: http://www.law.uiowa.edu/

The University of Iowa College of Law is the oldest law school west of the Mississippi River. Founded in 1865 as the Iowa Law School, the college is a charter member of the American Association of Law Schools and an American Bar Association-approved law school.

One of 12 colleges at The University of Iowa, the College of Law is part of Iowa City’s unique cultural community. Students, faculty, and staff work together in a friendly, relaxed, and productive environment that puts students’ needs first.

Longstanding commitment to inclusion and diversity is a source of pride for the College of Law, which was one of the first schools in the nation to grant a law degree to a woman (1873) and to an African-American (1879). Diversity is central to the college’s educational philosophy and to its core mission of preparing culturally proficient graduates who are capable of intellectual inquiry, critical and reflective thinking, and engagement.

Learn more about the College of Law’s history and its commitment to diversity and inclusion by visiting About Us, Milestones, and Diversity at Iowa Law on the college’s web site.

The college is at home in the Boyd Law Building, whose facilities were designed specifically for the school’s essential activities and services: classes and meetings, study and research, student-faculty interactions, clinical law and cocurricular programs, student organizations, writing resources, career consultation, and more. The Iowa Law Library has one of the largest collections of legal materials in the country, with an exceptional research collection of print and electronic resources relating to U.S. domestic law as well as international, foreign, and comparative law. Ample study space and wireless Internet access are available throughout the library. See "Boyd Law Building" and "Law Library" under "Facilities and Resources" later in this Catalog section.

Iowa’s challenging law school curriculum carefully balances substantive courses, perspective offerings, examination of ethical values and professionalism, and skills-training programs, including a highly active in-house legal clinic. The college’s 11-to-1 student-faculty ratio and the faculty’s open-door policy ensure that students have opportunities for interaction and collaboration with their law professors.

The college’s writing program—one of the strongest among law schools nationwide—is integral to all students’ academic experience. During both semesters of their first year, students take a small-section course in legal analysis, writing, and research. During the second and third years, they complete four additional writing units. Among opportunities for completing the writing requirement is work on one of the law school’s four student-run scholarly journals: Iowa Law Review, Journal

The Writing Resource Center supports and builds upon classroom writing instruction and assists students with a broad range of writing tasks. The center and the writing program as a whole exemplify the law school’s personalized attention and dedication to individual learning.

The College of Law offers a strong program of study in the rapidly expanding fields of international and comparative law and ensures that all of its students are exposed to international perspectives. In addition to promoting broad social awareness and technical professional competence, the study of international and comparative law provides a theoretical foundation essential for all lawyers by affording unique insight into the nature of law and legal process. It is crucial preparation for lawyers who engage in formulating public policy at all levels of society. It also provides a solid understanding of international law and foreign legal systems, which is fundamental for effective lawyers in an era of global interdependence.

Highlights of the college’s international and comparative law program are the Master of Laws (LL.M.) degree program (see “Master of Laws” later in this Catalog section), work on the journal Transnational Law & Contemporary Problems, and participation in the Philip C. Jessup International Moot Court Competition. Students also have opportunities for work related to international and comparative law at two faculty-run centers, the University of Iowa Center for Human Rights and the University of Iowa Center for International Finance and Development, and in student groups such as the International Law Society, the Society for International Human Rights Law at Iowa, and the Iowa Campaign for Human Rights.

Over the years, the college has enjoyed great success in preparing women and men to be professional and civic leaders. In the 20th century, Iowa graduates served as U.S. senators and representatives; state governors; federal and state judges; and presidents of the American Bar Association and the Association of American Law Schools. For this reason, students are expected to pursue their law training on a full-time basis. This policy is consistent with the accreditation standards of the American Bar Association and the Association of American Law Schools. In extraordinary circumstances, it may be possible for students to enroll for fewer than 10 s.h. per semester. Students who believe they may be unable to attend full time should contact the dean of students before registering for classes.

Professional Programs of Study
(J.D., LL.M.)

- Juris Doctor
- Master of Laws

The College of Law collaborates with a variety of University of Iowa graduate programs to offer joint J.D./graduate degree programs. See “Joint J.D./Graduate Degrees” later in this section.

Juris Doctor

The Juris Doctor requires 84 s.h. of credit. Entering first-year students must take all first-year courses and may not register for different courses or fewer semester hours without the dean of students’ permission. No student may enroll during any fall or spring semester for more than 15 s.h., or during any two adjacent summer sessions for more than 12 s.h., of credit that will be applied to the J.D. degree.

To be eligible for a J.D. degree, a student must:

- receive course credit for 84 s.h., including no more than 6 s.h. earned in cocurricular or non-law courses or activities;
- take and complete all required courses;
- satisfy the writing requirement;
- complete the course of study required for the degree in no fewer than 27 months and no more than 84 months after beginning law study at the College of Law or at a law school from which transfer credit has been accepted;
- achieve a cumulative g.p.a. of at least 2.10; and
- satisfy the requirement of receiving “substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession,” as set forth in the American Bar Association’s Accreditation Standard 302(a)(4) and Standard Interpretations 302-2 and 302-3.

Receiving credit in a course is dependent upon successful completion of a final examination, or all assigned work, or both. Students must satisfy all requirements established by the instructor for class attendance, written work, special readings, oral reports, and so forth in order to take the final exam.

Full-time policy: The faculty believes that students receive a better legal education when they devote substantially all of their time to educational pursuits. For this reason, students are expected to pursue their law training on a full-time basis. This policy is consistent with the accreditation standards of the American Bar Association and the Association of American Law Schools. In extraordinary circumstances, it may be possible for students to enroll for fewer than 10 s.h. per semester. Students who believe they may be unable to attend full time should contact the dean of students before registering for classes.

Entrance date: Students enroll in late August, at the beginning of the fall semester. All students attend courses full time during fall and spring semesters and may attend the summer term at any point during their academic careers. Entrants may expect to graduate no earlier than 27 months after beginning law study.

Admission to the Iowa Bar: A rule adopted by the Iowa Supreme Court requires all law students who intend to apply for admission to the Iowa Bar to register that intention with the court; the deadline for timely registration is November 1 of the year the student begins law school. Details are available from the College of Law registrar or the clerk of the Iowa Supreme Court.

FIRST-YEAR CURRICULUM

The first-year curriculum emphasizes development of analytical skills, a sense of the role of legal institutions in society, and essential writing skills. Each course in the first-year curriculum shares these emphases and conveys substantive knowledge about a particular area of the law. Four courses during the first year are small-section courses. Two of the four (one each semester)
cover traditional first-year subjects—civil procedure, constitutional law, contracts, criminal law, property, torts—and have an enrollment of 40 students each. The other two are 091:130 (LAW:8032) Legal Analysis Writing and Research I (first semester) and 091:131 (LAW:8033) Legal Analysis Writing and Research II (second semester), which have an enrollment of approximately 20 students each.

First-year students take the following courses.

**Fall semester:**
- 091:102 (LAW:8026) Introduction to Law and Legal Reasoning 1 s.h.
- 091:120 (LAW:8017) Contracts 4 s.h.
- 091:130 (LAW:8032) Legal Analysis Writing and Research I 2 s.h.
- 091:132 (LAW:8037) Property 4 s.h.
- 091:364 (LAW:8046) Torts 4 s.h.

**Spring semester:**
- 091:104 (LAW:8006) Civil Procedure 4 s.h.
- 091:116 (LAW:8010) Constitutional Law I 3 s.h.
- 091:124 (LAW:8022) Criminal Law 3 s.h.
- 091:131 (LAW:8033) Legal Analysis Writing and Research II 2 s.h.
- Elective 3 s.h.

The two-semester sequence 091:130 (LAW:8032) and 091:131 (LAW:8033), called LAWR, is designed to equip students with effective skills in legal analysis, writing and oral communication (oral advocacy), and research.

LAWR develops students’ legal analysis skills throughout the year in connection with every assignment. Analytical skills include the ability to spot legal issues in a fact pattern; to identify legally relevant facts; to synthesize legal rules, principles, policies, and purposes found in the legal materials (e.g., precedents and statutes); and to understand and formulate legal arguments of different kinds.

LAWR develops students’ legal writing and oral advocacy skills. Legal writing centers on effectively communicating the legal analysis of a practical problem, whether the purpose is to predict what a court or other decision maker will do, to persuade someone to agree with the writer’s conclusions, or to decide a case and explain the decision. Oral advocacy skills center on using legal analysis to persuade someone, such as a judge, to reach a particular conclusion.

LAWR develops legal research skills. Legal research supports legal analysis primarily by identifying the legal materials, especially legal authorities, that form the basis of effective legal arguments and legal conclusions.

Students are expected to achieve the following objectives during the two-semester LAWR sequence:

- acquire the fundamentals of legal reasoning and analysis, including case analysis, fact analysis, application of law to facts, case synthesis, and analogizing and distinguishing cases;
- learn how to identify a legal problem and resolve it, as well as how to determine which facts in a fact pattern are legally significant;
- learn how to generate arguments and counterarguments;
- develop and employ basic research skills within a limited universe of research tools in order to locate cases and statutes from citations, to find cases on a given subject, to determine the present status of a case, and to exercise judgment in selecting the most appropriate cases from a larger pool of cases (first semester);
- develop and employ a full range of research skills through assignments that place no limitations on the type of research necessary for their completion (second semester);
- develop the ability to write legal documents, including objective memorandums and persuasive briefs, that are clear, concise, analytically sound, and well organized;
- become familiar with how to cite legal authorities properly and learn the appropriate style, tone, and diction for legal writing, depending on the audience;
- write an appellate brief;
- learn argumentative and persuasive legal writing; and
- craft and present a persuasive oral argument.

**SECOND- AND THIRD-YEAR CURRICULUM**

All students complete three specific required courses plus required writing units during the second and third years. Beyond that, they plan their own course of study for the two years, drawing from a rich menu of mainstream, specialized, clinical, and perspective courses. Second- and third-year courses cover the range of specialties within the legal profession, allowing students to explore and follow their professional interests in a particular career specialization, to write for one of the school’s four student-run scholarly journals, to pursue joint degrees in law-related graduate programs, or to simply obtain the widest possible exposure to the legal landscape.

All second- and third-year students must complete the following work.

- 091:232 (LAW:8280) Constitutional Law II 3 s.h.
- One course on legal ethics
- One course on professional skills
- Four writing units beyond the writing requirements of the first year

Writing units may be completed through a combination of courses and cocurricular programs that include a writing unit, such as seminar papers, independent research papers, clinical law programs, work on any of the college’s four journals, Moot Court Board, and advanced appellate advocacy activities. Two of the four writing units must be completed in courses (including seminars and clinical programs) or through independent research in which there is direct, ongoing faculty supervision.

**Course of Study Options for J.D. Students**

The College of Law offers numerous programs and opportunities that students may draw upon when planning their course of study.

**INTERNATIONAL AND COMPARATIVE LAW**

The college’s international and comparative law program is supported by more than 20 faculty members who maintain significant teaching and research interests in the field. The program features an extensive selection of courses and related academic activities; opportunities for study abroad; an innovative student/faculty journal; and several centers where research in international and comparative law is...
conducted. The Master of Laws (LL.M.) program draws scholars and visiting professors from around the world.

Additional resources include the Law Library, which maintains holdings of more than 165,000 volumes of international, comparative, and foreign law and a complete United Nations document collection on microfiche; and programming offered across the University by the UI International Programs office.

To learn more, see "Master of Laws" below and visit International and Comparative Law Program on the college’s web site.

**INNOVATION, BUSINESS, AND LAW**

The innovation, business, and law program integrates intellectual property, antitrust, and corporate law to provide a range of academic opportunities for students interested in those disciplines. Visit Innovation, Business, and Law Center to learn more. Not all courses listed on the site are offered every year.

**CONCENTRATED AREAS OF STUDY**

Students may pursue their interest in a particular subject area by selecting appropriate course work and independent research projects. For example, students interested in intellectual property and competition law may choose from the following courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>091:208</td>
<td>Antitrust Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>091:241</td>
<td>Business Associations</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>091:283</td>
<td>Copyrights</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>091:286</td>
<td>Introduction to Intellectual Property</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>091:289</td>
<td>Competition Policy and Innovation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>091:306</td>
<td>Cyber and Electronic Law</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>091:324</td>
<td>Patent Law</td>
<td>2-4 s.h.</td>
</tr>
<tr>
<td>091:355</td>
<td>Securities Regulation</td>
<td>arr.</td>
</tr>
<tr>
<td>091:369</td>
<td>Trademarks and Unfair Competition Law</td>
<td>2-4 s.h.</td>
</tr>
<tr>
<td>091:508</td>
<td>Intellectual Property Advocacy</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td>091:604</td>
<td>Patent Prosecution Seminar</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>091:618</td>
<td>Cultural Property/Heritage</td>
<td>arr.</td>
</tr>
<tr>
<td>091:624</td>
<td>Cyberspace Law Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**COLLEGE OF LAW SEMINARS**

Seminars are available for up to 4 s.h., unless noted otherwise. Seminar credit includes two writing units, but students may complete three writing units with the instructor’s approval. Seminar formats vary widely; students should check the course descriptions and consult with the instructor before registering.

Many seminars last two semesters. The first semester (usually fall) is the class portion of the seminar; students earn 2 s.h. for a workload equivalent to that of a 2 s.h. course. During the second semester of the seminar (usually spring), students write their papers, earning the remaining credit for the seminar.

Some instructors offer seminars that do not follow the fall-class/spring-writing format. Students may be convened for the seminar as if they were a legislative drafting committee, or they may be required to complete substantial research, drafting, and writing work over the entire year. The amount of credit for the seminar may be flexible or determined by the class as a whole. Seminars using this format may have required attendance and no-drop policies; students are strongly encouraged to learn what will be expected of them before registering for these seminars.

Papers produced for seminars or independent research may be eligible for entry in competitions, sometimes with cash prizes. Competition announcements are posted at the Writing Resource Center.

**CLINICAL LAW PROGRAMS**

Students who have completed the equivalent of three semesters toward the J.D. (at least 39 s.h.) are eligible to apply their theoretical knowledge to real cases and projects under the supervision of faculty members and other attorneys through participation in the College of Law’s Clinical Law Programs.

Clinical law programs reflect the richness and diversity of modern law practice and the College of Law’s commitment to clinical education. The clinical programs operate as areas of a law firm within the Boyd Law Building, giving students the opportunity to put their legal skills to use in a variety of practice areas and venues. Clinical law programs include the in-house clinic (internships), externships, and judicial externships.

**In-House Clinic**

Student interns work on cases supervised by full-time faculty members in the in-house clinic. The interns have primary responsibility for representing their clients at all stages of the legal process, including interviewing and counseling, negotiation, fact investigation, depositions, drafting and briefing, and courtroom appearances. Each semester, most interns have an opportunity to argue cases before various state and federal trial or appellate courts or before administrative agencies. Students also provide basic estate planning, document drafting, and other transactional services to clients. In some projects, interns partner with grassroots organizations, nonprofits, businesses, and public officials to solve recurring and systemic problems that cannot be addressed adequately through litigation or traditional legal methods.

Practice areas include consumer rights, criminal defense, disability rights and policy, domestic violence, immigration, international human rights, juvenile court matters, and workers’ rights; see Practice Areas on the Clinical Law Programs web site.

**Externships**

The College of Law policy on externships and summer legal placements is being revised. Contact the college for updated information.

The college offers an externship program that places students in a variety of legal settings. Externships arranged by the college’s law clinic are conducted under the direct supervision of staff attorneys; they also are supervised by College of Law faculty members. Other externships are supervised by College of Law faculty members and by on-site personnel.

Students have served clinical externships with judges in U.S. District Court, U.S. Magistrate Court, and U.S. Bankruptcy Court. They have worked in the offices of the U.S. Attorney for the Southern District of Iowa (Des Moines and Davenport), the Iowa Attorney General, the Youth Law Center (Des Moines), University of Iowa Student Legal Services (Iowa City), City Attorney of Iowa City, Federal Public Defender of Cedar Rapids, Iowa Legal Aid (Cedar Rapids and Iowa City), and HELP Legal Services.
(Davenport). Other externships have placed students in varied nonprofit, government, and judicial offices around the country.

Externship credit counts toward the maximum of 20 s.h. permitted for clinical externships, nonclinical externships, and non-law classes.

No student may count toward the J.D. degree more than 30 s.h. of credit earned in any combination of the following types of course work: non-law courses; clinical and nonclinical externships; independent research, supplementary writing, directed research and writing, and writing tutorial; and cocurricular programs. This rule applies to all J.D. students, including joint J.D./graduate degree students.

The College of Law also is involved in programs that do not offer academic credit. Each summer it participates in the County Attorney Internship Program, through which students work as paid employees for county attorneys throughout the state. The college also helps place students in a variety of unpaid clerkships and internships nationwide that provide insight into the workings of the legal system.

STUDY ABROAD

The College of Law administers a consortium of American law schools that offers a study abroad program at Florida State University’s London study center. Students spend spring semester at the center studying American and English law with faculty members from Iowa’s College of Law and the University of London. They may earn up to 15 s.h.; options include courses and an externship placement opportunity. Learn more about the program and how to apply at London Law Consortium.

Students may earn up to 8 s.h. of College of Law credit for intensive course work in Arcachon, France, for around four weeks in May and June. Courses are taught in English by College of Law professors and French instructors. Visit Summer Program in Arcachon, France to learn more about the program and how to apply.

The college participates in three exchange programs that permit students to earn 12-15 s.h. of credit through courses taught in English. Two students may attend the Universidade Católica Portuguesa School of Law (Lisbon campus) each fall semester; three students may attend Radboud University in Nijmegen, the Netherlands, during fall and spring semesters; and two students may attend the Peking University School of Transnational Law in Shenzhen, China. Learn more at the Católica University, Radboud University, and Peking University School of Transnational Law pages on the College’s Study Abroad web site.

LEARNING BEYOND THE CLASSROOM

In addition to the course of study options listed above, J.D. students have numerous opportunities to enhance and supplement their legal, learning, and professional skills outside the classroom setting. They may participate in the college’s cocurricular activities, which include four student-produced journals, Moot Court, and the Trial Advocacy Program. They also have access to opportunities and resources provided through the Academic Achievement Program, the Citizen Lawyer Program, and the Writing Resource Center. See “Academic Achievement Program,” “Citizen Lawyer Program,” and “Cocurricular Programs” below; see "Writing Resource Center" under "Facilities and Resources" toward the end of this Catalog section.

ACADEMIC ACHIEVEMENT PROGRAM

The College of Law Academic Achievement Program (AAP) helps students maximize their potential by developing the academic skills necessary for success in law school. AAP serves all J.D. students, with a special emphasis on helping first-year students as they make the transition from successful undergraduate careers to the unique challenges of studying law.

AAP coordinates a variety of presentations, many of which are part of a core program for first-year law students during the fall semester. Examples of content areas include time management for law study, outlining and organizing class notes and course materials, taking law school exams, and reviewing and learning from past exams. Several weeks before exams, a voluntary practice exam is administered. AAP staff members also provide students with individualized guidance in these areas. When personal issues affect a student’s academic success, the program provides direct help and refers students to University and community support resources.

CITIZEN LAWYER PROGRAM

The Citizen Lawyer Program (CLP) advances the College of Law’s teaching and service missions. CLP is a teaching platform that enables students to advance their development of knowledge, values, and skills central to law as a professional calling. By offering a wide variety of opportunities each year for pro bono work, community service, and programs focusing on the issues, skills, and values that are critical to personal and professional success, CLP extends legal education beyond classrooms and clinical programs while engaging students directly in serving the college’s mission of public service.

Cocurricular Programs

Students enrich their course of study by participating in the college’s cocurricular programs, which include Moot Court, the Trial Advocacy Program, and four student-produced journals. Students may apply a maximum of 6 s.h. earned in cocurricular programs and/or non-law classes toward the J.D. degree.

MOOT COURT

The Moot Court appellate advocacy programs familiarize students with writing appellate briefs, acquaints them with citation form, develops research skills, and strengthens persuasive ability in oral argument at the appellate court level.

Each academic year, the Moot Court office administers 091:210 (LAW:9010) Appellate Advocacy I in the fall semester and two Moot Court competitions in the spring semester. Students who rank in the top scoring positions of 091:210 (LAW:9010) are eligible for the advanced competitions in the spring semester. Advanced competitions include 091:404 (LAW:9021) Van Oosterhout Baskerville Moot Court Competition and 091:430 (LAW:9038) Jessup International Moot Court Competition.

The appellate advocacy program is administered by the Moot Court Board, which consists of student judges and an executive board.
TRIAL ADVOCACY
The Trial Advocacy Program is a student-run, faculty-supervised program in which students develop and refine skills used to prepare and try civil and criminal cases. The heart of the program is 091:370 (LAW:9060) Trial Advocacy, a 2 s.h. course taught by law school faculty, federal and state judges, and experienced trial attorneys. Students are on their feet during most class sessions, practicing the arts of jury selection, opening statement, direct and cross examination, introduction of exhibits, use of expert testimony, and closing argument. The course culminates with a full-scale trial—from the filing of pretrial motions to the rendering of a jury verdict—conducted by student cocounsel before a visiting judge and a jury of laypersons.

The Stephenson Competition is named after Judge Roy L. Stephenson, a U.S. District Court and Eighth Circuit Court of Appeals judge and a 1940 graduate of the College of Law. Students who demonstrate superior ability in advocacy skills during the trial advocacy courses participate in a series of mock trials judged by local members of the bench and bar. Individuals selected from the competition represent The University of Iowa in the national trial competition.

IOWA LAW REVIEW
Since its inception in 1915, the Iowa Law Review has served as a scholarly legal journal, noting and analyzing developments in the law and suggesting future paths for the law to follow. Students have managed the review since 1935, editing and publishing articles by professors and students. The Iowa Law Review is published five times annually and is staffed by second-year student writers and third-year editors. Its subscribers include legal practitioners and law libraries throughout the world. The review also publishes the Iowa Law Review Bulletin, an online companion that features responses to the pieces published in the review. To learn more, visit the Iowa Law Review web site.

JOURNAL OF CORPORATION LAW
The Journal of Corporation Law is the nation’s oldest and most cited student-published legal periodical specializing in corporate law. The journal’s scope includes antitrust, intellectual property, labor law, securities, taxation, employment discrimination, insurance, products liability, and regulated industries, as well as traditional corporate topics. Selected articles submitted by practitioners and academics are published in each of four annual issues. Several student articles also are selected for publication. The journal enjoys a worldwide audience.

All students who have completed two semesters of class work are eligible to write for the journal. Students who have achieved third-year standing at the College of Law are eligible for selection to the journal’s editorial board and may receive additional academic credit. They also may be eligible for a monetary stipend. See the Journal of Corporation Law web site.

JOURNAL OF GENDER, RACE & JUSTICE
The Journal of Gender, Race & Justice pushes the boundaries of legal scholarship and theory in its focus on social justice issues. The journal hosts a symposium at the College of Law every other year, bringing together nationally renowned legal scholars and practitioners to discuss the relationships among the law and race, gender, sex, sexual identity, economic class, ability, and other identity characteristics. The journal publishes an annual volume of legal works that includes symposium papers, papers from conferences outside the college, and articles written by Iowa law students. It also maintains a blog to promote discussion of issues related to its mission.

All students who have completed two semesters of law school, including transfer students, are eligible to write for the journal. Students who have completed the journal’s student writer program or who have third-year standing at the College of Law are eligible to apply for a position on the journal’s editorial board, which may provide a monetary stipend and academic credit. To learn more, visit the Journal of Gender, Race & Justice web site.

TRANSNATIONAL LAW & CONTEMPORARY PROBLEMS
Transnational Law & Contemporary Problems (TLCP) is published three times a year and is edited by Iowa law students. TLCP addresses issues and problems that transcend traditional political boundaries, that are of interest to the international and comparative law community, and that are not commonly found in other journals and reviews. Two issues each year take the form of a symposium addressing specific topics; these issues have a guest editor who is a legal scholar noted for his or her work on the symposium topic. The third issue is submission based. Every other year the journal organizes and sponsors a symposium on a contemporary international issue; past topics include climate change, the European Union’s sovereign debt crisis, and war crimes.

Law students who have completed at least two semesters of law school may earn up to 2 s.h. of credit by writing for TLCP. Highly qualified students who complete the writing and secondary hour requirements may be chosen to fill an editorial position, for which they earn additional credit. They also may be eligible for a monetary stipend. For more information, visit the Transnational Law & Contemporary Problems web site.

Joint J.D./Graduate Degrees
The College of Law and the Graduate College offer several joint degree programs in which students work toward the J.D. degree and a graduate degree concurrently. The College of Law may allow students to count up to 12 s.h. of applicable credit earned in the graduate degree program toward both the graduate degree and the J.D. degree, providing that students earn the graduate credit after they enroll in the College of Law. The individual graduate programs determine how much credit earned for the J.D. degree may be applied to the graduate degree. Contact the College of Law’s associate dean or registrar to learn more.

Separate application to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the joint degree program. Applicants to graduate programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

The following academic units and programs collaborate with the College of Law to offer joint J.D./graduate degree programs: the Tippie College of Business (p. 621) and its Departments of Accounting (p. 626), Economics (p. 641),
Master of Laws

The Master of Laws (LL.M.) program in international and comparative law is an important component of the College of Law’s international approach to legal education. The program is designed for graduates of J.D. programs in the United States who wish to deepen their understanding of international and comparative law, including the law pertaining to international business transactions, and for foreign-trained jurists who wish to receive advanced training in these areas or a comparative orientation to and specific training in U.S. law and legal institutions.

The LL.M. program admits 10-15 students per year, allowing each student to receive substantial attention from the faculty. Admission is competitive.

The LL.M. requires a minimum of 24 s.h. earned in College of Law courses that include a strong focus on international and comparative law. With their advisor’s approval, LL.M. students may count up to 6 s.h. of law study abroad, or non-law graduate-level courses or externships, toward the degree.

LL.M. students take courses together with J.D. students, from the law school’s rich offerings on U.S., international, and comparative law. This method of instruction ensures that the foreign-trained students have an effective comparative experience through broad contact with U.S. law students and professors, and the U.S. students benefit similarly from close contact with the foreign-trained lawyers.

LL.M. applicants who are graduates of U.S. law schools must have been granted a J.D. from a school that is a member of the Association of American Law Schools or is approved by the American Bar Association. Graduates of foreign law schools must have completed the basic course of university studies that qualifies them to sit for the bar examination (e.g., the French maîtrise, the German first state bar examination). If the home country bar exam does not require a specific degree, applicants should be experienced members of the bar or have completed the equivalent of the first university degree in law. Applicants without a degree from a four-year English-language university must score at least 580 (paper-based) or 92 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants who score lower than 600 (paper-based) or 100 (Internet-based) may be required to take English language course work upon entering the University.

All applicants must present evidence of high academic potential, such as high class rank in their previous law studies; strong recommendations, especially from law professors who supervised their work in classes or seminars; and challenging professional work experience. The College of Law relies heavily on academic references to assess applicants’ credentials. Because U.S. applicants and all others with first-language fluency in English are required to produce a substantial publishable paper in the program, these applicants must show evidence of ability to carry out complex research and writing projects.

Academic Recognition

Order of the Coif

The Order of the Coif, a national legal honor society, has a chapter at The University of Iowa. The order is dedicated to scholarship and advancement of high ethical standards in the legal profession. Membership is drawn from the top 10 percent of the graduating class. Initiates are selected by the faculty after graduation.

Prizes and Awards

Hancher-Finkbine Medallions are awarded each year by the University to outstanding graduates; honorees are chosen from nominations made by University departments and colleges based on learning, leadership, and loyalty.

The Philip G. Hubbard Human Rights Award is presented each year by the University to recognize outstanding contributions to human rights and equal opportunity, as described in the University’s Human Rights Policy.

The Willard L. "Sandy" Boyd Prize is presented to a student who has demonstrated outstanding ability and creativity in the development of written legal scholarship.

The Alan I. Widiss Faculty Scholar Award is presented to a student who has made an especially outstanding and distinctive contribution to the development of written legal scholarship.

The Randy J. Holland Award for Corporate Scholarships is presented to a student who has written an outstanding scholarly paper in the area of corporate law.

The Robert S. Hunt Legal History Award is presented to a student who has written an outstanding scholarly paper in the field of legal history.

The Outstanding Scholastic Achievement Award recognizes four graduates for outstanding performance in the college’s academic and cocurricular programs.

The Judge William C. Stuart Award is presented to a third-year student who ranks in the top 10 percent of his
or her class and is recommended based on integrity and constitutional principles.

The Innovation, Business, and Law Excellence Award is given to two graduating students who have shown interest and excellence across disciplines of intellectual property, business law, antitrust and competition law, and health law and technology; or have done outstanding work in one innovation, business, and law subject matter area.

The Donald P. Lay Faculty Recognition Award is presented to a student who has made distinctive contributions to the College of Law’s cocurricular, community, or education programs.

The Iowa State Bar Association Prize is presented to a student who possesses the attitude, ability, and other qualities that indicate success as a future leader of the bar association.

The Antonia "D.J." Miller Award for Advancement of Human Rights recognizes outstanding contributions by a student to the advancement of human rights in the law school community.

The Dean’s Achievement Award is presented each year to a student, who, through his or her achievements, has exemplified, promoted, or contributed to cultural, racial, or ethnic diversity in the law school.

The National Association of Women Lawyers Award is presented to a student who contributes to the advancement of women in society and women in the legal profession and who also has attained high academic achievement.

The Erich D. Mathias Award for International Social Justice is presented to a student who has made an outstanding contribution or demonstrated commitment to attaining international social justice.

The John F. Murray Award recognizes the student with the highest academic standing in the graduating class.

The ALI-ABA Scholarship and Leadership Award is presented to a student who represents an outstanding combination of scholarship and leadership, the qualities embodied by the American Law Institute and the American Bar Association.

The Russell Goldman Award recognizes the student who has demonstrated the most improved academic performance after the first year.

The Iowa College of Law Appellate Advocacy Award is presented to a student for outstanding achievement in and service to the appellate advocacy program.

The Iowa Academy of Trial Lawyers Award is presented to a student for outstanding achievement in the Roy L. Stephenson Trial Advocacy Competition.

The International Academy of Trial Lawyers Award is presented to a student who has demonstrated distinction in trial advocacy skills.

The Michelle R. Bennett Client Representation Award recognizes outstanding service in the college’s clinical law programs.

The ABA/BNA Award for Excellence in the Study of Intellectual Property is presented to a student who has demonstrated excellence in the study of intellectual property law.

The American Bankruptcy Institute Medal for Excellence in Bankruptcy Studies is presented to a student who has demonstrated excellence in the field of bankruptcy.

**Student Organizations**

Link to the student organizations’ web sites on the college’s Journals & Student Groups web page.

The Alternative Dispute Resolution Society promotes awareness of varied alternative dispute resolution processes, including arbitration, mediation, and other forms of negotiation; explores legal and other careers in alternative dispute resolution; and equips students with the knowledge and practical skills necessary for effective participation in alternative dispute resolution.

The American Constitution Society (ACS) is a new nonpartisan organization whose goal is to foster discussion of important issues of law and policy.

The Asian Pacific American Law Students Association (APALSA) seeks to promote the field of law among Asians and encourage Asians to enter the field; to improve legal services to Asians; to assist Asians in legal matters; and to educate Asians in the social and ethical obligations of the law.

The Iowa chapter of the Black Law Students Association (BLSA) focuses on the relationship of black attorneys to the American legal structure and works to foster an attitude of professional competence. BLSA strives to promote the needs and goals of black law students, instill a greater awareness among law students of the needs of the black community, and encourage a greater commitment toward meeting those needs. The chapter seeks involvement in the local community and in recruitment programs. Membership is open to all students who support the association’s goals.

The Christian Legal Society maintains a Christian law fellowship at the College of Law whose mission is to enable its members to love their Lord and to love their neighbors as themselves.

The Environmental Law Society provides an educational forum for environmental law topics. During spring semester, the organization sponsors a lecture series featuring professors and experts in environmental law. The group also provides limited legal research and counseling services for attorneys, organizations, and citizens who have questions concerning environmental law. Membership is open to all College of Law students.

The Equal Justice Foundation (EJF) supports public interest law concerns, with emphasis on promoting equal access and adequate representation in the courts and other forums for citizens and citizens’ groups. The University of Iowa chapter’s professional activities are aligned with those of the national organization. They include work in varied legal activities statewide; College of Law activities, including coordination with other student organizations to provide the college with a better public interest support base; promotion of public interest career opportunities; and provision of information about public interest activities and concerns. Membership is open to all College of Law students.

The Federalist Society fosters critical thought and debate about the application of conservative and
libertarian principles to the law. Its mission is to promote, advocate, and defend its founding principles and further their application through its activities, which are aimed at reordering the legal system’s priorities to place a premium on individual liberty and the rule of law, and restoring recognition of those principles among law students, faculty members, lawyers, and judges.

The Intellectual Property Law Society (IPLS) promotes exploration of traditional areas of intellectual property law (patent, trademark, copyright) and related areas such as antitrust and entertainment law. The society provides a forum for faculty and student discussion of contemporary issues relating to intellectual property law and its practice; fosters interaction between law students and intellectual property law practitioners through a mentor program that pairs members with intellectual property law practitioners; and offers symposia. All members of the University community are welcome to attend a Society meeting or symposium.

The International Law Society aims to increase student and faculty awareness of international law and related issues. The society’s brown bag lunch lecture series and annual spring conference expose students and faculty to a wide variety of contemporary legal issues surrounding the study and practice of international law. Members also work to support the activities of the University of Iowa Center for Human Rights; promote the Iowa-Arcachon, France, summer program in comparative and international law; participate in the annual Philip C. Jessup International Moot Court Competition; and bring together faculty members and students who share an interest in international affairs.

The Iowa Campaign for Human Rights (ICHR) promotes human rights awareness and education at the College of Law, among University of Iowa students, and across the Iowa City community.

The Iowa Student Bar Association (ISBA) acts as the College of Law’s student government. Governed by an executive council, the association provides a collective voice for the student body and a source of organization and funding for a variety of college activities and programs. Law students may get involved with the association by serving as class representatives or on faculty-student committees, which deal with admissions, curriculum, financial aid, placement, and so forth. The association presents speakers, sponsors events with other organizations, publishes a newsletter, and sponsors social events. Its legal guardian program assigns entering law students to upperclass students, who provide encouragement and information.

The J. Reuben Clark Law Society emphasizes three basic values and attitudes toward the practice of law and the place of law in modern society: public service, loyalty to the rule of the law and the Constitution of the United States, and appreciation for the religious dimension in American society and in lawyers’ personal lives.

The Jewish Law School Association (JLSA) strives to provide social, educational, religious, political, cultural, and professional resources and opportunities for all Jewish law students at Iowa. The society educates and involves its members in the social, moral, and ethical obligations of the profession; plans and implements programming to facilitate a sense of community among Jewish law students; and raises awareness of Jewish cultural and educational issues at the college.

The Latino/a Law Student Association (LLSA) promotes viable changes within existing legal institutions in order to develop constructive legal and community programs, produce competent and effective Latino and Latina attorneys, and utilize available resources—activities necessary to safeguard and advance the rights and opportunities of oppressed peoples. To achieve these goals, LLSA recruits for the law school. LLSA’s philosophy is that national unity is fundamental for the collective awareness needed to bring about progressive policies in legal education. The association welcomes all students.

Law Students for Reproductive Justice (LSRJ) is committed to increasing education and professional training in reproductive rights law. The society supports Iowa law student activism, advocacy, and networking in order to ensure that new lawyers can successfully defend and expand family planning rights and reproductive freedoms.

The Middle Eastern Legal Student Association (MELSA) aims to increase student and faculty awareness of issues pertaining to the Middle East and how they affect the legal profession.

The Military and National Security Law Society educates and informs Iowa law students about the practice of military and national security law.

The Native American Law Students Association (NALSA) promotes awareness of legal, political, cultural, and social issues that affect Native Americans, Alaskan Natives, Native Hawaiians, and other indigenous peoples. NALSA also seeks to promote the study of federal Indian law and provides a forum for the exploration of issues in tribal sovereignty, natural resources, family law, trust obligations, and cultural identity.

The Organization for Women Law Students and Staff (OWLSS) aims to address the changing needs and problems of women in the legal profession and to develop, recommend, and implement new programs, especially those that meet the needs of women at the College of Law. It also sponsors programs of interest to the general law school community. OWLSS has sponsored fall recruitment of prospective women law students, a safety-in-numbers program, brown bag lunches with guest speakers, sponsorship of members to the annual National Women and the Law Conference, a support network, a regular newsletter, and joint programs with women student groups in medicine and dentistry. Membership is open to all College of Law students, faculty members, and staff members.

The Outlaws provides a common forum for gay, lesbian, bisexual, and transgendered persons interested in the law, and promotes a climate of mutual support, protection, and professional advancement. Membership is open to all College of Law students and faculty members.

Founded in 1902, Phi Alpha Delta (PADS) is the nation’s oldest and largest law fraternity. It was the first law fraternity to remove membership restrictions based on race, color, creed, national origin, and grade-point average. Iowa’s Hammond Chapter was established in 1908 and became the first PADS chapter to accept students of all races and religions. It participates in fundraisers and other service projects to benefit local and national service organizations. Membership is open to all College of Law students.
Phi Delta Phi (PHIDS) promotes the highest standards of ethics and professionalism in law schools and the legal profession. Since its establishment in 1869, the fraternity has initiated more than 200,000 members. It has more judges, American presidents, governors, senators, representatives, and cabinet members among its membership than does any other legal fraternity.

The Pro Bono Society exists to reinforce the value of public service and volunteerism in the legal profession. Membership in the Pro Bono Society is earned through objectively measured activities during the academic year. Iowa law students who complete and report 15 hours of voluntary public service in each of two consecutive semesters are considered for membership. Time donated to a charitable or public service cause, which may be law-related or not, is considered voluntary public service; the requirement is interpreted broadly, so that students may volunteer in an area of interest to them. Members receive a certificate of membership and are invited to attend the annual recognition dinner. The society is a project of the Iowa Student Bar Association.

The Sports Law Society connects College of Law students interested in sports law with professionals in the sports industry. Membership is open to all College of Law students.

Admission

Undergraduate Education and Law School

Applicants for admission to the University of Iowa College of Law must complete all requirements for the baccalaureate degree before beginning law school. In addition, the baccalaureate degree must be earned from an undergraduate institution that is accredited by an accrediting agency recognized by the U.S. Department of Education. This is in line with standards set by the American Bar Association, the college's primary accrediting agency.

Fulfillment of the basic requirements does not guarantee admission. The College of Law Admissions Committee selects applicants it deems best able to help the college fulfill its primary mission of providing a high quality legal education in a diverse and stimulating environment and preparing students to serve as leaders in their professional and civic communities. Some additional consideration is given to applicants who are residents of Iowa.

The services that College of Law graduates are called upon to perform are so varied, and the possible fields of endeavor so broad and diverse, that the college prescribes no uniform undergraduate program for those planning to enter law school. With the assistance of faculty advisors, each student should develop an undergraduate program that explores and develops that student’s particular intellectual interests. Reading, writing, research, public speaking, critical thinking, and a healthy respect for the historical perspective are important academic skills for students considering law school.

Iowa strongly endorses the three basic objectives recommended by a committee of the Association of American Law Schools: education for comprehension and expression in words; education for a critical understanding of the human institutions and values with which the law deals; and education for greater power in thinking. Anyone thinking of attending law school should keep these objectives in mind while planning an undergraduate course of study.

The association's recommendations emphasize that undergraduate education of students for a full life through liberal education is far more important than education directed too pointedly toward later professional training and practice. Students are urged not to sacrifice broad perspective for detailed specialization.

Undergraduate 3+3 Admission

Ordinarily, applicants for admission to the University of Iowa College of Law must complete all requirements for the baccalaureate degree before beginning law school. The baccalaureate degree must be earned from an undergraduate institution that is accredited by an accrediting agency recognized by the U.S. Department of Education. This is in line with standards set by the American Bar Association, the college's primary accrediting agency.

The college has approved a "3+3" admissions program in which undergraduate students enrolled at participating institutions and departments may enter law school after their junior year of undergraduate study, with the first year of law school completing the requirements of the baccalaureate degree. Contact the College of Law registrar or dean of students for more information.

Selection of Applicants

The college uses multiple criteria in evaluating applicants for admission. Part of the entering class is admitted under a "presumptive admit" process, in which the faculty admissions committee admits students primarily, but not solely, on the strength of their numbers, namely the cumulative undergraduate grade-point average and LSAT score (see "Law School Admission Test" below). Before admission offers are made, each applicant's complete file is reviewed to ensure that the overall record suggests the applicant's suitability for admission, in keeping with the primary mission of the law school.

Although undergraduate academic record and performance on the LSAT are both important admission criteria, the college recognizes that in some circumstances they do not accurately reflect an applicant's potential to succeed in the study of law, develop skills as a leader, enrich the learning environment of his or her fellow students, and serve the public interest as a lawyer.

To evaluate applicants' total suitability for admission, the college has developed a "numbers-plus" admissions policy, under which each entering class is admitted. Under the "numbers-plus" policy, undergraduate record and LSAT scores are supplemented by nonquantifiable factors that may provide insight to an applicant's overall potential for success in the study and practice of law.

For example, an applicant who can substantiate that his or her standardized test scores are not predictive of academic performance in law school may receive proportionately greater consideration from the committee for his or her grade-point average. Other factors the committee may consider include special academic or professional abilities not reflected in the grade-point average, disability or serious health factors that affected prior academic performance, extracurricular activities, exceptional school-year work commitments due to family financial circumstances, postbaccalaureate
academic success (including graduate study), law-related employment experience, public service commitment, leadership in groups historically underrepresented in the legal profession, educational or socioeconomic disadvantage, native language other than English, unusual motivation or perseverance in overcoming obstacles to law study, and any other information the committee considers relevant to the applicant’s potential for law study.

Candidates who wish to bring such factors to the committee’s attention may do so by including addenda and other documentation with their applications.

Entrance Date
Admission is for August. Applications are accepted beginning September 1 of the year before admission, with an application deadline of March 1 in the year of admission. Because the college has a rolling admissions process, applicants are encouraged to submit their applications as early as possible.

Each application must include an application fee, which is nonrefundable. Students from disadvantaged backgrounds who cannot afford the fee should apply for a waiver. Students who seek a waiver must submit a written request and a recent FAFSA or income tax statement along with their application.

For additional information, visit the College of Law Office of Admissions web site, which provides the office’s e-mail address and other contact information, and see the Iowa Graduate Admissions web site.

Application Process
CAS REPORT AND TRANSCRIPTS
The University of Iowa College of Law participates in the Credential Assembly Service (CAS). Applicants must register for this service through the Law School Admission Council (LSAC); foreign-educated applicants are exempt from this requirement. Prospective law applicants can find the information they need to complete their application for admission to the law school in the council’s free annual publication, Law School Admission Information Book, and on LSAC’s web site. It takes approximately one week from the time the College of Law requests the CAS report until it arrives.

Applicants whose fall course work does not appear on the Credential Assembly Service report should send an official transcript of that course work to CAS.

Applicants are responsible for submitting an official transcript from each college or university they have attended to Law School Admission Council, Box 2000, Newtown, PA 18940-0998.

Each applicant’s undergraduate institution must forward the applicant’s class rank or the grade distribution for the applicant’s class to the College of Law, if such information is available. Information about class rank is helpful in the applicant’s class to the College of Law, if such information is available. Information about class rank is helpful in the application process, but not required. Currently enrolled or former University of Iowa students need not provide this information.

Before classes begin, every applicant who accepts admission to the College of Law must file official transcripts showing conferral of degree with the University’s Office of Admissions.

LETTERS OF RECOMMENDATION
The college requires applicants to submit at least two, but not more than three, letters of recommendation. Recommendations from professors or others who can comment on the candidate’s critical thinking, writing skills, and potential for success in law school are particularly welcome.

The college participates in the Letter of Recommendation Service offered by the Law School Admission Council. A letter of recommendation form can be downloaded on the council’s web site. Individuals writing letters of recommendation should send their letters, with the required forms, to Law School Admission Council, P.O. Box 8508, Newtown, PA 18940-8508.

LAW SCHOOL ADMISSION TEST
Applicants for admission must take the Law School Admission Test (LSAT). The test is given several times each year and may be taken at numerous locations in the United States and abroad. Test application forms may be obtained from the Law School Admission Council.

Applicants are urged to take the test no later than the fall preceding the fall semester for which they are applying. Applicants’ LSAT scores may not be available until approximately four weeks after their test date.

The February test date is the last one that the admissions committee can consider for applicants requesting admission the following fall. Scores more than five years old are not accepted.

Applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Testing System (IELTS) exam.

DEFERRALS
Admission is for the year of application; deferrals are granted only in extraordinary circumstances.

DEPOSIT UPON ACCEPTANCE
All applicants must make a nonrefundable deposit of $250 (U.S.). Fall entrants accepted before March 15 must submit the deposit by April 1; those accepted after March 15 have two weeks to submit the deposit.

Fall entrants must pay a second nonrefundable deposit of $150 (U.S.) by June 1.

For those who enroll, the deposit is credited toward tuition and fees. All accepted applicants, including recipients of scholarships, fellowships, and loans, are required to pay the deposit. Applicants who fail to make the deposit by the specified time forfeit their place in the entering class.

Financial Support
The College of Law administers its substantial scholarships and fellowships to advance the goals of its selective admission policy and to provide access to legal education for the talented and diverse students admitted to the college. Inquiries regarding financial aid should be directed either to the University’s Office of Student Financial Aid or to the College of Law Office of Financial Aid. All financial aid information is subject to change without notice.

Application for Financial Aid
Eligibility for federal loans is based on need established by completion of the Free Application for Federal Student Aid Information Book and a recent FAFSA or income tax statement along with their application.

For additional information, visit the College of Law Office of Admissions web site, which provides the office’s e-mail address and other contact information, and see the Iowa Graduate Admissions web site.
Scholarships, Fellowships

**MERIT-BASED SUPPORT**
All students admitted to the College of Law are considered for merit-based scholarships and fellowships based on their academic achievement. A separate application is not required. Recipients are notified by letter. Awards may range from $500 to full tuition with a research assistantship component in upper-level years.

**NEED-BASED SCHOLARSHIPS**
All admitted students who file a Free Application for Federal Student Aid (FAFSA) and required supporting documents are considered automatically for need-based scholarships. Recipients are notified by award letter. Awards may range from $500 to full tuition.

**IOWA LAW SCHOOL FOUNDATION SCHOLARSHIPS**
The University of Iowa Law School Foundation Scholarships include scholarships based on need, merit, or a combination of need and merit. These scholarships are available to a limited number of students who meet the criteria established by the scholarship donors. All admitted students are considered for the merit-based scholarships, and all admitted students who file the FAFSA and required supporting documents are considered automatically for the need-based scholarships. A separate application is not required. Recipients are notified by award letter. Awards may range from $500 to full tuition.

**LAW OPPORTUNITY FELLOWSHIP**
The College of Law is committed to affording opportunity for a legal career to persons historically underrepresented in the legal profession. The Law Opportunity Fellowship Program was established by the University to provide access to law school for students from groups and backgrounds historically underrepresented within the legal community. Among criteria considered in awarding the fellowships are educationally and/or socioeconomically disadvantaged backgrounds, leadership potential, academic merit, and importance of the fellowship award to the student’s financial ability to attend law school.

The Law Opportunity Fellowship may provide up to full tuition for three years and the opportunity to hold a research assistant position for the second and third years. All admitted students who file the FAFSA and required supporting documents are considered for the Law Opportunity Fellowship. A separate application is not required. Recipients are notified by award letter.

**Employment**
The College of Law does not employ students during their first year of law school, due to the intensive course schedule. In no event may a full-time student work more than 20 hours per week.

**RESEARCH ASSISTANT POSITIONS**
Research assistant positions are available with many faculty members for second- and third-year students. Students classified as nonresidents who hold one-quarter-time research assistantships (10 hours per week) automatically qualify for resident tuition status during the semester(s) in which they serve as research assistants; see Research Assistantships on the college’s web site.

**UI PART-TIME EMPLOYMENT**
The University offers a variety of part-time employment positions for students. Students do not need to apply for financial aid in order to work in these positions. Information about part-time employment is available from the University’s Office of Student Financial Aid.

**FEDERAL WORK-STUDY PROGRAM**
The Federal Work-Study Program provides a need-based employment opportunity for a limited number of students in their second and/or third year at the law college. College Work-Study may reduce the student’s William D. Ford Federal Direct Loan eligibility. Students must demonstrate financial eligibility for work-study through the FAFSA and its required documents.

**Loans**
All admitted students who file the FAFSA and required supporting documents are considered for the Federal Perkins Loan and the William D. Ford Federal Direct Loans.

**FEDERAL PERKINS LOAN**
The Federal Perkins Loan is a low-interest loan based on exceptional financial need. Interest does not accrue and payments are not required until the student is no longer enrolled at least half-time in school.

**FEDERAL DIRECT FORD/STAFFORD LOANS, FEDERAL GRADUATE/PROFESSIONAL PLUS LOANS**
The Federal Direct Ford/Stafford Loans (unsubsidized) and the Federal Graduate/Professional PLUS Loans are funded by the federal government. The two loan programs have different interest rates and interest subsidies based on annual maximum loan amounts. Interest on the Unsubsidized Direct Stafford Loan and the Graduate/Professional PLUS Loan accrues while a student is in school, but principal and interest payments may be deferred while a student is in school. Eligibility for the Graduate/Professional PLUS Loan also includes a determination that the applicant does not have an adverse credit history.
Academic Rules and Procedures

Academic Advising

The senior associate dean works with the dean on academic programs and issues of the law school.

The associate dean for student affairs provides academic advice and counseling to students; advocates for student concerns; offers information and makes referrals for students with professional, personal, or family problems; facilitates operation of the student discipline system; and arranges reasonable accommodations for disabled students. The associate dean for student affairs also advises law students pursuing combined degrees in University of Iowa graduate programs and serves as the liaison with those programs.

Each year one or two tenured faculty members are selected by the Iowa Student Bar Association to serve as College of Law ombudspersons. Students who have a problem or grievance should seek an ombudsperson’s help. All complaints are handled in strict confidence.

The College of Law registrar is in charge of student record keeping and should be students’ first recourse for information about course enrollment, scheduling, joint degree program status, registration, grades, student certification for state bar applications, and progress toward graduation.

The Student Affairs Committee reviews and makes proposals for policies affecting students. It considers the college’s efforts to recruit and provide services for students, including nontraditional students and those from disadvantaged backgrounds. It provides policy guidance and general oversight for the college’s career services and its Academic Achievement Program, and it coordinates and reviews the college’s methods for providing academic and curricular counseling to students. The committee also advises the dean on curricular counseling for students.

Transfer Credit

No more than 28 s.h. may be transferred to Iowa from another law school. To qualify for transfer credit, courses must have been completed at a law school accredited by the American Bar Association. Grades received at another law school are not counted in calculating the cumulative grade-point average.

Courses Taken Before Admission to the College of Law

Students may not count toward the J.D. any credit they earned in courses they took before matriculating at the College of Law, with the exception of transfer students from other law schools.

Courses Taken Outside the College of Law

Students who take courses outside the College of Law must first obtain permission from the dean of students. If “special permission of the instructor required” is indicated on ISIS (Iowa Student Information Services web site), the student also must obtain the instructor’s permission.

Students not enrolled in a joint degree program may apply toward the J.D. a maximum of 6 s.h. earned in courses outside the College of Law and/or through cocurricular work. Such courses are approved only if they contribute directly to the professional competence of an attorney or broaden the student’s understanding of law, the legal process, or any particular legal subject. More information about limitations on accreditation of non-College of Law courses is available from the dean of students.

Transfer of Credit after Admission

With the permission of the associate dean, enrolled students may receive credit for courses taken and passed at other law schools accredited by the American Bar Association, up to a maximum of 34 s.h. Courses are shown on the student’s transcript as credit for the designated semester hours. Grades received at another law school are not counted in the student’s weighted cumulative grade-point average.

Grading Policy

The College of Law has adopted a numbering system for grading, effective for students who entered the college in May 2004 and later.

A numerical grade is assigned to each student in each course, except as otherwise provided (e.g., for courses graded pass/fail, for courses that continue the following term, for grades of incomplete). Grades are recorded in the University’s permanent record.

The highest grade awarded at the College of Law is 4.3, the lowest 1.5. No academic credit is given for grades below 1.8 or for grades of “fail.”

Numerical grades may be translated into a letter grade as follows.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Corresponding Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3-4.2</td>
<td>A+</td>
</tr>
<tr>
<td>4.1-3.9</td>
<td>A</td>
</tr>
<tr>
<td>3.8-3.6</td>
<td>A-</td>
</tr>
<tr>
<td>3.5-3.3</td>
<td>B+</td>
</tr>
<tr>
<td>3.2-3.0</td>
<td>B</td>
</tr>
<tr>
<td>2.9-2.7</td>
<td>B-</td>
</tr>
<tr>
<td>2.6-2.4</td>
<td>C</td>
</tr>
<tr>
<td>2.3-2.1</td>
<td>C-</td>
</tr>
<tr>
<td>2.0-1.8</td>
<td>D</td>
</tr>
<tr>
<td>1.7-1.5</td>
<td>F</td>
</tr>
</tbody>
</table>

Professors may disenroll students for cause or reduce grades for inappropriate academic conduct, for example, plagiarism. Such measures are subject to appropriate due process.

A student who fails a required course must repeat the course, with a different professor if possible. Both enrollments and both final grades earned in the course appear on the student’s transcript and are included in the calculation of the student’s grade-point average. A student who earns a grade lower than 2.1 in the retaken course is referred to the Retention Committee.

A student who fails a nonrequired course may repeat the course with the permission of the associate dean for academic affairs. The grade on the retaken course is recorded as pass (P) or fail (F) and is not used in computing the student’s cumulative grade-point average. To receive a P in a course that is retaken, the student must earn a grade of 2.1 or higher.
Pass/Fail Grades
Credit for certain courses is offered only on a pass/fail (P/F) basis. In the case of a failing academic performance in a pass/fail course, the faculty supervisor or instructor may assign a failing numerical grade, i.e., between 1.7 and 1.5. Individual faculty members may allow students to withdraw from a course rather than receive a failing grade.

Miscellaneous Grading Marks
Marks other than pass, fail, and numerical grades are as follows.
Registered (R) indicates that a student has completed the first half of a year-long program, such as a seminar or journal, for which a grade cannot be assigned until the second half of the program has been completed.
Withdrawn (W) carries no course credit and is not used in computing the cumulative grade-point average.
Incomplete (I) carries no course credit toward a degree until it is changed, nor is it used in computing the cumulative grade-point average. A mark of I may be reported only in exceptional cases and only if the unfinished part of the work is small and is unfinished for reasons acceptable to the instructor, and if the student's standing in the course is satisfactory. Students remove an incomplete by completing the unfinished work during their next period of residence.

Class Ranking
Students in the top 10 percent in each class may be informed of their exact rank; grade-point averages at the 12.5 percentile and 37.5 percentile are posted. Students interested in more detailed information may contact the Career Services Office or the College of Law registrar.
Students are ranked following the fall semester and spring semester each year. Final class standing is determined each August and is available in September. It includes students who completed all graduation requirements in August, May, and the previous December. For purposes of ranking underclass students, the same system is used, based on the expected graduation date.

Release of Transcripts
A student's grades are not given to persons outside the College of Law, including prospective employers, without written permission of the student.

Class Attendance and Preparation
Students must attend classes regularly and punctually. They must be prepared to participate in class discussions. A student may be dropped from a course or failed, at the discretion of the instructor, for excessive absence or for repeated lack of adequate preparation. In addition, students are expected to attend special class meetings and be punctual in submitting course assignments, in accordance with ABA Standard 304(d).

Examination Policy
One examination is given in each course, with few exceptions. Before taking exams, each student is assigned an identification to ensure anonymity in grading. Students must write their examination number on scratch paper and any other materials that are distributed at the start of the examination and collected at its conclusion. The instructor submits a grade for each identification number. The grade is kept on file for two years at the College of Law.

To preserve anonymous grading, students must not identify themselves and must not place their name on the examination answer or other materials that the instructor might see. They also may not discuss the examination with their instructors until the exam has been graded and the grades released. Students who have questions should pose them to a proctor during the examination or to the College of Law dean of students or registrar after the exam.

Students may be offered the option of taking some exams on their personal laptops. Each course's instructor determines whether this option is available for his or her specific course.

Students who have more than one examination scheduled for the same day, two consecutive exams (i.e. Wednesday afternoon, Thursday morning), or exams four days in a row may schedule a make-up time for one of the exams. Students who have exams three days in a row may reschedule one only with permission of the instructor.

Students are expected to take the exam on the next scheduled makeup date immediately following the regularly scheduled exam. Whenever possible, the dean sets aside one to three days as an upperclass study period between the end of regular classes and the first regularly scheduled upperclass exam. See the College of Law Student Handbook for all policies related to examinations.

Exam Accommodations for English Language, Physical, or Medical Reasons
A student who is at a substantial disadvantage in taking an exam within the specified time limit because he or she does not have English as a primary language or because he or she has a physical or recognized medical disability may be granted additional time to complete the exam commensurate with the extent of the disadvantage. A student seeking such additional time must make a request to the dean of students by the deadline announced each semester, unless the disability comes into existence after that deadline has passed, stating the nature of the disability and the examination(s) for which the student seeks additional time.

An undergraduate degree from an English-language college or University is considered prima facie evidence that the student is not qualified to be granted extra exam time due to not having English as a primary language. When additional time is granted, it generally is reduced each semester as the student becomes more proficient in English.

Program Accommodations for Students with Disabilities
The College of Law is committed to making all of its programs, activities, and services accessible to students with disabilities. In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, it strives to provide equal access to all academically qualified students and does not discriminate against students on the basis of disability. The college provides reasonable accommodations to students with disabilities, commensurate with the nature and extent of the disability and consistent with federal law, state law, and policies of The University of Iowa and the College
of Law. Students may request accommodations for any University of Iowa sponsored curricular, cocurricular, or extracurricular program, including those in the College of Law.

The College of Law’s cocurricular and extracurricular programs include, but are not limited to, Appellate Advocacy I, Trial Advocacy Board, the Iowa Law Review and its editorial board, Moot Court Board, Advanced Moot Court Competition, Van Oosterhout-Baskerville Moot Court Competition, National Moot Court Competition, The Journal of Corporation Law and its editorial board, Transnational Law & Contemporary Problems and its editorial board, The Journal of Gender Race & Justice and its editorial board, Jessup International Moot Court Competition, and Jessup International Law Moot Court team.

Withdrawal and Leave of Absence
First-year students who withdraw during the academic year or who fail to reenroll for the second semester must apply for reentry to the College of Law. They must compete with other applicants for a place in the first-year class for the year in which they wish to return. For each readmission application, the reason for the withdrawal and the quality of work done before withdrawal or failure to reenroll is considered. For admission purposes, individuals who have earned fewer than 27 s.h. of credit at the time of withdrawal or failure to reenroll are considered first-year students.

Second- and third-year students who fail to enroll for any semester during the academic year and who have not been granted a leave of absence by the dean of students must obtain permission from the Admissions Committee if they wish to reenroll. Requests for permission to reenroll must be submitted no later than 90 days before the beginning of classes for the semester or summer session in which the student seeks to reenroll.

The dean of students may grant a second- or third-year student a leave of absence for up to one year, if the student shows good cause. First-year students may be granted leaves of absence only under extraordinary circumstances, such as a medical or family emergency, or as a reasonable accommodation for a disability.

Students who withdraw from the College of Law after they have paid tuition are entitled to a pro rata refund of that tuition depending on the effective date of their withdrawal. Consult with the college’s Office of Financial Aid for details.

Student Conduct
Students are expected to act in a manner appropriate at a professional school. An act or omission that is dishonest or designed to take unfair advantage may subject a student to sanctions as serious as expulsion from school. Misconduct policies and procedures are published annually in the College of Law Student Handbook.

Research Centers and Programs
Participation in research centers and outreach programs is an important part of the College of Law’s service to professional and civic communities. The college was home to the nation’s first agricultural law center. Since that center’s closing, several new centers and institutes have been founded in diverse fields such as child and maternal health care, disability law and policy, human rights law, not-for-profit entities, public affairs, and public international finance. These programs enjoy increasing national and international recognition for their specialized research projects and service activities. Several have enjoyed success in attracting competitive grants from state, federal, and private sources.

Innovation, Business, and Law Center
The Innovation, Business, and Law Center is an interdisciplinary teaching and research venture that brings together faculty members who teach and study problems of business, technology, innovation, regulation, and legal policy from diverse perspectives. The center’s purpose is twofold: first, it offers an innovative curriculum and outstanding legal training in areas pertaining to government regulation of entrepreneurship, innovation, and management of resources; second, it encourages creative individual and collaborative interdisciplinary research in these areas.

Program in Law and History
The Program in Law and History, founded in 2009, builds on the Iowa tradition of scholarship and teaching in the field of legal history by bringing together faculty and students to foster research and teaching at the intersection of law and history.

University of Iowa Center for Human Rights
The University of Iowa Center for Human Rights was founded in 1999 as an outgrowth of the University’s year-long commemoration celebrating the 50th anniversary of the Universal Declaration of Human Rights. The center engages in a variety of educational programming, service learning projects, and competitive contests that encourage students to further their exposure to, understanding of, and involvement in human rights.

University of Iowa Center for International Finance and Development
The University of Iowa Center for International Finance and Development helps laypersons understand the often impenetrable world of international finance and development. The center is staffed by law students and directed by a faculty member.

Institute of Public Affairs
The Institute of Public Affairs provides services and information to help maintain and strengthen the effectiveness of Iowa’s local governments. The institute facilitates local government planning, educational programs and information, professional development, and public management assistance, and offers information and publications, outreach, and linkage with other University programs and activities. The Institute provides training for newly elected mayors and council members through a municipal leadership academy and publishes the Iowa Municipal Policy Leader’s Handbook for city officials. It also holds the annual Iowa Municipal Management Institute, a professional development conference for city and county managers and administrators in Iowa.
Larned A. Waterman Iowa Nonprofit Resource Center

The Larned A. Waterman Iowa Nonprofit Resource Center offers information and assistance from across The University of Iowa to help Iowa’s charitable nonprofit organizations become more effective in building their communities.

Law, Health Policy & Disability Center

The Law, Health Policy & Disability Center is a leader in law, technology, education, and research focused on improving the quality of life for persons living with disabilities. Based at the University of Iowa College of Law with offices in Washington, D.C., and at other locations, the center concentrates on public policy and its impact on persons with disabilities, emphasizing employment, self-determination, and self-sufficiency.

The center partners with the College of Education and the College of Public Health to promote multidisciplinary approaches to research, education, and outreach. It uses seminar and team approaches with real-world projects to educate the next generation of legal, rehabilitation, and public health professionals, who will influence public policy through their work.

National Health Law and Policy Resource Center

The National Health Law and Policy Resource Center, founded in 1981, promotes laws and public policies that foster and facilitate accessible, affordable, and quality health services and related services for all Americans, particularly members of vulnerable and disadvantaged populations. The center provides a nonpartisan forum for informed dialogue between academics, practitioners, and public policy makers based on the best available data and information about important health law and policy issues.

Facilities and Resources

Boyd Law Building

The Willard L. Boyd Law Building, completed in 1968, exemplifies Iowa’s continuing commitment to legal education and the legal profession. The building’s large, circular structure reflects the special character of the Iowa law school and allows the college to operate in a physical environment in which every square foot of space is designed to promote the college’s academic and professional programs.

Among the building’s facilities are classrooms, the Levitt Auditorium, the Law Library, faculty and administrative offices, offices for the college’s cocurricular programs, meeting rooms, a bookstore, and a cafeteria. The newly renovated suite for the college’s clinical law programs functions as a teaching law firm, offering ease of access, usability, and visibility. Student and faculty lounges and faculty offices are located on the same floor, encouraging student-faculty interaction.

Iowa Law Library

The University of Iowa Law Library was founded in 1868 with a collection of 612 books. Today it has grown to over 1.3 million volumes and volume equivalents and is one of the largest and finest collections of print, microform, and electronic legal materials in the United States.

According to American Bar Association statistics, the Law Library has the second largest collection of volumes and microform volume equivalents and the second largest number of unique individually cataloged titles in all formats, including electronic formats, among all U.S. law school libraries. The library’s collection covers all aspects of Anglo-American law and has a very strong component of foreign, international, and comparative law materials. Currently, the Law Library’s collection contains 1,336,769 million volumes and microform volume equivalents and 1,060,087 unique individually cataloged titles in all formats. The library also is fully computerized, with hardwired and wireless access to an extensive range of computer research sources and library information.

The Law Library serves students and faculty, members of the bar, and the general public. A dedicated and trained staff is available to provide research support to all individuals who use the library.

Iowa Legal Studies Workshop

The Iowa Legal Studies Workshop gives authors at the College of Law an opportunity to receive constructive, critical analyses of their written work. The workshop draws inspiration for its format from the Iowa Writers’ Workshop. It welcomes law faculty at all ranks and from all areas of expertise as well as faculty from other colleges across the University.

Writing Resource Center

The Writing Resource Center serves as an extension of the classroom and of the required first-year LAWR sequence, 091:130 (LAW:8032) Legal Analysis Writing and Research I and 091:131 (LAW:8033) Legal Analysis Writing and Research II. The center’s director holds a Ph.D. focused on teaching writing. Staff members are lawyers who are pursuing or have completed the University’s M.F.A. program in creative writing (Iowa Writers’ Workshop) and by upper-level law students.

The center provides one-on-one tutorial assistance for writers working on course assignments, journal articles, writing samples, and so forth. Students come to the center through the recommendation of faculty members or through self-referral. They find help with rhetorical, stylistic, and grammatical concerns that arise in their writing. Center staff members also work with students on general writing improvement and on strategies for dealing with everything from overcoming writer’s block to adapting material for varied audiences. More than two-thirds of all first-year law students and more than one-third of all law students make use of the Writing Resource Center in a typical year.

Career Services Office

The College of Law’s Career Services Office provides personalized career and life planning, strategic networking, experiential learning programs, and job search assistance to law students and alumni. It assists approximately 100-150 firms, corporations, government agencies, and courts that visit the College of Law during a typical year to interview and hire Iowa law students. Visit the Career Services Office web site to learn about the office’s wide range of services in detail.
Bookstore
The College of Law Bookstore carries all required legal texts and supplements. The bookstore stocks photocopied handouts and teaching materials assigned by course instructors. It also carries a variety of professionally prepared outlines, horn books, and other study aids as well as a limited selection of school supplies and merchandise, including pens, notebook paper, binders, computer disks, exam software, stamps, T-shirts, and sweatshirts. In addition, the bookstore can make change.

Students may charge costs for books, class materials, supplies, and merchandise directly to their University accounts. The bookstore does not accept credit cards.

Information Technology
Since electronic information technologies are vital in legal and business work, the College of Law encourages all law students to become proficient with computers. Access to word processing software also helps law students draft the many papers, articles, and other manuscripts that are a regular part of the law curriculum. The college has installed 41 personal computers attached to a local area network for use by its students. Students also are encouraged to purchase personal computers and Microsoft Windows software, if possible, and to use them in connection with their law school work.

The law college provides network and Internet access from all student library carrels. To participate, law students supply their own laptop computers, which must meet required specifications. Specifications are available from the Law Library computer support office. Wireless Internet access is available throughout the Boyd Law Building.

The college’s computers are loaded with WordPerfect and Microsoft Office software, and the college provides training for and access to the two major online computer research databases, West Publishing Company’s WESTLAW and Mead Data’s LEXIS. Once students complete the training, they have unlimited free access to these services at home via their own PCs and on the student and public workstations in the Law Library.

The Law Library also provides CD-ROM workstations that allow access to databases in CD-ROM formats. Some of the titles available are United Nations documents, complete from 1945; Index to Legal Periodicals; TIARA, a database containing treaties; and numerous U.S. government documents published on CD-ROM.

The University provides free e-mail accounts to its students, faculty, and staff through its Information Technology Services office (ITS). Students can sign up for e-mail accounts online or at the ITS offices in University Capitol Centre. ITS advises University of Iowa students, faculty, and staff on computer hardware and software needs and can provide information about educational discounts on some purchases. ITS also offers a wide variety of free computer short courses throughout the year. For information on computing resources at the University, consult the Information Technology Services web site.

Legal Aid for Students
Students in need of legal assistance may consider turning to the University’s Student Legal Services. The Legal Services Corporation of Iowa also provides civil representation to indigent clients.

College of Law Events
The College of Law holds a number of events for its students each week; check the College of Law Event Calendar for current listings. Parents and Partners Day and Iowa Supreme Court Day are two time-honors events held each fall at the college.

Parents and Partners Day
Parents and Partners Day, held during fall semester, provides law students with the opportunity to give the people close to them a glimpse into law school life. The day’s activities include a mock class, building tours, a cookout, and the annual Law School Auction, which helps provide support for law students who work in low-paying or unpaid summer positions in the public sector.

Iowa Supreme Court Day
The College of Law hosts the Iowa Supreme Court on the University of Iowa Campus each fall. Supreme Court Day honors the state’s top court and recognizes the college’s origins in the court’s chambers. During the day, four student advocates selected from the previous spring’s Moot Court competition argue a case before the justices; the public is invited to attend the arguments. In the evening, faculty members host dinners in their homes for the justices and students.

Iowa Law School Foundation
The Iowa Law School Foundation (ILSF) is a nonprofit corporation established to solicit, manage, and grant gifts of money and/or property to the College of Law to support the college’s research and educational activities. The ILSF Board of Directors includes alumni, faculty, and students.

Courses
The following courses are those offered by the College of Law during the past four academic years and those scheduled to be offered during the coming academic year. See College of Law Guide to Courses for a list of College of Law courses defined by Interpretation 509-1 of the American Bar Association Standards for the Approval of Law Schools.

First Year
091:102 (LAW:8026) Introduction to Law and Legal Reasoning 1 s.h.
Basic concepts and intellectual skills necessary for understanding the first-year curriculum.

091:103 (LAW:9445) LL.M. Orientation: Introduction to U.S. Law and Legal System 2 s.h.
Orientation for international-trained LL.M. student to U.S. legal system; introduction to U.S. patterns of legal argumentation, main institutional structures of U.S. legal system, and other distinctive aspects and/or fundamental principles of U.S. law; material drawn from basic areas of law (e.g., constitutional law, civil and criminal procedure, contracts, torts, property).
091:104 (LAW:8006) Civil Procedure 4 s.h.
Procedure before trial; commencement of a suit; subject matter jurisdiction; jurisdiction over the person and venue; pleadings, motion practice, including summary judgment, simple joinder of parties and claims in determining scope and size of the lawsuit; pretrial discovery procedures, the trial, claim and issue preclusion.

091:116 (LAW:8010) Constitutional Law I 3 s.h.
Constitutional allocation of governmental powers; doctrine of judicial review and nature of judicial function in constitutional cases; relationships among several branches of national government; the federal system, including powers delegated to national government, powers reserved to states, and intergovernmental immunities; role of judicial process in structuring limits within which society operates; institutional development of legal system, relationship among institutions within the system.

091:120 (LAW:8017) Contracts 4 s.h.
Law that governs the otherwise unregulated sector of the economy; making and enforcement of promises, usually as part of a bargain; formation of agreements, consideration, invalidating causes, parole evidence and interpretation, conditions, and remedies; roles of promises and promissory exchanges in a modern economy; the law's limitations on freedom of contract; brief introduction to Uniform Commercial Code, Article 2.

091:124 (LAW:8022) Criminal Law 3 s.h.
Basic understanding of substantive criminal law; underlying premises of and justifications for criminal law; emphasis on general doctrines that dictate the minimum elements necessary to impose criminal liability, essential requirements of culpable conduct (an actus reus, or guilty act), blameworthy mental state (a mens rea or guilty mind); rape, homicide, causation, attempt, conspiracy, accomplice liability; various defenses to criminality, such as self-defense, duress, intoxication, insanity, diminished capacity.

091:129 (LAW:9442) Legal Analysis Writing and Research--LL.M. 1-2 s.h.
Legal analysis, writing, and research; for international LL.M. students.

091:130 (LAW:8032) Legal Analysis Writing and Research I 2 s.h.
Structured development of effective skills in legal analysis, writing, and research; first of a two-semester sequence.

091:131 (LAW:8033) Legal Analysis Writing and Research II 2 s.h.
Structured development of effective skills in legal analysis, writing, and research; second of a two-semester sequence. Prerequisites: 091:130 (LAW:8032).

091:132 (LAW:8037) Property 4 s.h.
Concept of private property as one of the legal system's basic foundations; historical development of Anglo-American property law examined in conjunction with changing currents of economic, social, and political thought; emphasis on understanding decision making by courts in the common-law tradition, and its interplay with legislative enactments intended to change the common law; fundamental notions relating to the origins of property rights; relationship of possession and ownership, with emphasis on capacity of property law to recognize a wide range of interest configurations; impetus for promoting ease and reliability in conveyance of property interests, commercially and gratuitously; function of public recording in providing stability to transfers of interest in land; role of adverse possession and prescriptive use in recognizing expectations based on long-standing property relationships; responsiveness of property law to social change as illustrated by modern reforms in landlord-tenant act.

091:364 (LAW:8046) Torts 4 s.h.
Development of tort principles; civil responsibility for harms to tangible personal and property interests; roles of legislatures, judges, juries; intentional harms, negligence, and strict liability considered from perspectives of jurisprudence, economics, and moral philosophy.

Second and Third Years

091:125 (LAW:8350) Criminal Procedure: Investigation 3-4 s.h.
Guarantees and rights of the Fourth, Fifth, and Sixth Amendments to the U.S. Constitution against police and prosecutorial practices designed to investigate and prove criminal cases; protection against unreasonable searches and seizures, guarantee against extraction of involuntary confessions, privilege against self-incrimination constraints upon securing confessions (i.e., Miranda doctrine), due process protection against unreliable suggestive identification procedures, right to counsel, protection against inculpatory admissions and identification practices; exclusionary rules and remedies that enforce constitutional guarantees.

091:136 (LAW:8796) Property II 3 s.h.
Continuation of 091:132 (LAW:8037); limitations imposed on landowner's use of their property by private agreements, judicial actions, and public regulations; problem areas including servitudes, nuisance, eminent domain ("takings"), constitutional limitations on governmental activities adversely affecting private property, community planning, zoning and other forms of local land use control; discrimination as it relates to land development and housing; relative effectiveness of private ordering, judicial decisions, legislative enactments and administrative processes for resolving conflicts over use of land resources; relationships between law and other disciplines, particularly economics, in forging solutions to land use issues; law's utility as an instrument for achieving societal objectives regarding land use.

091:192 (LAW:8163) Art, Law, and Ethics 3 s.h.
How law and ethics apply to individuals and institutions concerned with the visual arts. Same as 01H:182 (ARTH:4040).

091:193 (LAW:8570) Human Rights in the World Community 1-3 s.h.
Introduction to established and developing legal rules, procedures, and enforcement mechanisms that govern protection of international human rights; liberal western and developing world notions of human rights, recent examples of human rights controversies worldwide; international human rights of women.
<table>
<thead>
<tr>
<th>Course Code (LAW:9552)</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>091:195 (LAW:8649)</td>
<td>Foundations of International Law</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Introduction to fundamentals of international law; focus on aspects of international law that concern interests in the United States; survey of sources, methodology, and major doctrines of international law within framework of understanding diverse jurisprudential approaches; international law's relationship to U.S. domestic law and institutions; procedural aspects of international law involving international institutions, including the International Court of Justice; foundation course for students interested in international trade, business, family law, human rights, environmental law, and an interest in European Union law.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coercive state intervention through child welfare system to protect children from maltreatment by parents and other caretakers; definitions of child abuse and neglect as defined by statutes and case law, reporting laws, civil child abuse and neglect proceedings, foster care and out-of-home placement of children, termination of parental rights, role of attorneys and guardians ad litem in child abuse and neglect proceedings.</td>
<td></td>
</tr>
<tr>
<td>091:198 (LAW:8123)</td>
<td>Advanced Legal Research</td>
<td>2 s.h.</td>
</tr>
<tr>
<td></td>
<td>Builds on 091:130 (LAW:8032) and 091:131 (LAW:8033); in-depth exploration of American legal resources; current print and electronic resources that help students develop better, more efficient search techniques and select the most effective formats for their research; opportunity to review the basic sources of legal information, use varied techniques to access legal information, develop personal strategies for managing information; advanced training in LEXIS, WESTLAW, the Internet; nonlegal information sources important to the legal community, research resources of other legal jurisdictions and international law.</td>
<td></td>
</tr>
<tr>
<td>091:199 (LAW:8125)</td>
<td>State Legal Research</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>Legal resources available for a particular state; exploration of current print and low-cost electronic resources (i.e., Internet) to develop better, more efficient search techniques; selection of the most effective formats for research; sources of legal information; techniques for accessing legal information.</td>
<td></td>
</tr>
<tr>
<td>091:203 (LAW:8581)</td>
<td>Income Taxation of Estates and Trusts</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>091:204 (LAW:8105)</td>
<td>Administrative Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Formal and informal procedures, processes, and functions of state and federal administrative agencies; legislative, executive, and judicial control of their actions; nature and definition of administrative agencies; permissible delegation of authority to administrative agencies; scope of agency authority; agencies' right to obtain information from members of the public; citizens' right to obtain information in agencies' possession; definition and types of administrative rules; rule-making procedure; agency discretion to make law by rule or adjudication; right to a trial-type hearing before an agency; parties' specific rights in an administrative hearing, including notice, open or closed hearing, right to counsel, evidence, nature and exclusivity of the record; agency decision-making process, including role of hearing officers, separation of functions and bias of decision makers, nature of opinion required; judicial review of administrative action, including reviewability of agency action, primary jurisdiction of agencies, exhaustion of administrative remedies, standing, scope of judicial review, mechanics of judicial review.</td>
<td></td>
</tr>
<tr>
<td>091:206 (LAW:8348)</td>
<td>Criminal Procedure: Adjudication</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td></td>
<td>Adjudicatory phases of the criminal justice system: indictments and the charging process, preliminary hearings, applications for release on bail and pretrial detention, processes of discovery, guilty pleas, jury selection, conduct of criminal trials, sentencing proceedings and post-trial motions, appellate review, collateral remedies; focus on constitutional rights, specifically the Fifth, Sixth, Eighth, and Fourteenth Amendments; statutory provisions, rules of criminal procedure.</td>
<td></td>
</tr>
<tr>
<td>091:207 (LAW:8159)</td>
<td>Arbitration: Law and Theory</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td></td>
<td>The law of arbitration and its role in modern conflict resolution, conceptual framework and explanatory theories for the analysis of issues frequently encountered; statutory and contractual grounds for arbitration, such as labor relations, employment, consumer, and commercial transactions; the decision to use arbitration; the role of lawyers; judicial enforcement of arbitration agreements and arbitration awards; contractual issues and defenses; federal preemption; arbitrability and separability; remedies; the relationship between arbitration and litigation and mediation and other non-adversary forms of dispute resolution.</td>
<td></td>
</tr>
<tr>
<td>091:208 (LAW:8146)</td>
<td>Antitrust Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Laws dealing with restraints of trade, monopolization and mergers; history of these laws and their development in the courts; current doctrine and its underlying legal and economic theories; analytical tools of trade; sufficiency of economic efficiency as the measure of justice.</td>
<td></td>
</tr>
<tr>
<td>091:209 (LAW:8161)</td>
<td>Arbitration Advocacy Competition</td>
<td>1-2 s.h.</td>
</tr>
<tr>
<td></td>
<td>Development and application of arbitration advocacy skills in preparation for the Iowa intramural and regional competitions; addresses arbitration presentation methodology, procedure, prehearing preparation, and advocacy skills; students who advance in the intramural Iowa Arbitration Tournament are selected to represent Iowa in the ABA Arbitration Competition the following fall.</td>
<td></td>
</tr>
<tr>
<td>091:210 (LAW:9010)</td>
<td>Appellate Advocacy I</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>Experience based on an assigned fictitious case: writing an appellate brief asserting the client's position, and arguing the case before a panel of students, faculty, community attorneys.</td>
<td></td>
</tr>
</tbody>
</table>
091:214 (LAW:8186) Bankruptcy 3-4 s.h.
Rights of individuals and entities under the federal bankruptcy laws, from perspectives of debtors and creditors; foundational topics from liquidation bankruptcy (chapter 7) to reorganization bankruptcy (chapters 11 and 13); consumer and business bankruptcies; advanced bankruptcy topics such as small business reorganizations, farm bankruptcies, ethical issues in bankruptcy law, international insolvencies. Prerequisites: 091:215 (LAW:8374).

091:215 (LAW:8374) Debt Transactions 4 s.h.
Laws and practices of modern lending; procedures for collection of unsecured debts, including enforcement of judgments, exemptions, prejudgment remedies, fraudulent conveyances, statutory liens; secured transactions that involve real property (mortgages) and personal property (security interests governed by Uniform Commercial Code, Article 9); consumer and commercial transactions, counseling hypothetical creditor or debtor clients, understanding realities that shape enforcement of credit agreements.

091:217 (LAW:8307) Corporate Finance 1-3 s.h.
Introduction to fundamental principles of corporate finance, including financial statement analysis, valuation of corporate securities and of businesses, capital structure decisions, portfolio theory, and efficient capital markets hypothesis; focus on financial and accounting aspects of corporate decisions than with any particular body of law. Prerequisites: 091:241 (LAW:8331).

091:218 (LAW:8504) Federal White Collar Criminal Law 1-3 s.h.
How corporations and their officers, directors, employees, and agents can violate criminal law; liability imposed under state and federal laws in the United States, criminal liability under laws of other countries; fundamentals of U.S. law; case studies of recent prosecutions involving American corporations.

The law of pleadings and other pretrial matters presented in 091:104 (LAW:8006); hypothetical case developed from interview to pleading to early pretrial stages; experience drafting relevant pleadings and motions. Prerequisites: 091:104 (LAW:8006).

091:221 (LAW:8246) Comparative Employment Law 3 s.h.
Regulation of individual employee rights in the workplace, as distinguished from regulation of collective bargaining between management and unions.

091:223 (LAW:8250) Comparative Islamic Law 3 s.h.
Sources of Islamic law; origins and functions of varied schools of jurisprudence; Islamic legal philosophy and Islamic legal rulings in contexts of five major schools of law; major legal topics covered by the Ottoman Legal Code. Same as 032:159 (RELS:4859).

091:224 (LAW:8263) Comparative Law 2-3 s.h.
Comparative study of origins, development, and principal features of the world’s main legal systems; common and civil law traditions; historical development of the main legal systems, their sources, ideologies, techniques; subjects important to international legal practice (e.g., international judicial assistance, application of foreign law in American courts; in-depth study of modern legal systems of the United States, Britain, France, Germany, Japan, Russia; introduction to other legal traditions, including preliterate tribal law, traditional Chinese and Islamic law.

091:228 (LAW:8272) Conflict of Laws 2-3 s.h.
Problems created when a transaction or relationship has associations with more than one jurisdiction; emphasis on selection of appropriate jurisdiction-selecting rules, recognition of other states’ judgments; current evolution in theoretical approaches to these problems; limitations imposed on American state courts by the federal constitution.

091:231 (LAW:8322) Corporate Taxation 3 s.h.
Influence of tax considerations on the structure of corporate transaction, from a merger to a restructuring to a securities offering; examination of primary Internal Revenue Code provisions that affect corporations and their shareholders; corporate formations, dividends, redemptions, liquidations, taxable asset and stock acquisitions, tax-free reorganizations; analysis of statutory and regulatory materials; tax reform proposals. Prerequisites: 091:272 (LAW:8194). Corequisites: 091:241 (LAW:8331).

091:232 (LAW:8280) Constitutional Law II 3 s.h.
Limits on governmental power imposed by the national constitution for protection of individuals; protection of life, liberty, and property by due process and equal protection; freedom of expression and association; religious freedom and the guarantee against establishment of religion; 1st and 14th Amendments.

091:239 (LAW:8318) Corporate Governance and Control 1-3 s.h.
Principal issues in creation of appropriate governance and control systems for large publicly-held corporations; questions of corporate structure, shareholder voting rights, duties of directors, derivative suits, indemnification and transfers of control viewed from perspective of Delaware’s statutory and common law. Recommendations: 091:241 (LAW:8331).

Skill development to effectively participate in arbitration and related court proceedings; advise clients on various aspects of arbitration; opportunity to draft an arbitration agreement, a petition to compel arbitration, a prehearing arbitration booklet with legal authorities and supporting exhibits, and pleadings necessary for judicial review; examination of all aspects of the arbitration process; procedures for post-award remedies and judicial review; hybrid methods of arbitration, applicable rules, and ethics concepts.

091:241 (LAW:8331) Business Associations 3-4 s.h.
Structure, characteristics of both large publicly and closely held corporations; distribution of powers among management, directors, shareholders; fiduciary duties that limit those powers; enforcement of such duties by shareholder suits; may include basic principles of agency, partnership, and limited partnership law.
091:243 (LAW:8927) Taxation of Business Enterprise
Introduction to tax treatment of corporations, partnerships, and limited liability companies, with focus on closely held firms and their owners; choice of entity, the life cycle of the entity (organization, operation, sale or liquidation), corporate mergers and acquisitions. Prerequisites: 091:272 (LAW:8194). Corequisites: 091:241 (LAW:8331).

091:247 (LAW:8259) Comparative Labor Law
Legal regulation of union-employer-employee relationships.

091:248 (LAW:9070) Deposition Practice and Civil Pretrial Advocacy
Preparation to use all avenues of civil pretrial practice to develop essential facts, protect client interests, and obtain client goals; facts established in a mock complaint used to navigate primary aspects of civil pretrial process—document requests, interrogatories, requests for admissions, offers of judgment, and depositions; focus on use of written discovery and depositions to lead to a formidable settlement posture and either a successful dispositive motion or advantageous position for trial.

091:249 (LAW:8378) Development of the Western Legal Tradition
Major developments in the history of Western European law; laws of ancient Greece and Rome through 19th-century codifications in France and Germany; fusion of law and equity in England; evolution of and interaction among the four main components of Western legal tradition—Roman and civil law, customary and feudal law, canon law, and English common law; primary and secondary sources translated into English.

091:250 (LAW:8421) Employment Law
Rights of employers, employees in unorganized workplaces; legal issues that arise between employers and employees in nonunionized settings; hiring, discipline, termination, minimum wage, covenants not to compete, employment-related intellectual property issues, occupational safety and health, unemployment.

091:251 (LAW:8407) Topics in Employee Benefits Law
Survey of major topics in employee benefits law: overview of the plans that are subject to the Internal Revenue Code, Erisa, or both; tax-qualification rules for retirement plans focusing on 401(k) plans; disclosure owed and relief available to plan participants under ERISA; fiduciary responsibility for investment decisions under 401(k) plans; and whether ERISA preempts state and local initiatives to expand health care coverage.

091:252 (LAW:8551) Family, Gender, and Constitutional History
Same as 16A:175 (HIST:4285).

091:253 (LAW:8415) Employment Discrimination
Legal prohibitions against discrimination in employment on the basis of race, sex, national origin, age; focus on Title VII of the Civil Rights Act of 1964; procedural and remedial problems, elementary issues of proof.

091:255 (LAW:8433) Environmental Law
Role of the legal system in addressing problems of environmental disruption, with special emphasis on air, water, hazardous waste pollution.

091:256 (LAW:8497) Federal Criminal Practice
Introduction to each step in the criminal process together with instruction in advocacy skills required for the effective practice of law; complete chronology of a typical federal criminal case, from grand jury investigation through post-trial motions; importance of strategic thinking. Prerequisites: 091:125 (LAW:8350).

091:259 (LAW:8487) Federal Government Contracting
Specialized litigation forums created by the federal government to remedy contract disputes over federal contracts for goods, services, and construction; similarities and differences between the federal litigation system and the common law of contracts and UCC Article 2 law; assessment of whether the federal litigation forums and policy goals work; related issues most attorneys encounter during their practices.

091:260 (LAW:8527) Foreign Relations Law
Impact of the constitutional distribution of powers on the conduct of U.S. foreign relations; influence of separation of powers doctrines on conduct of foreign relations, status of international law in the U.S. legal system, role of courts in adjudicating issues affecting foreign relations, controversy over distribution of war powers between the president and Congress.

091:261 (LAW:8562) Health Law
Major areas of concern in health law; tension between quality, access, costs; may include malpractice, quality control, health care financing, access (insurance, Medicare, and Medicaid), licensing, bioethics (end-of-life decisions, informed consent, surrogacy, organ transplantation).

091:265 (LAW:8460) Evidence
Rules of evidence developed in common-law courts and under statutes; judicial notice; examination of witnesses; privilege and competency; remote and prejudicial evidence; hearsay; burden of proof and presumptions; roles of judge and jury.

091:266 (LAW:8452) European Union Law
Law of the European Union; EU legal and institutional structure; role of the European Court of Justice in elaborating constitutional and administrative law for the EU on the basis of treaties and legislation; principle of free movement; progress of European integration.

091:267 (LAW:9331) Field Placement: General
Experience in nonprofit organizations, government agencies; unpaid; usually summer.

091:268 (LAW:8467) Family Law
Creation, dissolution of marriage and parent-child relationships; lawyer’s practical approach to family law problems combined with a broader view of how the law might treat those problems in light of findings from social and behavioral sciences.

091:272 (LAW:8194) Basic Federal Income Taxation
Operation, policies, principles of federal income tax, including gross income, deductions, property dispositions, tax accounting, assignment of income among family members, time value of money, leveraging.
091:274 (LAW:8481) Federal Courts 3 s.h.
Role of the federal courts in our federal system of government; the federal courts’ original and appellate jurisdiction; Supreme Court review of state courts’ judgments; Congress’ power to strip the federal courts of jurisdiction; development of federal common law; federal writ of habeas corpus; abstention doctrines; state sovereign immunity; federal remedies against state and local action; and Congress’ power to create non-Article III adjudicative tribunals. Prerequisites: 091:104 (LAW:8006) and 091:116 (LAW:8010).

091:276 (LAW:8787) International Finance 3 s.h.
International banking and securities transactions; major national markets of the United States, Europe, and Japan, and offshore markets; major areas of international regulation and policy, such as capital adequacy, clearance, and settlement.

091:277 (LAW:8629) Taxation of International Business Transactions 3 s.h.
Introduction to U.S. aspects of international taxation and international tax policy issues; how the United States taxes foreign persons on income they derive from U.S. sources; taxation of U.S. persons on their worldwide income; United States bilateral tax treaty network, under which many of the statutory rules regarding the taxation of foreigners are modified or supplanted; solving problems that illustrate the operation of the Code and regulations. Prerequisites: 091:272 (LAW:8194). Corequisites: 091:241 (LAW:8331).

091:278 (LAW:9838) Selected Topics in International and Comparative Law 1-3 s.h.
Opportunity for students to learn from distinguished faculty from U.S. and international institutions.

091:280 (LAW:8577) Immigration Law and Policy 1-3 s.h.
Legal, historical, social, philosophical, and policy foundations of immigration control; modern debate over immigration; criteria and procedures that govern admission of non-U.S. citizens to the United States for permanent residence and temporary visits; deportation criteria and processes; national security and civil liberties implications of immigration policy; refugees and political asylum; undocumented migrants; acquisition, loss, and significance of U.S. citizenship; focus on U.S. law with introduction to perspectives from comparative and international law; experience analyzing varied fact problems that require strategic decision making and interpretation of complex statutory provisions.

091:282 (LAW:8600) International Business Transactions 1-3 s.h.
Legal and practical issues in international trade and investment; typical private transactions, such as the sale of goods (documentary sales transaction, INCOTERMS, letters of credit, agency, distribution), transfer of technology (franchising, licensing), and direct investment across national borders; how private international sales, investment, and licensing transactions are structured to permit private businesses to minimize and plan for the risks associated with conducting business on a global scale.

091:283 (LAW:8301) Copyrights 3-4 s.h.
Federal law of copyrights, primarily the Copyright Act of 1976; emphasis on copyright protections affecting new technologies, such as videotape, computer hardware and software, electronic data transfer, cable television rebroadcast; ability of legal concepts to keep pace with technological developments. Recommendations: 091:286 (LAW:8643).

091:284 (LAW:8584) Insurance 1-3 s.h.
Legal principles of insurance; applicability of general principles of contract formation; principles involved in determining which persons and interests are protected, which risks are transferred, and when rights are at variance with insurance policy provisions; claims process, disposition of disputed claims; adoption of tort principles and statutes to alter common law approach to insurance contracts.

091:285 (LAW:8513) Foreign Comparative and International Legal Research 1-2 s.h.
Treaty research, locating and identifying documents from international organizations and tribunals, legal research in selected jurisdictions outside the United States; print and electronic sources and research methods in foreign and international law; project to complete a pathfinder on a foreign or international law topic.

091:286 (LAW:8643) Introduction to Intellectual Property 3-4 s.h.
Introduction to some of the most important intellectual property rules; goals and theories underlying these rules; common ways in which ideas may be protected—from basic form of protection (secrecy and trace secrecy) to exclusive rights granted over inventions (patents) and creative works (copyright), and concluding with rights related to market-based identities (trade and service marks); brief exploration of ways in which debates over intellectual property rights have permeated modern culture.

Basic norms and legal framework of international trade as expressed in the GATT/WTO regime and U.S. trade laws; issues raised by regional trade blocs such as NAFTA; controversies such as the economic and philosophical justifications for, and objections to, free trade from a variety of perspectives.

091:288 (LAW:8658) Jurisprudence 2-3 s.h.
Exploration of questions central to jurisprudence by looking at positions that have been adopted by legal positivist, natural law theory, and sociological models of jurisprudence (i.e., is there more to legal argument than the strategic battle for a favorable judicial ruling? How would one have to conceive of legal reasoning if one were a judge? Are there right answers to legal questions? Do they presuppose a necessary connection between law and morality? Is any exchange of pros and cons merely a spectacle created in order to hide from the dumbfounded public that legal reasoning does not really matter?); comparative dimension provided in readings with background in civil law.

091:289 (LAW:8647) Competition Policy and Innovation 3 s.h.
Important issues at intersection of federal competition policy and intellectual property law; competition policy referenced as antitrust laws; competition policies that emanate from intellectual property laws or other regulatory provisions; exclusionary practices, collusion and joint ventures, vertical integration, and procedural issues.
091:291 (LAW:8622) International Environmental Law
Laws and institutions developed by the international community to deal with international environmental problems, including those of the atmosphere (acid rain, ozone depletion, radioactive fallout, climate change), hydrosphere (land-based sea pollution, sea-based vessel pollution, transboundary groundwater diversion), lithosphere (hazardous waste disposal, toxic pollutants, decertification), biosphere (deforestation, endangered species, loss of tropical rainforests).

091:292 (LAW:8670) Labor Law
How national labor law regulates labor relations in the private sector; law relating to unionized employees and firms; right of employees to organize into unions; limits of concerted activities by employees; scope and provisions of collective bargaining; enforcement of the collective bargaining agreement; rights of individual employees in collective units and in labor organizations; lawyer’s role in dealing with judicial, administrative, and arbitral tribunals involved in enforcing labor law; lawyer’s role in complex interrelationships between policy, statute, judicial, and administrative decisions.

091:293 (LAW:8570) or 091:195 (LAW:8649) International Transacting Skills
Key negotiation concepts and skills necessary to successfully negotiate international deals through a series of role simulations involving cross-border joint ventures, international project finance deals, and deal-making in developing countries; students engage in one or more simulated negotiations each session, followed by debrief—discussion of how negotiation concepts and features of international transactions, introduced in readings, played out in negotiation dynamics.

091:294 (LAW:8428) English Legal System

091:295 (LAW:8615) International Commercial Arbitration
Formation and enforcement of agreements to enter arbitration in order to settle international business disputes; recognition and enforcement of arbitral awards, process of arbitrating an international business dispute; role-playing exercises to hone advocacy and decision-making skills.

091:296 (LAW:8618) International and Comparative Family Law

091:297 (LAW:8444) Estate Planning
Introduction to will drafting, use of powers of attorney, and advance directives (topics frequently taught in courses on trusts and estates); taxes that can be imposed upon the transfer of money or other property by gift (the gift tax), at death (the estate tax), and by certain generation skipping transfers (the generation-skipping tax); interrelationship of these taxes with each other and with the income tax. Prerequisites: 091:272 (LAW:8194). Recommendations: 091:378 (LAW:8981).

091:300 (LAW:8593) Federal Indian Law
Specialized body of law that allocates power and authority in Indian country and has grown up around Native American peoples and their reservations; sovereignty arrangements, jurisdiction, federal Indian policy, tribal self-government. Same as 149:178 (AINS:8593).

091:300 (LAW:8703) Cyber and Electronic Law
Legal and public policy issues created by electronic technologies—computers, the Internet and Web, other electronic communications and new media, including privacy and surveillance; cyber-torts (defamation) and cyber-crime; cyber-terrorism and cyber-warfare; social networking in politics and revolution; cyber-property, real (copyright, Fair Use, trademark) and virtual; First Amendment and restrictions on speech; geography and sovereignty (jurisdiction); regulation by means of technology as well as law; electronic commerce; broadband and other transmission technologies policies (net neutrality); and intermediaries’ liability for content.

091:301 (LAW:8622) International Environmental Law
Laws and institutions developed by the international community to deal with international environmental problems, including those of the atmosphere (acid rain, ozone depletion, radioactive fallout, climate change), hydrosphere (land-based sea pollution, sea-based vessel pollution, transboundary groundwater diversion), lithosphere (hazardous waste disposal, toxic pollutants, decertification), biosphere (deforestation, endangered species, loss of tropical rainforests).

091:302 (LAW:8844) Estate Planning
Introduction to will drafting, use of powers of attorney, and advance directives (topics frequently taught in courses on trusts and estates); taxes that can be imposed upon the transfer of money or other property by gift (the gift tax), at death (the estate tax), and by certain generation skipping transfers (the generation-skipping tax); interrelationship of these taxes with each other and with the income tax. Prerequisites: 091:272 (LAW:8194). Recommendations: 091:378 (LAW:8981).

091:303 (LAW:8593) Federal Indian Law
Specialized body of law that allocates power and authority in Indian country and has grown up around Native American peoples and their reservations; sovereignty arrangements, jurisdiction, federal Indian policy, tribal self-government. Same as 149:178 (AINS:8593).

091:306 (LAW:8703) Cyber and Electronic Law
Legal and public policy issues created by electronic technologies—computers, the Internet and Web, other electronic communications and new media, including privacy and surveillance; cyber-torts (defamation) and cyber-crime; cyber-terrorism and cyber-warfare; social networking in politics and revolution; cyber-property, real (copyright, Fair Use, trademark) and virtual; First Amendment and restrictions on speech; geography and sovereignty (jurisdiction); regulation by means of technology as well as law; electronic commerce; broadband and other transmission technologies policies (net neutrality); and intermediaries’ liability for content.

091:307 (LAW:8698) Law in the Muslim World
International and comparative law issues relevant to countries in the Muslim world; legal cultures, institutions, rules, actors, processes of several jurisdictions including Afghanistan, Saudi Arabia, Iran, Iraq, Algeria, Nigeria, Palestine, Pakistan; Islamic sharia law as practiced in Sunni and Shiite countries; the role of church versus state, fundamentalism versus secularism, as manifested in the legal system; tension between communitarianism and individualism in modern constitutionalism; intertwining of customary and religious legal practices; first, second, and third generations of human rights; international law on issues such as terrorism, self-determination; women’s rights, including polygamy, divorce, child custody, inheritance. Requirements: junior or senior standing.

091:308 (LAW:8791) Professional Responsibility
Public and private professional responsibility of lawyers; organization of the profession; its economics, ethics, and sociology.

091:309 (LAW:8680) Law and Economics
Introduction to economics analysis of law; how economic reasoning is used to explain and predict the effects of legal rules; fundamental areas of American law (e.g., property, contracts, torts, criminal law); use of economic efficiency as a normative criterion for evaluating legal rules; efficiency compared to various moral concepts to evaluate such rules.
091:310 (LAW:8682) Law and Human Behavior  3 s.h.
Implications of recent social science research on human behavior for law and legal decision making.

091:311 (LAW:8709) Introduction to French Law  2-3 s.h.
Introduction to laws of France, characteristic features, and role of main institutions; civil law, contacts, tort, family law, commercial law, criminal law, labor law; visits to a French law school, Paris Court, and Ecole of Magistrature National (ENM), the National Judge School in Bordeaux. Summer abroad program.

091:312 (LAW:8619) International and Comparative Intellectual Property Law  3 s.h.
Issues related to international protection of intellectual property.

091:314 (LAW:8712) Legislation  2-3 s.h.
Issues related to legislation and legislative process at state and federal level; introduction to legislation, legislative process, legislative advocacy, statutory drafting, statutory interpretation, and constitutional issues; role of lawyers in legislative process and formation of public policy.

091:315 (LAW:8720) Mediation: Theory and Practice  3-4 s.h.
Essential characteristics; comparison of mediation with litigation and other alternative dispute resolution processes; stages of mediation; confidentiality; enforceability of agreement; ethical problems, particularly lawyer-mediator; student role playing; short writing assignments.

091:317 (LAW:8733) Narrative Strategies for Lawyers  1-3 s.h.
Fiction writing; narrative nonfiction writing techniques; use of narrative in the legal context; workshop format to read and critique stories, published works, and works students have written.

091:318 (LAW:8726) Mergers and Acquisitions  3 s.h.
Significant legal and financial aspects of business combination transactions; transaction documents (e.g., stock purchase agreements, asset purchase agreements, merger agreements); valuation of companies and pricing of deals; legal and financial considerations affecting the structuring of deals; tender offers and their regulation under the Williams Act, tender offer rules; fiduciary duties of target board, including Revlon duties and the Unocal standard; anti-takeover devices (e.g., poison pills and staggered boards, deal protection devices, freezeout transactions); state anti-takeover statutes. Prerequisites: 091:241 (LAW:8331).

091:319 (LAW:8509) Food and Drug Law  3 s.h.
Food and Drug Administration (FDA) as gatekeeper for permission to market prescription drugs and devices; key role in creation and analysis of information on these products; focus on prescription drugs and devices; five theoretical issues—autonomy, trust/agency costs, information, insurance, and markets in health care; substantive legal doctrines including IP, tort, administrative law, health law, and commercial speech; applied administrative law course.

091:320 (LAW:8751) Nonprofit Organizational Effectiveness I  3 s.h.

091:322 (LAW:8752) Nonprofit Organizational Effectiveness II  3 s.h.

091:324 (LAW:8763) Patent Law  2-4 s.h.
All aspects of U.S. patent law; patent claims, adequacy of disclosure, statutory subject matter, validity, inequitable conduct, infringement, remedies, varied specialized doctrines; focus on recent pronouncements from the Court of Appeals for the Federal Circuit. Recommendations: 091:295 (LAW:8615).

Law that governs methods by which businesses and consumers typically pay for goods and services in modern economy; legal rules applicable to traditional paper-based payment system, including negotiable instruments (checks and notes) and bank collection of checks; modern payment methods (credit cards, debit cards, wire transfers); focus on Articles 3, 4, and 4A of the Uniform Commercial Code and related federal law and regulations.

Introductory survey of four types of legal regulation of the workplace: labor law, employment discrimination, law of private employment, and law of public employment.

091:331 (LAW:8329) Comparative Criminal Procedure  2 s.h.
Study abroad program.

091:337 (LAW:8237) Comparative Corporate Law  2 s.h.
Today’s global economy results in a proliferation of multi-national corporations, where frequently the parent corporation is governed by the law of one country, and one or more subsidiaries governed by laws of other countries; comparative assessment of advantages and disadvantages to incorporating in a particular country; focus on corporations considering mergers, acquisitions, or joint ventures with corporations outside of their own jurisdiction; reasons why a corporation may decide to form a subsidiary under the law of another jurisdiction; the law of Delaware used as the United States model for comparative purposes.

091:339 (LAW:8121) Advanced Legal Research Methods in Specialized Subjects  1 s.h.
Legal research methods in specific legal practice and research areas; specific topic rotates each year (litigation and ADR legal research, business and tax legal research, federal legislation, history legal research, legal history research); students work with real-world examples to improve research skills related to a particular legal subject.

091:340 (LAW:8819) Remedies 3 s.h.
Legal and equitable remedies by which the law corrects injustice and redresses legal wrongs; remedies for tortious wrongs, including damages and injunctive relief; remedies for breaches of contract, including damages, specific performance, rescission, reformation; law of restitution, with emphasis on restitutonary remedies (quasi-contract, constructive trust, equitable lien).

091:341 (LAW:8714) Managing National Security 1-3 s.h.
Substance, process, and practice of national security law.

091:342 (LAW:8742) Negotiations 2-4 s.h.
Nature and theory of negotiations, diverse rhetorics (including the rhetoric of legal argument) relevant to conduct of negotiations, conflict between ethics and effectiveness; readings from game theory, social psychology, anthropology, rhetoric and ethics.

091:346 (LAW:8879) Sports Law 3 s.h.
Exploration and understanding of the many ways in which law and lawyers intersect and impact the multi-billion-dollar industry that is high school, collegiate, and professional sports; basic legal foundation for those who are merely curious as well as those considering legal representation for players, coaches, teams, leagues, schools, media, or other sports related institutions and individuals; common contractual processes and provisions, judicial oversight of institutional self-government and commissioner enforcement, antitrust implications of leagues, labor law, gender issues, intellectual property, criminal and torts law.

091:349 (LAW:8877) Sex-Based Discrimination 2-3 s.h.
Survey of sex-based discrimination and legal responses in the United States and worldwide; American context—constitutional guarantees and various statutory guarantees, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972; global context—examination of various regions of the world, emphasis on France, South Africa, and countries with majority Muslim populations; issues involving customary law, affirmative action/quotas, and constitutional reform.

091:352 (LAW:8939) Title Examination and Selected Real Estate Transactions 2 s.h.
Examination of abstracts of title to real property and preparation of resulting title opinion; drafting and interpretation of legal description to real property; subdivision of real property; negotiating and drafting basic contractual and transfer documents involved in typical real estate transactions.

091:354 (LAW:8887) State and Local Government 1-3 s.h.
Allocation of decision-making authority in society; allocation between public and private decision makers; allocation among governmental units, and among public institutions; principles and policies that underlie legal doctrines and the relationship of those principles and policies.

091:355 (LAW:8856) Securities Regulation 3 s.h.
Regulation and sale of securities to the public under the Securities Act of 1933 and state blue-sky laws; remedies provided through the Securities Act; regulation and litigation under the Securities Exchange Act of 1934, which focuses on companies with publicly-traded securities. Prerequisites: 091:241 (LAW:8331).

091:358 (LAW:8533) Forms of Argument/Systems of Belief 2-3 s.h.
Major theories of law relevant to study and practice of law in contemporary America; six distinct operating systems, including legal formalism, legal realism, the legal process school, law and economics, the legal positivist/analytic tradition, and critical legal theory (including legal studies, feminist legal theory, critical race theory); diverse forms of legal argument, including those associated with particular theories of law.

091:359 (LAW:8891) State and Local Taxation 3 s.h.
Limitations on state taxing powers under the United States Constitution, including Commerce, Due Process, and Privileges and Immunities Clauses; subnational jurisdictions, particularly states with an emphasis on sales tax and corporate income taxes, gross receipts taxes, and excise taxes; issues relating to commerce.

091:361 (LAW:8929) Taxation of Partnerships 2-3 s.h.
Introduction to federal tax treatment of partnerships and limited liability companies, the most common business entities in use in the United States today; classification of entities as partnerships for federal tax purposes; formation of partnership and subsequent contributions to partnership capital; flow-through tax treatment of partnership operations; tax-sensitive allocations of items of partnership income, deduction, credit and loss; partnership distributions and related tax-sheltering strategies, liquidation or sale of partnership interests; death or retirement of partners, tax treatment of partnerships compared with S corporations. Prerequisites: 091:272 (LAW:8194).

091:362 (LAW:8933) Tax Practice and Procedure 3 s.h.
Issues relating to proper tax liability of a taxpayer, not necessarily how IRS collects taxes and administers tax laws; judicial deference to agency guidance; procedural issues related to examination and filing of returns and payment of taxes; attorney-client and other privilege matters; ethical issues related to tax practice; IRS investigatory powers; IRS assessment and collection procedures; assigned problems and discussion of current issues in tax policy. Corequisites: 091:272 (LAW:8194).

091:366 (LAW:8961) Select Issues in Transnational Litigation 3 s.h.
Transnational litigation as any litigation involving a foreign element (usually an American party in a foreign court or a foreign party in an American court); litigation that seems completely domestic and turns into a transnational one (when discovery, interim measures, or enforcement are sought overseas); encountering elements of transnational litigation in today's global economy; in-depth study of a few representative topics; emphasis on all relevant aspects of transnational litigation (practice, doctrine, policy, theory).

091:369 (LAW:8954) Trademarks and Unfair Competition Law 2-4 s.h.

Law of unfair competition with primary emphasis on trademarks; policies underlying unfair competition law; creation and establishment of trademark and trademark-like rights; enforcement of those rights, non-trademark concepts of false advertising, rights in one’s persona; traditional doctrinal components and skill-based exercises; for students interested in trademark and unfair competition law, specifically and as part of a broader business law practice. Recommendations: 091:296 (LAW:8643).

091:370 (LAW:9060) Trial Advocacy 2 s.h.
Training in basic skills of trial advocacy, aspects of trial technique; student participation in a full trial. Prerequisites: 091:265 (LAW:8460).

091:371 (LAW:9062) Trial Advocacy Board 1-2 s.h.
Administration of Trial Advocacy Program and Stephenson Competition; research and writing in connection with trial problems and readings used in program; critique of performances of trial problems. Prerequisites: 091:265 (LAW:8460) and 091:370 (LAW:9060).

091:373 (LAW:9066) Stephenson Trial Advocacy Team arr.
Student participation as College of Law representatives in Stephenson Trial Advocacy Competition. Prerequisites: 091:374 (LAW:9061).

091:374 (LAW:9061) Advanced Trial Advocacy - Stephenson Competition 1-2 s.h.
Review and expansion of topics presented in the initial trial advocacy course; preparation and application of these principles in the Stephenson trials; introduction to additional advanced problems such as the evidentiary issues raised in the trial problem. Corequisites: 091:370 (LAW:9060).

091:375 (LAW:8977) Advanced Trusts and Estates Practice 2 s.h.
Wide range of current issues in modern family estate planning; difficult non-tax issues in family estate planning, difficult tax-sensitive planning issues affecting clients of modest means, difficult complex tax planning issues affecting wealthy clients. Prerequisites: 091:378 (LAW:8981).

091:376 (LAW:8711) The Legal Profession 1-3 s.h.
Exploration of various aspects of history, structure, organization and function of legal profession; effective practice strategies; ethical and practical challenges of legal practice in different settings (i.e., working for judges, small and big firms, solo practice, corporations, non-profit organizations, public sector, internationally); readings, interviews, and discussion sessions with practicing attorneys; development of professional portfolios; practice of professional skills including effective communication, professional legal writing, and interviewing.

Legal schemes for securing and using water rights in surface water and groundwater for private and public uses in the United States; riparian and prior appropriation doctrines of water allocation, groundwater management regimes, federal water management and regulation, and interstate and transboundary allocation devices; evolving role of science, economics, and policy in water allocation law; does not address issues of water quality, which are covered in environmental law.

091:378 (LAW:8981) Trusts and Estates I 1-4 s.h.
Transmittal of wealth within the family; policy of donative freedom, with focus on property law, including intestate succession, wills, lifetime transfers in trust or otherwise, powers of appointment, future interests; experience drafting a will, trust, or other estate planning document; for 4 s.h., additional classes on federal estate, gift, generation shipping transfer taxes, their effect on wealth transfer.

091:379 (LAW:8979) Trusts and Estates II arr.
Substantive provisions of wills and trust instruments; recurring construction problems and pitfalls in drafting; powers of appointment; future interests and how they operate in complex trusts; impact of rules of policy restricting the disposition of property, including the rule against perpetuities. Corequisites: 091:378 (LAW:8981).

091:382 (LAW:8167) The American Legal Experience 3-4 s.h.
Historical role of law in American society and its engagement with politics, social and biological science, economics. Same as 16A:179 (HIST:4287).

091:385 (LAW:8399) Election Law 3 s.h.
The Supreme Court has long declared that the right to vote is fundamental, because it is preservative of all other rights; the right to vote in theory and practice, with focus on its relationship to racial and economic justice; what has been done and what should be done to move us closer to the ideal of political equality; proper role of unelected judges in our democracy; history of the right to vote, “one person, one vote” principle, Voting Rights Act, partisan gerrymandering, voter identification, voter registration, political parties, and campaign finance.

091:390 (LAW:9346) British Legal Methods Clinical Program 3 s.h.
British Law externship; placement in London law office under guidance of barrister or solicitor; seminar and enrollment in course on English legal system taught by faculty of King’s College, University of London.

091:395 (LAW:9335) Summer Legal Placement 1-3 s.h.
Externship opportunities for direct involvement in activities characteristically performed by attorneys (e.g., research and writing, document drafting, client interviewing and counseling, fact investigation, negotiations, court appearances); in-depth exposure to as many facets of the actual practice of law as practicable in each externship.

One-semester student assignments to the chambers of selected judges, at both trial and appellate levels; experience participating in work of the chambers, including researching and writing memoranda to the court, drafting opinions, other court business.

091:400 (LAW:9115) Law Review 1-2 s.h.
Work on Iowa Law Review.

Experience on the Iowa Law Review editorial staff: managing production, overseeing business operations, administering student writing program, selecting and editing articles for publication, supervising student research and writing. Eligibility based on previous writing for the journal. Prerequisites: 091:400 (LAW:9115).

091:402 (LAW:9046) Moot Court Board 1-3 s.h.
Experience as member of the Moot Court Board administering the Appellate Advocacy Program, researching appellate cases used in the program, judging appellate arguments. Requirements: membership based on performance in 091:210 (LAW:9010).

091:403 (LAW:9037) Advanced Moot Court Competition Team 1 s.h.
Advanced Moot court team; members are top advocates from previous year’s Van Oosterhout/Baskerville competition. Fall of third year.

091:404 (LAW:9021) Van Oosterhout Baskerville Moot Court Competition 1 s.h.
Single-elimination tournament culminating in the final four advocates arguing before a panel of judges; advocates write a portion of the brief, argue for and against the issue they briefed. Prerequisites: 091:210 (LAW:9010).

091:406 (LAW:9302) Clinical Law Program--Internship 1 s.h.
Experience working directly with faculty members on cases and in-house program; full participation in interviewing, fact investigation, negotiation, courtroom proceedings.

091:407 (LAW:9307) Clinical Law Program--Externship 1 s.h.
Experience representing clients through legal assistance offices in eastern Iowa, under supervision of faculty members and staff attorneys.

091:408 (LAW:9033) National Moot Court Competition 1 s.h.
Participation by third-year students as law school's representatives in the regional Moot Court competition (fall semester), and in judging intramural Moot Court competitions (spring semester). Requirements: placement as one of four finalists in 091:404 (LAW:9021).

091:414 (LAW:9051) National Arbitration Competition Team 1 s.h.
Eight finalists from spring intramural arbitration competition represent the College of Law at the National Arbitration Competition in fall of second or third year.

091:415 (LAW:9124) Journal of Corporation Law 1-2 s.h.
Experience editing articles and writing commentaries for The Journal of Corporation Law, a student-operated scholarly publication that examines subjects of current importance to businesses and the bar.

Experience on The Journal of Corporation Law editorial staff: managing production, overseeing business operations, administering student writing program, selecting and editing articles for publication, supervising student research and writing. Eligibility based on previous writing for the journal. Prerequisites: 091:415 (LAW:9124).

091:420 (LAW:9142) Transnational Law and Contemporary Problems Journal 1-2 s.h.
Experience researching and writing on issues in international and comparative law for the journal Transnational Law & Contemporary Problems. Requirements: second- or third-year law standing.

091:421 (LAW:9145) Student Journal Editor--TLCP Journal arr.
Experience researching, writing, and editing on issues in international and comparative law for the journal Transnational Law & Contemporary Problems. Requirements: second- or third-year law standing.

091:425 (LAW:9163) Journal of Gender, Race and Justice 1-2 s.h.
Academic year experience on The Journal of Gender, Race & Justice: writing two journal pieces, including a recent development and a note or a comment, and performing office duties. Requirements: second- or third-year law standing.

091:426 (LAW:9166) Student Journal Editor--Gender, Race and Justice arr.
Experience on The Journal of Gender, Race & Justice editorial staff: managing student writing program, overseeing business operations and production, selecting symposium topic and participants, selecting and editing all publications pieces; eligibility based on writing and editing experience.

091:430 (LAW:9038) Jessup International Moot Court Competition 1 s.h.
Participation by second-year students in intramural regional- and national-level moot court competition in international law; intensive criticism in appellate brief writing and oral argument. Prerequisites: 091:210 (LAW:9010).

091:431 (LAW:9028) Jessup Moot Court Competition Team 1-2 s.h.
Participation as team member in Jessup International Moot Court Competition; preparation of memorials in fall, travel to February regional rounds; travel to international competition in Washington, D.C., for top two teams. Prerequisites: 091:210 (LAW:9010).

091:445 (LAW:9380) Courts Colloquium 1 s.h.
Opportunity to learn about inner workings of American judicial system through the lens of many judges; each semester centered on a theme (i.e., Iowa Courts, State Supreme Courts); sessions led by judges who, based on their positions, fit within selected theme.

One-semester externship with Justice Holland of the Delaware Supreme Court or with Vice Chancellor Parsons of the Court of Chancery of the State of Delaware.

091:455 (LAW:9413) Health and Elder Law Practicum 1-3 s.h.
Opportunity to participate in research involving current health law and policy issues, in collaboration with organizations such as public health agencies, health professional organizations.

091:500 (LAW:9490) Independent Research Project
Work under faculty supervision; research.

091:501 (LAW:9486) Directed Research and Writing
Research and writing project unrelated to any substantive course, supervised by a faculty member.

091:502 (LAW:9481) Supplementary Writing
Supplemental writing project that is related to a student's course, but goes beyond the requirements for the course, and is supervised by the faculty member who teaches the course.

091:503 (LAW:9473) Writing Tutorial
Writing project on a subject or topical area specified by the supervising faculty member; group meetings; writing tutorial.

091:504 (LAW:9424) Tutorial
Work under faculty supervision: may involve substantive area of the law of jurisprudential ideas as they appear in various intellectual spheres; tutorials.

091:505 (LAW:9491) Independent Research
Work under faculty supervision; research.

091:506 (LAW:9444) LL.M. Tutorial
1 s.h.
Requirements: LL.M. candidate.

091:507 (LAW:9427) First Amendment Tutorial: Religion Guarantees
Focus on varied issues decided in the course of the Supreme Court’s still-unfolding jurisprudence under the First Amendment Religion Guarantees.

091:508 (LAW:9429) Intellectual Property Advocacy
1-3 s.h.
Integrates teaching of substantive intellectual property law with development of oral and written advocacy skills in intellectual property field; builds on earlier learning in preparation for practice of law.

091:512 (LAW:9433) Service Tutorial
Designed to enhance learning through the completion of a group service project. Corequisites: 091:265 (LAW:8460).

091:513 (LAW:9423) Tutorial
1 s.h.
Different types of pedagogical techniques.

091:514 (LAW:9435) Sexual Orientation and the Law Tutorial
Exploration of the intersection of law and sexual orientation.

091:520 (LAW:9450) Patent Law Tutorial
Examination of recent patent-related en banc Federal Circuit and Supreme Court decisions. Prerequisites: 091:286 (LAW:8643) or 091:324 (LAW:8763).

091:600 (LAW:9502) Abused, Neglected, and Dependent Children
Laws relating to abused, neglected, and dependent children—those not receiving proper parental care and protection as defined by statutes and case law; history of child abuse, neglect, and dependency laws; jurisdiction of juvenile and family courts; abuse, neglect, dependency proceedings; termination of parental rights in abuse, neglect, and dependency cases.

091:601 (LAW:9518) Advanced Topics in Corporate Law
Wide range of topics: theory of the firm, fiduciary duties, corporate counseling issues, history of corporate law, and so forth. Requirements: one law or business course in corporate law.

091:603 (LAW:9549) Capital Punishment
Overview of the death penalty as presently applied in America; moral issues; long-term trends limiting the use of the death penalty in the United States and abroad; legal issues and Eighth Amendment jurisprudence that has developed since the 1960s regarding limits on the exercise of juror discretion, jury selection, proportionality, the execution of minors, racial discrimination, mens rea requirements, capital appeals and collateral attacks, and death penalty lawyering; critique of death penalty bills proposed in recent years for Iowa.

091:604 (LAW:9863) Patent Prosecution Seminar
3-4 s.h.
Drafting seminar on patent application preparation and prosecution; student drafting exercises and presentations on advanced patent law topics; administrative rules and procedures governing practice before the U.S. Patent and Trademark Office; for students who plan to practice patent law. Prerequisites: 091:324 (LAW:8763).

091:610 (LAW:9504) Advanced Problems in Contract Law
Study of contract law beyond what was covered in the first-year course; in-depth review of selected topics, recent developments.

091:613 (LAW:9557) Constitutional Interpretation Seminar
How the United States Supreme Court interprets the Constitution; particular emphasis on substantive due process and equal protection doctrine. Corequisites: 091:252 (LAW:8280).

091:615 (LAW:9563) Topics in Criminal Procedure
In-depth look at criminal procedure topics not addressed or discussed briefly in basic criminal procedure courses, including jury selection, trial strategies, bond hearings, litigating suppression motions, sentencing advocacy, inner workings of courtrooms, and mass incarceration.
Concept of cultural property, measures for its protection, impact of these measures on the transfer of cultural items; traditional art and architecture, biological and fossil material, human remains; contexts in which issues have arisen, such as stolen cultural property, property acquired during armed conflict and in colonial settings, and property collected in the field or excavated; international, national, and state law, including UNESCO convention on illicit transfer of cultural property, U.S. Archaeological Resources Protection Act, Native American Graves Protection and Repatriation Act; how developing professional ethics codes affect the concept of cultural property.

Production of a model statute addressing the range of issues in the selected subject area with suggested solutions; definition of statute’s scope, research projects to identify existing law and develop competing ideas and approaches; further definition and a vote on the statute’s scope and policies; further research memoranda as the statute takes shape; drafting of the statute with seminar review sessions; students work as a draft committee modeled after the Commission on Uniform State Laws.

Range of corruption issues in key countries; legislative, regulatory, and other methods used to combat it; roles of lawyers in advising and litigating on business and other corruption cases; developing anti-corruption programs; a growing legal specialty, omnipresent in international legal practice, as lawyers advise on the Foreign Corrupt Practices Act in the U.S., national anti-corruption and anti-fraud regulation in countries around the world, and international agreements in the area; law and development specialists’ work with national governments, the United Nations, regional bodies, and nongovernment organizations to craft solutions to this set of problems.

Qualification for Medicaid, elder abuse and neglect, discrimination in employment and elsewhere, retirement pension planning and taxation, elderly patients’ rights in nursing homes; conservatorships and guardianships.

Race relations and racial discrimination in America from perspectives of the Critical Race Theory movement (CRT); affirmative action, hate speech, queer theory, voting rights, postmodernism, liberalismo, Asian-critical theory, Latin-critical theory, federal Indian law, critical white studies; critical race feminism—essentialism, motherhood, lawbreaking, employment law, sexual harassment, global issues.

The wide range of legal and public policy issues created by the newly-emerging electronic technologies; focus on student research, writing, presentations, discussion.

Exploration of selected focus topics, may include developments in the law of the home and the law of the workplace (free labor, worker immigration, apprenticeship, indentured labor, slavery); women’s legal history; land issues and various Homestead Acts; Blackstone in America; Reconstruction of the Constitution after the Civil War; The National Archives—which houses American legal historical documents—displays the phrase, “What is past is prologue,” legal history that explains how we got to the legal present and to understand what is the law, you have to know how something got to be the law.

Regulation of smoking and tobacco use; history, beginning with 19th and early-20th centuries; state statutes and case law; OSHA, EPA, and FDA regulations; class action litigation, involvement of law firms in formulating tobacco company strategies, use of medical studies, economic history of the tobacco industry.

Practice of law in and for a complex institution; problems confronting attorneys in higher education, doctrinal issues prevalent in a university setting; focus on real or hypothetical problems considered in light of background reading rather than doctrinal analysis.

How a single crime may occur in or harm more than one nation; questions addressed: which courts have jurisdiction, whose law governs; when countries may apply their criminal law extraterritorially; collaborative enforcement; the International Criminal Court.

Study of problems and issues in the complex world of international finance and development; focus on the International Monetary Fund and the World Bank; research and writing a new issue for the UIICFID web site.

Islamic legal and political legacy from formative period until modern time; critical analysis of logic and context of development; development of jurisprudential, legal, and political literature; overview of theories and practices of governance in Islam beginning with Caliphate system and ending with modern nation-state models. Same as 032:225 (RELS:6723).

Varied topics: antitrust, intellectual property, corporate, securities law, or the interfaces between those areas; taught by one or more College of Law faculty with some sessions taught by expert visitors from other institutions, including government officials and representatives of private enterprise; interdisciplinary course offered under the aegis of the Iowa College of Law Center on Innovation, Business, and Law.
Opportunity to explore certain questions of jurisprudence at greater depth; topics may vary, ranging from foundational questions to issues with strong practical implications for public policy, remarkable career of conventionalism in contemporary American legal theory, debate over whether there is one and only one right answer to legal questions, foundation of legal system concerns, or questions of great practical import (e.g., nature and limits of public shaming or issues of criminal punishment). Recommendations: 091:280 (LAW:8577).

091:646 (LAW:9849) Nonprofit and Philanthropic Organizations
Issues in law and policy relating to philanthropic and nonprofit institutions; creation, role, nature, and history of nonprofit entities; tax exemption, tax treatment (including property and donor tax issues); political and legislative activities; roles of members, directors, officers; problems of external regulation, accreditation, ethics; special issues for religious organizations, community foundations, private foundations, universities; development of philanthropic and nonprofit activity in foreign jurisdictions.

How law really functioned at the edges of the nation’s jurisdictional limits; earlier patterns of power, adjustments for environmental circumstances; difference between concepts of law and justice.

091:649 (LAW:9803) Law and Social Science
Fundamental legal concepts and theories built on empirically testable assumptions about human behavior and decision making; testing common sense assumptions against relevant psychological and social neuroscience research; focus on domains of criminal law and criminal procedure.

091:655 (LAW:9811) Law of War, Peace, and Military Affairs
Three aspects of law’s efforts to govern military affairs: international law of war, U.S. law regulating foreign commitment of the nation’s military forces, rights of individual soldiers (particularly women, homosexuals, religious observers).

091:656 (LAW:9801) Law and Religion
Role of law in ongoing conflicts over the relationship between religion, morality, and society in the United States.

091:657 (LAW:9826) LL.M. Seminar
Basic research and analytical methodologies for the international and comparative law fields; workshop approach to project proposals; drafts.

091:658 (LAW:9616) Seminar on the First Amendment
Issues decided in the Supreme Court’s unfolding jurisprudence under the First Amendment; varied topics from year to year.

091:659 (LAW:9758) Law and Lawyers in Literature
Fundamental societal issues and ethical questions examined through discussion of literary works, including novels and plays by writers such as Camus, Coetzee, Dostoevsky, Durrenmatt, Faulkner, Ibsen, Kafka, Melville, Schaffer, Thucydides.

091:660 (LAW:9455) Medical Tutorial for Law Students
Participation on medical and/or surgical rounds under supervision of attending physician; didactic sessions on legal, medical, and ethical issues arising from the clinical experience, and issues such as peer review, credentialing, quality assurance, cost containment, AIDS, reproductive technology; recent developments in medical technologies. Cosponsored by Carver College of Medicine. Prerequisites: 091:261 (LAW:8562).

091:661 (LAW:9818) Legal Issues: Intercollegiate Athletics
Legal issues affecting college and university athletics and athletes; includes drug testing, recruitment, gender equity (Title IX), NCAA regulations, endorsement contracts, coaching contracts, trademark licensing, and broadcasting rights.

091:663 (LAW:9528) Advanced Topics in International Law
Contemporary problems of public international law and policy; issues arising from armed conflict, use of force, pacific settlement of disputes; human rights law and policy (individual civil, political, economic, social, and cultural rights; group rights such as self-determination, development, environment, peace); trade and development; environmental law and policy (e.g., climate change, species extinction, pollution).

091:666 (LAW:9841) Notable American Trials: Trial Skills
Trial skills and strategy; real trial transcripts, contemporary accounts of the selected trials, secondary literature evaluating what actually happened in the courtroom and relevant history; skills of opening and closing argument, voir dire, direct and cross examination, witness selection, use of exhibits.

091:667 (LAW:9717) Iowa Medical Innovation Group Seminar
Team of law, medicine, engineering, and business students observe medical procedures, interview surgical and other medical personnel, and originate an idea for a medical device; design and produce figures or prototype, reports on patentability, and draft patent application; design business model for marketing with required legal documents, which may include entity documents and licensing documents; law students procure necessary intellectual property rights, business association documents, contracts, and licensing agreements.

091:671 (LAW:9933) Selected Topics in Health Care Law
Examination and analysis of issues relating to the delivery of health care; topics may include doctor/patient relationship, financing of health care, public health issues, bioethics issues; preparation and presentation of papers in seminar.

091:672 (LAW:9912) Selected Issues in Family Law
In-depth look at an issue or set of issues in family law; relevant cases, statutes, scholarship; class visits or on-the-job observations with community members who play roles in the family law process being examined.

091:673 (LAW:9920) Federal Criminal Sentencing
Sentencing as a key stage of the criminal justice system; purposes of sentences, guilty pleas, and plea bargaining; procedural rights during the sentencing process; types of sentencing statutes, federal guidelines, and the federal death penalty; supervised release, probation, and revocation of supervised release and collateral; consequences and sanctions.
Power of state courts to independently interpret state constitutional provisions that are identical or similar to the federal counterparts; various approaches taken by state courts with respect to this issue; in-depth analysis of cases where a state court has departed from the federal interpretation. Prerequisites: 091:232 (LAW:8280).

091:680 (LAW:9959) Supreme Court Seminar arr.
Supreme Court practice, procedure, jurisdiction; the art of opinion writing; in-depth analysis cases on the court’s pending docket; writing briefs, conducting research, conferencing cases sitting as a mock Supreme Court, assigning and preparing opinions, soliciting votes of colleagues; preparation of two opinions.

Addresses slowly developing sense of crisis in public law worldwide, arising from attempt to use a model of law as an autonomous force in society that arose in the development of Western legal traditions as a way of resolving private disputes and only later applied to resolution of disputes between private citizens and the state; how this model is called upon to resolve disputes of great political salience involving various state or supra-national actors increasingly in the modern world; can public law provide what is expected of it, and is public law an experiment that has run its course?

Examination of issues arising out of contemporary problems of immigration law and policy; topics vary, may include critical analysis of initiatives for national, state, and local immigration reform; traditional class-based component, experiential component, advanced legal research component, and rigorous writing requirement. Requirements: 091:280 (LAW:8577) or legal clinic experience.

091:689 (LAW:9537) Appellate Adjudication Seminar 3-4 s.h.
Introduction to skill and art of writing appellate judicial opinions; brief, preliminary study of appellate jurisdiction and procedure; group responsibility for deciding a number of cases pending before regional appellate courts (e.g., the Iowa Supreme Court, the United States Court of Appeals for the Eighth Circuit); students study briefs and conduct additional research as appropriate, conferencing cases sitting as a mock appellate court, assign and prepare opinions, solicit votes, and write one or two opinions.

Law Study Abroad

660:460 (LWAB:9220) Law Study Abroad at Bucerius
Exchange student study at Bucerius Law School, Hamburg, Germany. Fall semester.

660:463 (LWAB:9223) Law Study Abroad at Catolica University
Exchange student study at the University of Católica in Lisbon, Portugal.

660:464 (LWAB:9226) Law Study Abroad at Radboud University Nijmegen
Exchange student study at Radbound University in Nijmegen, Netherlands.
Carver College of Medicine

Dean
• Debra A. Schwinn

Executive associate dean
• Donna Hammond

Senior associate dean, scientific affairs
Associate dean, clinical and translational science
• Patricia L. Winokur

Associate dean, student affairs and curriculum
• Christopher Cooper

Associate dean, faculty affairs and development
• Lois J. Geist

Associate dean, cultural affairs and diversity
• Sherree A. Wilson

Associate dean, information technology
• Boyd Knosp

Associate dean, graduate medical education
• Mark C. Wilson

Associate dean, clinical affairs, and executive director, University of Iowa Physicians
• Craig Syrop

Assistant deans
• Denise Adams, David Asprey, Steven Craig, Daniel Fick, James D. Henderson, Nancy Rosenthal, Roger Tracy

Undergraduate majors: medical laboratory science (B.S.); nuclear medical technology (B.S.); radiation sciences (B.S.)

Professional degree: M.D.

Graduate degrees: M.A.; M.M.E.; M.P.A.S.; M.P.T.; M.S.; D.P.T.; Ph.D.

Web site: http://www.medicine.uiowa.edu

The Roy J. and Lucille A. Carver College of Medicine is an integral part of The University of Iowa. It contributes to the education of several thousand University students, is home to ground-breaking research in a wide array of disciplines, and provides a statewide health care resource.

The Carver College of Medicine is the only college in Iowa that offers a curriculum leading to the Doctor of Medicine. It also offers a Bachelor of Science in medical laboratory science, nuclear medicine technology, and radiation sciences (see "Undergraduate Programs" later in this Catalog section) as well as Master of Science and Doctor of Philosophy degrees in several disciplines, the Master in Medical Education, the Master of Physician Assistant Studies, and the Doctor of Physical Therapy (see "Graduate Programs" later in this section).

Doctor of Medicine and other health sciences students have a number of opportunities to gain experience in private medical offices, community hospitals, and a major academic medical center. M.D. graduates may pursue further training in the specialties of family medicine, internal medicine, surgery, and pediatrics at one of 13 University of Iowa-affiliated residency programs in six Iowa cities.

The college also participates in the education of students in the Colleges of Dentistry, Nursing, Pharmacy, and Public Health and in the life-sciences and health-related programs of the College of Liberal Arts and Sciences, the College of Engineering, and the Graduate College.

Health professionals from throughout the Midwest take part in the college’s year-round continuing medical education programming, updating their knowledge and skills through refresher courses, clinics, and conferences. The college also offers a variety of services that support Iowa physicians and community hospitals.

In addition to providing education and resources for physicians and other health care organizations, the college addresses broad public issues of distribution and organization of health care services. Its faculty members advise and serve on national, state, and regional health planning councils, health boards, and various health agencies.

Accredited by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges, the Carver College of Medicine meets the requirements of all state licensing boards. Its M.D. diploma admits the holder to all privileges granted to graduates of all medical colleges before such boards. All other professional programs administered by the college are accredited by their respective accrediting bodies.

Professional Program of Study (M.D.)

The Doctor of Medicine is a four-year program that prepares students to practice primary care medicine and to pursue further education and training in specialized areas of medicine. For a description of the M.D. curriculum and information about admission to the program, financial support, and academic rules and procedures, see Doctor of Medicine (p. 1019) in the Catalog.

Undergraduate Programs of Study

The Carver College of Medicine offers a Bachelor of Science with majors in medical laboratory science, nuclear medicine technology, and radiation sciences. The clinical laboratory sciences major is offered through a partnership with the University of Nebraska Medical Center. See Medical Laboratory Science (p. 1037), Nuclear Medicine Technology (p. 1052), and Radiation Sciences (p. 1090) in the Catalog.

Undergraduate study in the Carver College of Medicine is guided by the following academic rules and procedures.
Health Insurance, Immunizations
All health professions students are required to provide proof of health insurance coverage annually. Contact the University Benefits Office or visit its web site.
All health sciences students must show proof of health examinations and screenings annually. For more information, contact Student Health & Wellness and see Requirements and Forms on its web site.

Application for Degree
Students who want to be considered for graduation must file an Application for Degree with the Office of the Registrar before the deadline for the session in which the degree is to be conferred. Students who want to have a minor listed on their transcript must indicate this on the degree application form so that completion of the requirements for the minor can be verified.

Academic Recognition
The University of Iowa and the Carver College of Medicine recognize academic achievement every fall and spring semester.

GRADUATION WITH DISTINCTION
Graduating students may be recognized for their scholastic achievement upon recommendation by their academic program and with the dean's approval. Graduation with distinction, high distinction, or highest distinction is determined by cumulative and University of Iowa grade-point average. Highest distinction requires a g.p.a. of 3.85 or higher; high distinction requires a g.p.a. of 3.75 to 3.84; and distinction requires a g.p.a. of 3.65 to 3.74. Radiologic technology certificate course grades are not included in grade-point-average.
To graduate with distinction, students must have completed a minimum of 60 s.h. in residence at The University of Iowa and must have completed 45 of the final 60 s.h. before their final semester of registration.
Students graduating with distinction are recognized at graduation and a notation is added to their transcript and diploma.

DEAN’S LIST
Undergraduate students who achieve a g.p.a. of 3.50 or higher on 12 s.h. or more of University of Iowa graded course work during a given semester or summer session and who have no semester hours of I (incomplete) or O (no grade reported) during the same semester are recognized by inclusion on the Dean’s List for that semester. Students may qualify for the Dean’s List with fewer than 12 s.h. of graded credit if deemed appropriate by the college.

PRESIDENT’S LIST
University of Iowa undergraduate students who achieve a g.p.a. of 4.00 on 12 s.h. or more of University of Iowa graded course work and who have no semester hours of I (incomplete) or O (no grade reported) for two consecutive semesters (excluding summer sessions) are recognized by inclusion on the President’s List.

Financial Support
Students are eligible to apply for undergraduate financial aid. Scholarships, grants, loans, and part-time job placement are administered by the University’s Office of Student Financial Aid. Part-time work in related areas is sometimes available.

Registration, Credit, Grading

REGISTRATION
Information about tuition and fees, registration, and deadlines is available from the Office of the Registrar. Students who add or drop a course after registration or who register late are assessed a fee. Each course dropped after the deadline results in a W (withdrawal) on the transcript (see Changes in Registration below). Students are not allowed to register for full-semester courses after the second week of the semester or the first week of the summer session. Students must register for off-cycle courses before the first day of the course. The maximum permitted registration is 20 s.h. in a regular semester and 10 s.h. in the summer session. Students must obtain permission from the head of the division to register for more than the maximum semester hours allowed.

CHANGES IN REGISTRATION
Courses may be added with the signatures of the advisor and the course instructor at any time during the first one-fifth of the course. They may be dropped at any time during the first two-thirds of the course. Approval is required from the dean of the Carver College of Medicine for all other changes in registration and is granted only in extraordinary circumstances. Students are assigned a mark of W (withdrawn) for any course dropped after the first one-fifth of the course. Students whose drop of one or more courses results in a registration of 0 s.h. for the semester must follow the procedure for withdrawal from the University instead of the add/drop procedure.

Students who have registered for courses offered for variable or arranged credit may change the number of semester hours with the signatures of the instructor, the advisor, and the head of the division at any time before the end of the first two-thirds of the course.

Other changes in registration (such as to audit for zero credit) may be made only during the first one-fifth of the course.

It is the student’s responsibility to see that the change of registration form is approved by the necessary individuals and is delivered to the Registration Center. Changes in registration become effective on the date the completed form is submitted to the Registrar’s Service Center.

WITHDRAWAL OF REGISTRATION
Students may withdraw registration without academic penalty at any time before the end of the first four-fifths of the course, but no credit is given for the course. Later withdrawal results in automatic assignment of an F. Students who withdraw are not reinstated after the deadline for that session.

AUDITING COURSES
Students may register to audit a course with approval of the appropriate program director and course instructor. In addition to obtaining these signatures, students must register for zero credit in the course to be audited. The mark of AUS (audit successful) is assigned if the student’s attendance and performance are satisfactory; if they are unsatisfactory, the mark of AUU (audit unsuccessful) is assigned. Courses completed with a mark of AUS do not meet any college requirement and carry no credit toward
graduation. Auditing may not be used as a second-grade-only option.

**COURSES OfferED BY OTHER UNIVERSITY OF IOWA COlLEGES**

Students who enroll in courses offered by other University of Iowa colleges are governed by those colleges’ rules in matters regarding the courses. See Policy Governing Students Enrolled in Courses Outside Their Own College or Degree Program.

**IN-RESIDENCE REQUIREMENT**

The in-residence requirement may be met by earning the final consecutive 30 s.h. in residence at The University of Iowa, or 45 of the last 60 s.h. in residence, or an overall total of 90 s.h. in residence.

Nonresident instruction includes course work and correspondence study at other colleges, universities, and institutions. Undergraduate course work in other University of Iowa colleges counts toward in-residence requirements.

**DUPLICATION AND REGRESSION**

Duplication occurs when students take the same course more than once or when they take a course that duplicates the content of a course they already have completed satisfactorily. Regression occurs when students take a course that is less advanced or at a lower level than one in the same subject that they already have completed satisfactorily. Duplication and regression are assessed by the registrar at the time of graduation analysis. Semester hours earned by duplication or regression do not count toward graduation.

**MINIMUM GRADE REQUIREMENT**

Students must earn a g.p.a. of at least 2.00 each semester in all college work attempted, all work undertaken at The University of Iowa, and all graded work attempted after admission to the Carver College of Medicine. Students enrolled in a program that uses the pass/fail/honors grading system must pass all courses required to complete the program.

Students must earn a C or higher in professional specialty (modality) courses.

**GRADING PROCEDURES**

Grading procedures vary from program to program. Students should consult individual program policy statements for information.

**PASS/NONPASS**

Students may take a maximum of 15 s.h. of course work pass/nonpass (P/N). Students must be in good academic standing (not on academic probation) to be eligible for the pass/nonpass option. They may take a maximum of two P/N courses in one semester. Courses taken P/N may not be used to satisfy General Education requirements or requirements for a major or a minor. Students may use P/N for elective courses that are not part of their major.

P/N registration must be completed during the first 10 days of a fall or spring semester, the first one and a half weeks of a summer session, or the first one-fifth of an off-cycle course. Students must have the approval of the advisor and the instructor and must submit a P/N form with the advisor’s and instructor’s signatures to the Registration Center by the appropriate deadline.

Earned grades of C-minus and higher are recorded as P; earned grades of D-plus and lower are recorded as N. Credit from P/N courses is not included in grade-point-average calculations, but courses graded P count toward graduation.

**SECOND-GRADE-ONLY OPTION**

Repeating courses for the second-grade-only option is allowed in extraordinary circumstances. To repeat a course for the second-grade-only option, students must obtain the signatures of the course instructor, the program director, and the dean on a form available from the dean’s office; the signed form must be returned to the Registrar’s Service Center before the end of the first one-fifth of the course. Both grades remain on the permanent record, but only the second one is used to calculate grade-point average and credit earned. Students using the second-grade-only option for courses that are not part of their major must follow the procedure for the college that offers the course.

**INCOMPLETE**

A grade of I (incomplete) may be reported if the reasons for inability to finish the course satisfactorily are acceptable to the program director and the course instructor. There also must be evidence that the course work will be finished within a reasonable length of time, usually by the end of the next academic session. Incompletes not removed by the deadline for submission of final grades for the next session result in the assignment of a grade of F. Changing the grade when an incomplete has been converted to an F requires the signature of the dean on a change-of-grade form.

**REPORTS TO STUDENTS**

Instructors notify any student whose work falls below the minimum acceptable level once the problem is recognized. Grades are reported on the student’s transcript, following University protocol. No formal midterm reports are given.

**Degrees and Minors**

**TWO BACHELOR’S DEGREES**

Students who want to earn two bachelor’s degrees, each from a different college, must graduate from one major, must apply to the college of the second major, and must complete the degree requirements for the second major, including the residency requirement.

**SECOND BACHELOR’S DEGREE**

Students who already hold a bachelor’s degree and wish to earn an additional bachelor’s degree must complete at least 30 s.h. consecutively in the Carver College of Medicine and must meet college and program degree requirements. Individuals interested in earning a second bachelor’s degree must apply for admission to the degree program at the University’s Office of Admissions.

**MINORS**

Students graduating from the Carver College of Medicine may earn a minor or minors in any degree-granting department or program in the college outside of their major department or in another college of the University by meeting that department’s requirements for the minor.
Academic Progress, Probation, Dismissal

Students are expected to maintain satisfactory academic and professional standards and to demonstrate reasonable progress toward the Bachelor of Science and certificate of completion. Students who fail to maintain satisfactory academic progress or professional standards of behavior as determined by their program may be placed on probation or dismissed from the program. Probation serves as a warning that the student will not graduate unless his or her academic performance and/or professional behavior improves.

Students on probation are restored to good standing by the program director upon evidence that the problem has been corrected. Such action is usually taken at the end of a semester or session. Entering students may be admitted on probation if they fail to meet the minimum stated standards for admission.

Continued unsatisfactory scholarship or unprofessional behavior may result in dismissal from a program. Students dismissed from a program must reapply for admission through the regular, established program admissions process, following review by a faculty committee, at least four months before the requested date of readmission.

Students placed on probation or dismissed from a program are notified in writing by the dean; copies are placed in their files. An academic probation notation is placed on the transcript.

In order to be restored to good standing, students placed on academic probation during a semester or summer session must have a University of Iowa g.p.a. and a cumulative g.p.a. of at least 2.00 by the end of the next semester (for full-time students) or by the time they have earned the next 8 s.h. (for part-time students). Students on academic probation who fail to meet the grade-point average requirement in the designated time frame for restoration to good standing are subject to dismissal at the end of the semester.

Students are expected to attend classes regularly. Students who miss classes or examinations because of illness are expected to present evidence that they have been ill. Any other absences must be approved in advance by the course instructor.

Any offense against good order committed by a student in a classroom, clinical setting, or laboratory may be dealt with by the instructor or referred to the program director. The instructor reports in writing any disciplinary action taken against a student to the program director. Repeated or exceptional instances are reported to the dean.

Academic Misconduct

PLAGIARISM AND CHEATING

All cases of plagiarism and cheating in the Carver College of Medicine are reported to the dean with a statement of relevant facts. The program director and the instructor may submit recommendations for appropriate disciplinary action.

The individual instructor may reduce the student's grade, including assignment of the grade of F in the course. A report of this action is sent to the student, the program director, and the dean.

The dean, or a faculty committee appointed by the dean, may impose the following or other penalties, as the offense warrants: disciplinary probation, requirement of additional hours for the degree, suspension from the program for a period of time, or recommendation of expulsion from the program.

APPEALS PROCEDURE

Students who want to appeal a decision should appeal in writing to the dean within two weeks after the date of receipt of the decision in writing.

Graduate Programs of Study

The Carver College of Medicine offers graduate programs leading to the M.S. in pathology (p. 1063); the M.S. and Ph.D. in biochemistry (p. 1009), free radical and radiation biology (p. 1029), microbiology (p. 1040), molecular physiology and biophysics (p. 1046), and pharmacology (p. 1070); the Ph.D. in anatomy and cell biology (p. 1002) and physical rehabilitation science (p. 1073); the Master in Medical Education (p. 1035) (M.M.E.); the Master of Physician Assistant Studies (p. 1081) (M.P.A.S.); and the Doctor of Physical Therapy (p. 1073) (D.P.T.).

It also offers a joint M.D./Ph.D. degree through the Medical Scientist Training (p. 1038) Program; see “Joint M.D./Graduate Degrees” in the Doctor of Medicine (p. 1019) section of the Catalog.

Many of the college’s faculty members participate in the Graduate College’s interdisciplinary programs in genetics, immunology, molecular and cellular biology, and neuroscience, and in its Biosciences Program.

The Biosciences Program gives graduate students the opportunity to become acquainted with basic molecular research in the Departments of Anatomy and Cell Biology, Biochemistry, Biology, Biomedical Engineering, Chemistry, Communication Sciences and Disorders, Microbiology, Molecular Physiology and Biophysics, Pharmacology, and the Programs in Free Radical and Radiation Biology, Genetics, Human Toxicology, Immunology, Molecular and Cellular Biology, Neuroscience, and Physical Therapy and Rehabilitation Science. The Biosciences Program offers graduate students flexibility during their first year of study, after which they select the department or program in which they will earn their Ph.D. degree. See Biosciences (Graduate College) for details.

Interdisciplinary Programs and Centers

The college’s interdisciplinary programs and centers draw strength from college faculty members and the facilities available to them, without regard to departmental units or to the distinction between graduate and postgraduate training. For more information, contact the senior associate dean for scientific affairs.

The following centers are subdivisions of the Carver College of Medicine.

Alzheimer’s Disease Research Center

The Alzheimer’s Disease Research Center studies Alzheimer’s disease and related neurological conditions from the viewpoint of neuroanatomy, neuroimaging,
neuropsychology, and neurochemistry. The center's purposes are to improve the diagnosis and treatment of these conditions, to disseminate information on new research to the public, and to contribute to a better understanding of the neural basis of cognition.

**Carver Genetic Testing Laboratory**
The John and Marcia Carver Nonprofit Genetic Testing Laboratory provides genetic testing for rare eye diseases, especially diseases so rare that commercial tests are unavailable for them. The laboratory's test results provide information to patients and their families while keeping the tests affordable.

**Holden Comprehensive Cancer Center**
The Holden Comprehensive Cancer Center (HCCC) coordinates the efforts of University of Iowa faculty and staff in research, education, and clinical programs related to all aspects of cancer. The HCCC is recognized by the National Cancer Institute as an NCI-designated cancer center and has "comprehensive" status, a designation that recognizes the depth and breadth of interdisciplinary cancer research activity taking place at the University of Iowa.

**Iowa Mental Health Clinical Research Center**
The major emphasis of the Iowa Mental Health Clinical Research Center is the study of schizophrenia. The center provides the facilities for research linking the clinical picture of the illness with its underlying neurobiology. The center’s seven research units conduct the necessary integrative and interdisciplinary research to advance knowledge about the disease.

**UI Heart and Vascular Center**
The UI Heart and Vascular Center coordinates research and training programs related to cardiovascular diseases. It encompasses several programs: Program Project Grant on Integrative Neurobiology of Cardiovascular Function, Program Project Grant on Cerebral Blood Vessels, Program Project Grant on Oxidative Mechanisms in Vascular Disease, Program Project Grant on Genetic and Signaling Mechanisms in the Central Regulation of Blood Pressure, Program Project Grant on Airway Physiology and Pathophysiology in a Porcine CF Model, Program Project Grant on Gene Therapy for Cystic Fibrosis Lung Disease, a Leducq Foundation Consortium grant, and a Cystic Fibrosis Foundation research and development program. It also coordinates several training programs and a program of other interdisciplinary research supported by a number of individual project grants. The center occupies two floors of cardiovascular research laboratories and administrative offices in the Medical Research Center.

**Facilities**

**Education and Patient Care Facilities**
Carver College of Medicine classes are taught in the Medical Education and Research Facility, Bowen Science Building, Medical Education Building, Medical Laboratories, and in University of Iowa Hospitals and Clinics classrooms and conference rooms.

The Medical Education and Research Facility contains the college’s four learning communities. The communities group students who are at different stages in their medical education, encouraging peer-to-peer learning and emphasizing leadership and community service. Each learning community features small-group rooms, study and social spaces, computer workstations, a kitchen area, and staff offices. The Medical Education and Research Facility also houses the Performance-Based Assessment Program, which evaluates students’ clinical and communications skills by reviewing simulated physician-patient encounters recorded in mock patient examination suites.

The Hardin Library for the Health Sciences is centrally located on the health sciences campus.

Students acquire clinical-skills experience at the 711-bed University of Iowa Hospitals and Clinics, the Iowa City Veterans Affairs Medical Center, and in affiliated hospitals and ambulatory care centers throughout Iowa.

University of Iowa Hospitals and Clinics serves as a tertiary care center for Iowa and portions of adjoining states. Many patients are referred to UI Hospitals and Clinics for care and treatment not available in their home communities.

**Research Facilities**
The Eckstein Medical Research Building provides space, mechanical systems, and support services that offer flexibility and adaptability for current and future research. The facility enables interdisciplinary groups of faculty scientists, each of whom is researching a human biology problem at the advancing edge of science, to conduct research in close proximity to other select researchers. It also is home to the Biomedical Research Store, which provides University of Iowa investigators with common molecular and cell biology enzymes, reagents, and kits.

The Medical Education and Research Facility houses research laboratories in addition to space for medical education. Connected to it is the Carver Biomedical Research Building. With a state-of-the-art nuclear magnetic resonance facility on its lower level and five floors of laboratories above, the Carver Biomedical Research Building greatly expands the college’s research capabilities.

Other buildings that house research labs include Medical Laboratories, Bowen Science Building, Medical Education Building, Medical Research Facility, Medical Research Center, and buildings at the University of Iowa Research Park.

The Office of Consultation and Research in Medical Education is staffed by education specialists from a range of disciplines who serve the faculty, staff, and administrators of all Carver College of Medicine programs. The office provides educational consultation, initiates and cooperates in educational research endeavors, and conducts faculty development activities.

Core Research Facilities are centralized laboratories dedicated to developing and providing resources that facilitate biomedical research. They are available on a fee-for-service basis to University of Iowa investigators as well as to entities outside the University.

Currently under construction is the Pappajohn Biomedical Discovery Building. The 225,000-square-foot, six-story facility, located adjacent to the Medical Education and Research Facility and the Carver Biomedical Research Building, is scheduled for completion in 2014. It will contain laboratories and office space and will house the Fraternal Order of Eagles Diabetes Research Center.
and the Pappajohn Biomedical Institute, which will bring together scientists from across campus to collaborate on high-risk, high-yield life sciences research.

Nondepartmental Courses

Most Carver College of Medicine courses are offered by the college's departments and programs. They are listed and described in the corresponding General Catalog sections; see the links under "Index: Academic Programs" toward the top of this page. The college also offers the following nondepartmental courses.

050:001 (MED:8001) Medical Elective  
Components of complete physical exam and educational techniques for teaching such skills: teaching of physical exam components to first-year students. Requirements: fourth-year M.D. enrollment.

050:003 (MED:8003) Clinical Clerkships  
050:005 (MED:8005) Medical Student Research Fellowships  
050:006 (MED:8006) Doris Duke Clinical Research Fellowship  
Clinical research projects under University of Iowa faculty mentorship. Requirements: leave of absence from Carver College of Medicine.

050:120 (MED:8102) Medical Cell Biology  
050:147 (MED:3740) End-of-Life Care for Adults and Families  

050:162 (MED:8105) Foundations of Clinical Practice I  
050:163 (MED:8115) Foundations of Clinical Practice II  
050:164 (MED:8205) Foundations of Clinical Practice III  
Experience practicing and expanding clinical skills and self-directed learning skills in clinical medicine; understanding medical practice in a social context. Prerequisites: 050:162 (MED:8105) and 050:163 (MED:8115). Requirements: second-year M.D. enrollment.

050:165 (MED:8215) Foundations of Clinical Practice IV ICD  
Basic diagnostic considerations in each of medicine's clinical disciplines, as required of primary care providers. Prerequisites: 050:162 (MED:8105), 050:163 (MED:8115), and 050:164 (MED:8205). Requirements: second-year M.D. enrollment.

050:168 (MED:8040) Teaching of Physical Exam Skills  
050:170 (MED:8300) Clinical Beginnings  
Orientation to third-year clerkships; technical skills, simulated patient activities, competence with the physical exam.

050:174 (MED:7205) Foundations of Clinical Practice for Physician Assistants  
Practice and expansion of clinical skills; development of broad understanding of the practice of medicine in social context; strengthening of self-directed learning skills in clinical medicine. Prerequisites: 117:101 (PA:8209). Requirements: Physician Assistant Studies and Services enrollment.

050:175 (MED:7215) Foundations of Clinical Practice IV for Physician Assistants  
Basic diagnostic considerations in each of medicine's clinical disciplines, as required of primary care providers.

050:176 (MED:8076) Bioethics and Humanities Seminar  
Broad range of topics in bioethics and medical humanities, including philosophical principles, clinical ethics, research ethics, medical professionalism, narrative ethics, and historical and cultural aspects of medicine. Requirements: Carver College of Medicine student in humanities distinction track.

050:178 (MED:8041) Facilitation of Patient-Centered Learning  
Experience in facilitating patient-centered learning groups; case discussion, critique of student presentations and assignments, clinical insight, evaluation of student performances.

050:180 (MED:8301) Community-Based Primary Care  
Introduction; clinical activities, work with community agencies and resources, didactic and conferences. Requirements: M.D. enrollment.

050:183 (MED:8213) Healthcare Ethics, Law, and Policy  
Ethical and legal aspects of health care delivery.

050:185 (MED:8070) The Examined Life: Writing and Medicine  
Literature, essays, poetry; discussion of participants' writing; students prepare portfolios of their own writing.

050:188 (MED:8071) Career Life Planning  
Students' individual interests, values, and decision-making processes important in selecting a specialty, engaging in the match process, and integrating oneself into the medical profession; personal career development, culture and climate in which physicians work and learn.

050:189 (MED:8072) Evidence-Based Medicine for Clinical Medicine  
1 s.h.
Evaluation of literature and development of critical thinking skills necessary for evidence-based medical practice.

**050:190 (MED:8010) Introduction to Medical Education at Iowa**

Introduction to first-year fall courses; advanced concepts in anatomy, biochemistry, cell biology, and clinical reasoning skills; for M.D. students.

**050:191 (MED:8073) Biomedical Innovation**

Introduction to all phases of medical device/technology development; development of knowledge of entire medical innovation process through didactic sessions, faculty, interactions, and interdisciplinary collaboration; interdisciplinary approach; research and development of a novel medical device, therapy, or model of care. Requirements: M.D. enrollment.

**050:195 (MED:8021) Community Health Outreach I**

Presentations and practical experience working with agencies that provide health care and wellness promotion to communities; substance abuse; child, adolescent, and adult health; aging; interpersonal violence; homelessness.

**050:196 (MED:8022) Community Health Outreach II**

Presentations, patient-based learning groups, readings, and practical experience working with agencies that provide health care and wellness promotion to communities; substance abuse; child, adolescent, and adult health; aging; interpersonal violence; homelessness.

**050:197 (MED:8023) Community Health Outreach III**

Presentations, patient-based learning groups, readings, and practical experience working with agencies that provide health care and wellness promotion to communities; substance abuse; child, adolescent, and adult health; aging; interpersonal violence; homelessness.

**050:203 (DIET:9203) Clinical Dietetics**

Nutritional aspects of health and disease, with emphasis on medical nutrition therapy; human nutrition in the clinical state as it relates to physiology and biochemistry.

**050:211 (MSTP:8511) MSTP Research**

Research experience. Requirements: Medical Scientist Training Program enrollment.

**050:212 (MSTP:8512) MSTP Clinical Connections**

Experience with physician-scientist preceptor in medical interviewing, physical examination, patient presentation through direct patient interaction. Requirements: Medical Scientist Training Program graduate phase enrollment.

**050:213 (MSTP:8513) Analyzing and Presenting Medical Research**

How to read, interpret, and present medical and scientific literature; students read and present representative papers from scientific and medical literature.

**050:240 (MED:8112) Human Organ Systems**

Microscopic structure and function of major and specialized human organ systems; approach integrating normal microscopic anatomy and human physiology. Requirements: M.D. enrollment.

**050:280 (MED:8401) Medicine, Literature, and Writing**

Insights, freedom, joy, responsibilities, and challenges of a life in medicine; reading, discussion, individual creative writing.

**050:281 (MED:8081) Global Health Issues I**

Core issues in the current field of global health, including history of global health, health and development, social determinants of health, measuring health and disease, disparities in the American health care system, poverty and health, gender issues and reproductive health, child health, immigrant and migrant health issues, and introduction of major players in global health. Requirements: M.D. enrollment.

**050:282 (MED:8480) Global Cross-Cultural Clerkship**

Cross-cultural medical program at an international site; focus on health care problems of a specific community; individual educational objectives set in advance.

**050:283 (MED:5300) Health Informatics I**


**050:284 (MED:8083) Global Cross-Cultural Elective**

Cross-cultural medical program with focus on health care problems of a domestic or international community; individually arranged.

**050:285 (MED:8082) Global Health Issues II**

Core issues in the current field of global health, including health care as a human right, why the Third World is the Third World, communicable disease issues, outbreaks and pandemics, noncommunicable issues, malnutrition and obesity, cultural context of health care, violence as a health issue, and emergency response and transition to development. Prerequisites: 050:281 (MED:8081). Requirements: M.D. enrollment.

**050:286 (MED:8028) Introduction to U.S. Health Care System**

Structure, function, and finance of U.S. health care system; access, cost, quality, finance mechanisms, reform process.

**050:287 (MED:8084) Global Health Seminar**

Presentations by faculty members, University special guests, and alumni on their current work in global medicine/global health; implementation of global health concepts. Requirements: M.D. enrollment.

**050:300 (MED:8403) Teaching Skills for Medical Students**

Practical teaching techniques; opportunity for students to develop teaching skills before they become medical residents.
050:301 (MED:8404) Advanced Teaching Skills for Medical Students  2 s.h.
Opportunity to expand knowledge and experience in medical education; investigation of medical education in students’ specialty of interest through literature research and interaction with faculty; primary focus is to design and successfully complete a faculty approved project. Prerequisites: 050:300 (MED:8403). Requirements: fourth-year M.D. enrollment.

050:310 (MED:8410) Patient Safety for Health Professional Students  2 s.h.
Interprofessional experience using multiple pedagogic methods, including team-based simulation to teach about patient safety and teamwork; collaboratively taught by representatives from anesthesia, pediatrics, internal medicine, Office of Consultation and Research in Medical Education, College of Nursing, College of Public Health, and office of UIHC chief quality officer. Same as 096:128 (NURS:3728).

050:351 (MED:8121) Clinical and Professional Skills I  3 s.h.
Interpersonal skills, lifelong learning, interviewing skills, physical examination skills, ethical issues in patient care, and basic approach to patients in terms of prevention, treatment, and follow-up care. First in a sequence offered during preclinical semesters of medical school and continuing as an integrated strand throughout curriculum. Requirements: M.D. enrollment.

050:352 (MED:8122) Medicine and Society I  3 s.h.
Knowledge and skills related to health promotion; disease prevention from a medicine and society perspective including impact of behavior, environment, culture, and socioeconomics; identification of major public health problems associated with mechanisms of health and disease. First in a sequence offered during preclinical semesters of medical school and continuing as an integrated strand throughout curriculum. Requirements: M.D. enrollment.

050:353 (MED:8131) Clinical and Professional Skills II  4 s.h.
Interpersonal skills, lifelong learning, interviewing skills, physical examination skills, ethical issues in patient care, and basic approach to patients in terms of prevention, treatment, and follow-up care. Second in a sequence during preclinical semesters of medical school and continuing as an integrated strand throughout curriculum. Requirements: M.D. enrollment.

050:354 (MED:8132) Medicine and Society II  4 s.h.
Knowledge and skills related to health promotion and disease prevention from a medicine and society perspective, including impact of behavior, environment, culture, and socioeconomics; identification of major public health problems associated with mechanisms of health and disease. Second in a sequence during preclinical semesters of medical school and continuing as an integrated strand throughout curriculum. Requirements: M.D. enrollment.

050:701 (MED:9701) Instructional Design and Technology  3 s.h.
Skills and techniques necessary for analysis, design, development, implementation, and evaluation of effective instruction.

050:702 (MED:9702) Clinical Teaching in Medical Education  3 s.h.
Principles and methods for teaching individuals and small groups in outpatient and inpatient settings. Prerequisites: 050:701 (MED:9701) or 07P:205 (PSQF:6205). Recommendations: educational psychology course.

050:703 (MED:9703) Educational Research and Evaluation  3 s.h.
Research design and program evaluation; approaches relevant to medical education.

050:711 (MED:9711) Teaching Methods in Medical Education  3 s.h.
Principles and methods for teaching in large and small classrooms. Recommendations: educational psychology course.

050:712 (MED:9712) Introduction to Educational Measurement in Medical Education  3 s.h.
Classical test theory; overview of medical education assessment methods; practical information for designing and critiquing assessments.

050:713 (MED:9713) Assessment in Medical Education  3 s.h.
Medical education assessment methods; research methods and literature that support current practices; research project. Prerequisites: 050:712 (MED:9712).

050:714 (MED:9714) Current Issues in Medical Education  3 s.h.
Selected issues, policies, and research.

050:720 (MED:9720) Portfolio Project  3 s.h.
Production of individual student portfolios used to integrate knowledge across courses; capstone activity.

050:721 (MED:9721) Study in Faculty Development  3 s.h.
Academic credit for approved project or other assigned activities for students in the Teaching Scholars program.


050:724 (MED:9724) Leadership in Medicine  3 s.h.
Introduction to basic leadership and management theories pertaining to a health care setting; focus on the history of leadership development, various components of leadership, and how these components can be used to be a successful leader/administrator. Requirements: Master in Medical Education degree program enrollment.

050:725 (MED:9725) Simulation in Medical Education  3 s.h.
Appropriate use of various types of simulation in medical education; how to design, deliver, and debrief a simulation activity; literature supporting use of simulation in medical education. Requirements: Master in Medical Education degree program enrollment.

050:999 (MED:8499) Individually Arranged Medicine Elective  arr.
Individually arranged elective through the Office of Student Affairs and Curriculum.

Hospital Certificate Programs of Study

The following courses are conducted by University of Iowa Hospitals and Clinics staff.

671:902 (OTP:4902) Orthoptics Program 0 s.h.
Clinical science of binocular vision, ocular motility, and related eye disorders; practical, theoretical training in the Department of Ophthalmology and Visual Sciences two-year program; written, oral and practical national board examinations required at completion. Requirements: bachelor's degree with specific class recommendations.

677:101 (EMTP:0101) Emergency Medical Technician--Paramedic I 0 s.h.
Preparation for role of entry-level paramedic: comprehension, application, and evaluation of the clinical role; demonstration of technical proficiency in all required skills; demonstration of personal behaviors consistent with professional and employer expectations. Requirements: certification as an emergency medical technician—basic.

677:102 (EMTP:0102) Emergency Medical Technician--Paramedic II 0 s.h.
Preparation for role of entry-level paramedic: comprehension, application, and evaluation of the clinical role; demonstration of technical proficiency in all required skills; demonstration of personal behaviors consistent with professional and employer expectations. Prerequisites: 677:101 (EMTP:0101).

677:103 (EMTP:0103) Emergency Medical Technician--Paramedic III 0 s.h.
Preparation for role of entry-level paramedic: comprehension, application, and evaluation of the clinical role; demonstration of technical proficiency in all required skills; demonstration of personal behaviors consistent with professional and employer expectations. Prerequisites: 677:102 (EMTP:0102).

Professional Degree

Doctor of Medicine (p. 1019)

Departments and Programs

Anatomy and Cell Biology (p. 1002)
Anesthesia (p. 1006)
Biochemistry (p. 1009)
Cardiothoracic Surgery (p. 1015)
Dermatology (p. 1017)
Dietetic Internship (p. 1018)
Emergency Medicine (p. 1024)
Family Medicine (p. 1026)
Free Radical and Radiation Biology (p. 1029)
Internal Medicine (p. 1031)
Medical Education Program (p. 1035)
Anatomy and Cell Biology

Chair
- John F. Engelhardt

Professors
- Adel K. Afifi, Brad A. Amendt, Martin D. Cassell, Masatake Kawai, Nicholas J. Pantazis

Associate professors
- Botond B. Banfi, Robert A. Cornell, Adam J. Dupuy, Charles A. Yeaman

Assistant professors
- Amit Choudhury, C. Andrew Frank, Fang Lin, Hank Qi, D. Thomas Rutkowski, Tina Tootle

Lecturers
- Kathleen Andersen, Darren S. Hoffmann, Marc Pizzimenti, Justin Sipla, Nathan Swailes

Professors emeriti
- Ronald Bergman, Ramesh C. Bhalla, Jackie Bickenbach, Paul M. Heidger Jr., Jean Y. Jew, Frank J. Longo, Alexander Sandra, Jeanne M. Snyder, Robert J. Tomanek

Graduate degree: Ph.D. in anatomy and cell biology
Web site: http://www.medicine.uiowa.edu/acb/

The Department of Anatomy and Cell Biology performs three major functions. It teaches human anatomy to students preparing for careers in the health care professions; provides advanced courses, teaching experience, and research training to graduate students preparing for careers in academic research and related scientific fields; and conducts original research on the biological basis of cellular functions and human disease processes.

Preclinical Study

The department contributes to the preclinical education of health care professionals by providing major courses in gross anatomy, cell biology, histology, and neuroscience. The department participates in the Carver College of Medicine’s Medical Scientist Training (p. 1038) Program and the Graduate College’s Biosciences (p. 910), Molecular and Cellular Biology (p. 942), Immunology (p. 927), Genetics (p. 922), and Neuroscience (p. 945) Programs.

Graduate Program of Study

- Doctor of Philosophy in anatomy and cell biology

Doctor of Philosophy

The Doctor of Philosophy program in anatomy and cell biology requires a minimum of 72 s.h. of graduate credit. Students in the Ph.D. program work toward the doctorate without an intermediate master’s degree program. They complete courses focused in one of three major areas—molecular medicine and gene therapy, developmental and stem cell biology, or cancer biology—in addition to related background and elective courses. Students also teach in lecture and laboratory courses under faculty supervision. The program may be completed in four or five years of intensive, full-time residence.

Students interested in pursuing graduate study in anatomy and cell biology spend their first year in the University of Iowa Biosciences Program, where they investigate different disciplines by performing research rotations in three of the program’s affiliated laboratories. They also take courses that introduce them to basic principles in the biosciences; participate in the biosciences seminar, where they learn how to evaluate scientific literature critically; and attend departmental seminars.

Students are assigned an advisor, who helps them select courses and research rotations during the Biosciences Program year. The curriculum is tailored to fit each student’s individual interests. For more detailed information about the program, see Biosciences (p. 910) (Graduate College) in the Catalog.

Students enter the Biosciences Program in fall semester. The following May, after completing three research rotations, each student is expected to select a research laboratory and program affiliation and to begin his or her thesis research project. Students who choose to pursue a Ph.D. in anatomy and cell biology may apply all credit earned in the Biosciences Program toward requirements for the degree.

By the end of their second year of graduate study, anatomy and cell biology students take the comprehensive examination, which assesses their ability to analyze, organize, and apply the information, concepts, and skills acquired during the first two years of study. They define a research problem with their major advisor and formulate a research prospectus.

Subsequent years are devoted primarily to research.

The final Ph.D. examination consists of a public oral defense of the dissertation. The dissertation is based on original research conducted with the guidance of the major advisor and at least four other faculty members on the thesis committee.

Admission

Individuals interested in pursuing a Ph.D. in anatomy and cell biology must apply to and be accepted by the University’s Biosciences Program, where they will spend their first year of graduate study. The program accepts applicants with a variety of backgrounds in the biological and physical sciences.

The Biosciences Program has specific admission requirements, including a bachelor’s degree and certain undergraduate course work; specific scores on the Graduate Record Examination (GRE) General Test; and for applicants whose first language is not English, specific scores on the Test of English as a Foreign Language (TOEFL). For detailed admission requirements and application information, see Biosciences (p. 910) (Graduate College) in the Catalog.

Admission to the Department of Anatomy and Cell Biology, after completion of the biosciences year, is based on evaluation of each applicant’s credentials by the department’s faculty. In addition to having met all admission requirements of the Biosciences Program, applicants to the Ph.D. program in anatomy and cell biology must have completed a bachelor’s degree with the following undergraduate course work: chemistry through organic chemistry, one semester of biochemistry or the equivalent, one semester of another advanced biology course, mathematics through calculus, one year of
physics, and one semester of statistics or the equivalent. Desirable qualifications include an undergraduate major in the biological sciences or chemistry; a master’s degree in the biological sciences, chemistry, or a related area; and scores from a GRE Advanced Test in the applicant’s major area.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Financial Support

All students in the Department of Anatomy and Cell Biology receive stipends and tuition support. Sources include training grants from the National Institutes of Health, University of Iowa and departmental fellowships and graduate research assistantships, and individual faculty research grants.

Facilities

The department occupies more than 35,000 square feet in the Bowen Science Building on the University of Iowa health sciences campus. The building houses modern teaching facilities and well-equipped research laboratories. The most modern instrumentation is available, including facilities and equipment for digital microscopic imaging, confocal microscopy, molecular biological techniques, tissue culture, and protein chemistry. Other specialized equipment (e.g., electron microscopes, mass spectrophotometers) is available in other facilities. Through collaborative programs with the Holden Comprehensive Cancer Center and Iowa Cardiovascular Center, faculty and students also have access to outstanding research facilities throughout the University’s health sciences campus.

Courses

**060:099 (ACB:1199) Human Anatomy and Basic Physiology for Radiation Science**

Integrative systemic study of the structure and function of the human body; body systems defined and described by their constituent organs; body’s most basic cellular level, tissue level, and study of organs which comprise various systems; online course with lectures, assignments, and virtual laboratory study. Requirements: high school biology course.

**060:101 (ACB:8120) Human Gross Anatomy for Dental Students**

Exploration of gross anatomy of human body including thorax, abdomen, upper limb; extensive focus on head, neck, and neuroanatomy; regional and systemic approaches; course sequence and assessment blended with general histology for dental students; cadaveric dissections closely follow lecture sequence; emphasis on correlations to dental practice. Offered spring semesters. Requirements: D.D.S. enrollment.

**060:103 (ACB:8101) Medical Gross Human Anatomy**

Complete dissection of the body with regional emphasis stressing relationships to the living system; clinically relevant areas of radiologic imaging, surface anatomy, embryology, and clinical correlations; anatomical knowledge through lectures, small group work, independent activities. Offered fall semesters. Requirements: M.D. enrollment.

**060:108 (ACB:5108) Human Anatomy**

Regional dissection, lectures, demonstrations; areas important to physical therapists, particularly the upper and lower extremities. Offered fall semesters. Requirements: Physical Therapy Program enrollment.

**060:109 (ACB:3109) Human Anatomy Lab for Health Professions**

Regional and systemic approaches to the study of human anatomy, using histological (microscopic) as well as gross (macroscopic) studies. Prerequisites: 002:002 (BIOL:1141). Requirements: 060:110 (ACB:3110) for pre-nursing students.

**060:110 (ACB:3110) Principles of Human Anatomy**

Gross and microscopic human anatomy; systemic approach to regional anatomy, with emphasis on clinical relevance; optional tutorial sessions. Offered fall and spring semesters. Prerequisites: 002:002 (BIOL:1141) or 002:031 (BIOL:1411). Requirements: pharmacy, pre-nursing, or associated medical sciences major.

**060:111 (ACB:8201) Gross Human Anatomy for Physician Assistant Students**

Focused regional dissection with clinical integration through lectures, demonstrations, and tutorials; neuroanatomy, radiology. Offered summer sessions. Requirements: Physician Assistant Studies and Services or M.D. enrollment.

**060:112 (ACB:8121) General Histology for Dental Students**

Microscopic study of cells, fundamental tissues, organ systems; emphasis on tooth-related structures. Offered spring semesters. Requirements: D.D.S. enrollment or anatomy and cell biology graduate standing.

**060:113 (ACB:3113) Human Anatomy Online**

Integrative systemic and regional study of the human body’s structure. Prerequisites: 002:002 (BIOL:1141).

**060:122 (ACB:3122) Independent Study in Anatomy and Cell Biology**

Projects arranged with department faculty members.

**060:156 (ACB:4156) Scanning Electron Microscopy and X-Ray Microanalysis**

Microscopy methods for research; all aspects of research, from sample preparation to imaging to data analysis; when to use a particular microscopy procedure; theory, operation, and application of scanning electron microscopy, scanning probe microscopy, laser scanning microscopy, X-ray microanalysis. Requirements: a physical science course. Same as 012:156 (GEOS:4156), 052:156 (CBE:4156).

**060:200 (ACB:6200) Special Topics in Genetics**

Current research in a selected field of genetics; different topic each year. Companion to a genetics seminar series. Same as 127:200 (GENE:6200).
060:203 (ACB:5203) Gross Human Anatomy for Graduate Students
Regional dissection, lectures, demonstrations, tutorials, discussions, seminars; clinically relevant areas of anatomical radiology, surface anatomy with clinical correlations. Requirements: anatomy and cell biology graduate standing.

060:205 (ACB:5205) General Histology for Graduate Students
Structure and function of cells, tissues, and organs studied at light and electron microscopic levels. Offered spring semesters. Corequisites: 050:240 (MED:8112). Requirements: anatomy and cell biology graduate standing.

060:206 (ACB:5206) Graduate Research in Anatomy and Cell Biology
Individual laboratory research training in anatomical sciences.

060:207 (ACB:5207) Human Organ Systems for Graduate Students
Integration of basic concepts of the physiology and microscopic anatomy of tissues and organ systems, utilizing didactic lectures, small group discussion, and laboratory exercises; emphasis on the relevance of altered morphology and physiology to pathologic processes, at both the light and electron microscopic level. Requirements: graduate standing in anatomy and cell biology.

060:210 (ACB:6210) Clarity and Style in Scientific Writing
Forms of scientific writing; writing with clarity and style about scientific problems, principles, and discoveries; writing strategies and how to write for specific audiences; exercises to improve clarity and style in writing; writing a professional scientific paper (review or research), and writing a science article for nonscientists. Requirements: biomedical sciences trainee.

060:216 (ACB:6220) Mechanisms of Cellular Organization
Current understanding of basic cell biological processes; key experiments that led to guiding insights; mechanisms that cells use for compartmentalization and how those mechanisms are regulated; biogenesis of major organelles (e.g., mitochondria, peroxisomes, nucleus, secretory/endocytic membrane system); functions of cytoskeleton in cell motility, organelle motility, and cell division. Prerequisites: 099:130 (BIOC:3130). Same as 142:220 (MCB:6220), 072:220 (MPB:6220).

060:218 (ACB:5218) Microscopy for Biomedical Research
Basic microscopy methods for research including optics, preparation, and analysis of biomedical specimens; light, fluorescence, confocal, transmitting electron, scanning electron, atomic force microscopes, elemental analysis; immunohistochemistry and stereology techniques; individualized laboratory instruction. Prerequisites: 002:114 (BIOL:2723). Same as 061:218 (MICR:5218), 002:218 (BIOL:5218).

060:220 (ACB:5220) Advanced Microscopy for Biomedical Research
Technically advanced microscopy and instrumentation for research; individualized laboratory experience with opportunity to explore applications of microscopy methods. Requirements: for 060:220 (ACB:5220) — an introductory microscopy course; for 002:220 (BIOL:5220) —060:218 (ACB:5218) or 061:218 (MICR:5218), or 012:156 (GEOS:4156) or 052:156 (CBE:4156) or 060:156 (ACB:4156); for 061:220 (MICR:5220) — an introductory EM course. Same as 002:220 (BIOL:5220), 060:218 (MICR:5218).

060:223 (ACB:6227) Cell Fate Decisions

060:224 (ACB:5224) Graduate Student Seminar
Current research, literature. Requirements: anatomy and cell biology graduate standing.

060:225 (ACB:6225) Growth Factor Receptor Signaling

060:226 (ACB:6226) Cell Cycle Control

060:227 (ACB:7227) Anatomic Study for Teaching
Experience completing a detailed dissection of a region of the human body; opportunity to create models depicting anatomical concepts. Requirements: enrollment in teaching certificate program.

060:232 (ACB:8401) Advanced Human Anatomy
Regional dissection of the body with emphasis on systems relevant to student’s specialty interests; discussion, reading, clinically relevant imaging, embryology. Offered spring semesters. Requirements: fourth-year M.D. enrollment or graduate standing.

060:234 (ACB:8114) Medical Neuroscience
Basic principles of neurophysiology, neuroanatomy; emphasis on human central nervous system; laboratory emphasis on anatomical study of spinal cord, brain. Offered spring semesters. Requirements: M.D. or Physical Therapy and Rehabilitation Science Program enrollment or graduate standing.

060:237 (ACB:6237) Critical Thinking in Biochemistry and Molecular Biology
1 s.h.
How nucleic acids, proteins, lipids, and carbohydrates interact to influence the function of cells and tissues; how molecules drive signaling pathways and cellular processes essential for biological functions; based on research publications.

060:238 (ACB:6238) Critical Thinking in Genetics 1 s.h.
Current topics in molecular and classical genetics; emphasis on genetic underpinnings of disease; based on primary research publications.

060:239 (ACB:6239) Critical Thinking in Cell Biology 1 s.h.
Understanding subcellular organization and intercellular communication; emphasis on critical thinking and primary research publications.

060:247 (ACB:6247) Critical Thinking in Molecular Biology 1 s.h.
How molecules drive signaling pathways and cellular processes essential for biological functions; based on research publications.

060:248 (ACB:6248) Critical Thinking in Development 1 s.h.
Current topics in molecular basis of vertebrate development; based on primary research publications.

060:249 (ACB:6249) Critical Thinking in Cellular Physiology 1 s.h.
Control of physiological systems at the cellular level; emphasis on regulation by molecular signaling pathways; literature-based.

060:250 (ACB:8250) Integrated Gross Human Anatomy, General and Oral Histology for Dental Students (GRISTO) 10 s.h.
Integrated study of morphology of human body at microscopic and macroscopic levels; covers breadth and depth of traditional professional-level anatomy and histology courses; focus on structures of head and neck, oral cavity, and in-depth study of nervous system; combination of traditional lectures, cadaver laboratory dissection, virtual histology laboratories, and supported self-regulated learning strategies. Requirements: D.D.S. program enrollment.

060:265 (ACB:6265) Neuroscience Seminar 0-1 s.h.

060:270 (ACB:6000) Human Anatomy for Advanced Practice 3 s.h.
Interrelationships between anatomic structure and physiological function in health and disease; clinical assessment of functional integrity of organ systems; implications of pathophysiology for anesthesia. Requirements: admission to anesthesia nursing program. Same as 006:270 (NURS:6000).

060:403 (ACB:8402) Teaching Elective in Regional Anatomy 2,4 s.h.
Expand knowledge and experience in medical education; investigate educational pedagogy in a laboratory setting coupled with self-directed learning of anatomical content relevant to professional development; prepare, design, and implement four teaching interactions with M1/D1/PA1 students; design a classroom exercise (e.g., interactive lecture, learning activity, computer-based study module) that helps bridge the basic science content with clinical procedure. Requirements: M.D. standing and enrollment in teaching track distinction.
Anesthesia

Chair
• Michael M. Todd

Professors
• Timothy J. Brennan (Samir Gergis Professor of Anesthesia), Javier H. Campos, Won W. Choi, Franklin Dexter, Robert B. Forbes, Donna L. Hammond, Bradley J. Hindman, John R. Moyers, Robert Raw, Debra A. Schwinn, Michael M. Todd

Associate professors

Assistant professors
• Ron Abrons, Emine Bayman, Anke Bellinger, Esther Benedetti, Yasser M.S. El-Hattab, Christopher Faust, Peter Foldes, Brent Hadder, Satoshi Hanada, Denisa Haret, Jeanette A. Harrington, Merete Ibsen, Sundar Krishnan, Ronald Lind, Magboul M.A. Magboul, Nicholas Mohr, Martin Mueller, Srinivasan Rajagopal, Sundara Reddy, Melinda Seering, Rapipen Siriwetchadarak, Christina Spofford, David E. Swanson, Kokila Thenuwara, Sarah Titler, Danai Udomtecha, Ann Willemsen-Dunlap

Associates
• Foad Elahi, Unyime Ituk, Sinyoung Kang, Sudhakar Subramani

Adjunct assistant professor
• Lee Kral

Professors emeriti
• Mohamed Ghoneim, Peter J.R. Jebson, Franklin L. Scamman, Martin Sokoll

Web site: http://www.anesth.uiowa.edu/

M.D. Student Training

The Department of Anesthesia introduces second-year medical students to anesthesia as a specialty; helps third-year students develop concepts and technical skills related to resuscitation, airway management, and care of the unconscious patient; and offers fourth-year students intensive study in the specialty. It offers the following courses for medical students. For course descriptions and prerequisite information, see "Courses" below.

116:006 (ANES:8301) Clinical Anesthesia 2 s.h.
116:010 (ANES:8401) Clinical Anesthesia Senior arr.
116:998 (ANES:8498) Anesthesia on Campus arr.

Postgraduate and Residency Program

The department’s postgraduate and residency program involves diverse clinical experiences, seminars and teaching conferences, and ongoing research activities that help postgraduate students and residents develop the knowledge and skills required of an anesthesia specialist.

Anesthesia Nursing Program

The department coordinates the Anesthesia Nursing Program, a collaboration between the Carver College of Medicine and the College of Nursing. The program, which is open to nurses who hold a bachelor’s degree, prepares nurse anesthetists to serve rural hospitals in Iowa and nationwide. The curriculum provides intensive training in didactic and clinical anesthesia and includes diverse clinical experience as well as classroom instruction, seminars, and clinical case conferences. It includes the following courses. For course descriptions and prerequisite information, see "Courses" below.

116:271 (ANES:6005) Chemical and Physical Principles of Anesthesia Practice 3 s.h.
116:273 (ANES:6006) Pharmacology of Anesthesia Practice II 3 s.h.
116:274 (ANES:6007) Basic Principles of Anesthesia Practice II 5 s.h.
116:275 (ANES:6010) Advanced Principles of Anesthesia Practice I 4 s.h.
116:277 (ANES:6012) Advanced Principles of Anesthesia Practice II 1 s.h.
116:279 (ANES:6016) Equipment and Technological Principles of Anesthesia Practice 3 s.h.
116:290 (ANES:6050) Introductory Clinical Anesthesia 1 s.h.
116:291 (ANES:6051) Clinical Anesthesia I 1 s.h.
116:292 (ANES:6052) Clinical Anesthesia II 1 s.h.
116:293 (ANES:6053) Advanced Clinical Anesthesia 1 s.h.
116:294 (ANES:6054) Obstetrical Anesthesia 1 s.h.
116:295 (ANES:6055) Rural Anesthesia 1 s.h.

Courses

For M.D. Students

116:006 (ANES:8301) Clinical Anesthesia 2 s.h.
Clinical instruction in perioperative care of the surgical patient; preoperative evaluation, consideration of coexisting medical problems, intraoperative care, postoperative management; basic airway management; introduction to clinical management of acute and chronic pain; case conferences, simulator training.

116:010 (ANES:8401) Clinical Anesthesia Senior arr.
Advanced clinical experience in anesthesia management of surgical patients with coexisting medical problems; clinical experience in various forms of anesthesia; general, regional (spinal, epidural, peripheral nerve block) anesthesia; practical experience in airway management; mask ventilation, endotracheal intubation, LMA placement, other alternative airway techniques; medical management of surgical patient under anesthesia; pharmacology, cardiovascular and pulmonary physiology; case conferences.

116:998 (ANES:8498) Anesthesia on Campus arr.
For Anesthesia Nursing Students

116:011 (ANES:8402) Intensive Care
Arr.
Evaluation, treatment of seriously ill patients in intensive care; ventilator management, evaluation of pulmonary function, monitoring of cardiovascular status; fluid balance and acid base problems, advance monitoring techniques.

116:333 (ANES:8495) Intensive Care off Campus
Arr.
Evaluation and treatment of seriously ill patients in an intensive care unit (other than University of Iowa Hospitals and Clinics); artificial ventilation, evaluation of pulmonary function, monitoring of cardiovascular status; fluid balance and acid base problems, advance monitoring techniques. Requirements: 4 s.h. of 116:010 (ANES:8401).

116:998 (ANES:8498) Anesthesia on Campus
Arr.
Well defined research project relating to anesthesia; arranged by student with departmental approval.

116:999 (ANES:8499) Anesthesia off Campus
Arr.
Knowledge development in anesthesia work and monitor use; ability to identify respiratory, cardiovascular, and neurologic effects of anesthetic agents; skill in airway management; basic skills in general, spinal, epidural, and peripheral nerve block anesthesia.

116:271 (ANES:6005) Chemical and Physical Principles of Anesthesia Practice
3 s.h.
Chemistry and physics, as applied to anesthesia. Requirements: admission to anesthesia nursing program. Same as 096:271 (NURS:6005).

116:273 (ANES:6006) Pharmacology of Anesthesia Practice II
3 s.h.
Continuation of 071:115 (PCOL:6204); vascular, hepatic, renal, GI, endocrine aspects; cellular mechanisms, electrolytes alterations, anesthesia specific implications. Prerequisites: 071:115 (PCOL:6204). Requirements: grade of 2.75 or higher in 071:115 (PCOL:6204) and enrollment in anesthesia nursing program. Same as 096:273 (NURS:6006).

116:274 (ANES:6007) Basic Principles of Anesthesia Practice
5 s.h.
Overview of anesthesia as a nursing specialty; patient assessment, anesthetic planning and management, pertinent regulations; principles of general and regional anesthesia for surgical specialties. Requirements: for 096:274 (NURS:6007) — grades of 3.00 or higher in 071:115 (PCOL:6204) and 096:271 (NURS:6005); for 116:274 (ANES:6007) — grades of 3.00 or higher in 071:115 (PCOL:6204) and 116:271 (ANES:6005). Same as 096:274 (NURS:6007).

116:275 (ANES:6010) Advanced Principles of Anesthesia Practice I
4 s.h.
Special needs and intraoperative management of obstetric, pediatric, and neurological patients; emphasis on pathophysiology, monitoring, ancillary requirements. Prerequisites: 096:274 (NURS:6007) or 116:274 (ANES:6007). Requirements: grade of 3.00 or higher in 096:273 (NURS:6006) or 116:273 (ANES:6006). Same as 096:275 (NURS:6010).

116:277 (ANES:6012) Advanced Principles of Anesthesia Practice II
1 s.h.
Acute and chronic pain management; anesthetic problems with concurrent multisystem disease, advanced age, altered physical and/or mental status. Prerequisites: 096:274 (NURS:6007) or 116:274 (ANES:6007). Requirements: grade of 3.00 or higher in 096:273 (NURS:6006) or 116:273 (ANES:6006). Same as 096:277 (NURS:6012).

116:279 (ANES:6016) Equipment and Technological Principles of Anesthesia Practice
3 s.h.

116:290 (ANES:6050) Introductory Clinical Anesthesia
1 s.h.

116:291 (ANES:6051) Clinical Anesthesia I
1 s.h.

116:292 (ANES:6052) Clinical Anesthesia II
1 s.h.

116:293 (ANES:6053) Advanced Clinical Anesthesia
1 s.h.
Clinical anesthesia experiences in neurologic surgery, cardiovascular/thoracic surgery; experience providing anesthesia for patients with complex pathophysiology in varied surgical settings. Requirements: for 096:293 (NURS:6053) — anesthesia nursing program senior standing, anesthesia nursing concentration courses, and grade of 3.00 or higher in 096:292 (NURS:6052); for 116:293 (ANES:6053) — anesthesia nursing program enrollment, anesthesia nursing concentration courses, and grade of 3.00 or higher in 116:292 (ANES:6052). Same as 096:293 (NURS:6053).
116:294 (ANES:6054) Obstetrical Anesthesia 1 s.h.

116:295 (ANES:6055) Rural Anesthesia 1 s.h.
Biochemistry

Chair
• Charles M. Brenner

Professors

Associate professors
• Heather L. Bartlett, Kris A. DeMali, Andrew W. Norris, Maria Spies, M. Todd Washington

Assistant professors
• Sheila A. Baker, Brandon S.J. Davies, Ernesto J. Fuentes, Catherine A. Musselman, Miles A. Pufall, Michael J. Schnieders, M. Ashley Spies

Lecturer
• Elisabeth Swain

Adjunct professors
• Theresa Gioannini, S. Ramaswamy, Nancy C. Stellwagen, Joseph Walder, Liping Yu

Adjunct assistant professors
• Lokesh Gahkar, Meng Wu

Professors emeriti
• Arthur Arnone, Thomas W. Conway, John Donelson, Alice B. Fulton, Rex Montgomery, Bryce Plapp, Arthur A. Spector, Earle Stellwagen, Charles A. Swenson

Undergraduate major: biochemistry (B.A., B.S.)

Graduate degrees: M.S. in biochemistry; Ph.D. in biochemistry

Web site: http://www.biochem.uiowa.edu/

Biochemistry is the study of basic chemical processes that occur in and govern all living systems. Nearly all areas of the life sciences engage in biochemical research.

Biochemistry graduates with bachelor's degrees often work as research assistants in industry, government, education, or health services; teach in secondary schools; or go on to advanced study in medicine, dentistry, or other areas. Those with advanced degrees pursue careers as teachers, researchers, or administrators in universities and medical schools, government, research agencies, and varied industries.

The Department of Biochemistry offers an undergraduate major and graduate degree programs and determines the curricula for those programs. Undergraduates majoring in biochemistry receive their degrees (Bachelor of Arts or Bachelor of Science) from the College of Liberal Arts and Sciences, and their studies are governed by that college's undergraduate academic policies. Graduate degrees in biochemistry are conferred by the Graduate College.

Undergraduate Programs of Study
• Major in biochemistry (Bachelor of Arts, Bachelor of Science)

Requirements for the major in biochemistry have changed. Students who enter the major on or after the first day of fall semester 2013 must fulfill the requirements stated below. Students who entered the major before fall semester 2013 must fulfill the requirements stated in the Biochemistry section of the 2012-13 General Catalog.

Bachelor of Arts, Bachelor of Science

The Bachelor of Arts with a major in biochemistry requires a minimum of 120 s.h., including 59-60 s.h. of work for the major. The Bachelor of Science with a major in biochemistry requires a minimum of 120 s.h., including 71-72 s.h. of work for the major. All students must complete the General Education Program (p. 306).

The biochemistry major for the Bachelor of Arts degree provides a rigorous education in biochemical concepts and practice in the laboratory while giving students flexibility to specialize in additional disciplines or to obtain clinical volunteer experience. The B.A. program is intended for most students majoring in biochemistry, including those with pre-medicine, pre-pharmacy, pre-dental, and other pre-health professions interests. It also is appropriate for students earning more than one major.

The biochemistry major for the Bachelor of Science degree is intended primarily for students planning careers in research. The B.S. program prepares students to pursue graduate degrees, such as an M.S., Ph.D., or joint M.D./Ph.D., or to work as research technicians. The B.S. program requires 12 s.h. more credit in science and laboratory electives than the B.A. program does.

The first two years of the curriculum are the same for all students majoring in biochemistry. Students decide to earn a B.A. or a B.S. during the second semester of their sophomore year, in consultation with their biochemistry advisor. Transfer students select the B.A. or B.S. after completing one semester at The University of Iowa and meeting with their biochemistry advisor.

Qualified students in either degree program may graduate with honors in the biochemistry major; see "Honors in the Major" below.

The major in biochemistry (B.A. and B.S.) requires the following work.

Common Requirements (B.A. and B.S.)

All biochemistry majors complete the following course work during their first two years.

All of these:

<table>
<thead>
<tr>
<th>Course Codes</th>
<th>Course Titles</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:031</td>
<td>(BIOL:1411)-002:032 (BIOL:1412) Foundations of Biology - Diversity of Form and Function</td>
<td>8 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Codes</th>
<th>Course Titles</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:121</td>
<td>(CHEM:2210) Organic Chemistry I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:123</td>
<td>(CHEM:2230) Organic Chemistry I for Majors</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Codes</th>
<th>Course Titles</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>004:122</td>
<td>(CHEM:2220) Organic Chemistry II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>004:124</td>
<td>(CHEM:2240) Organic Chemistry II for Majors</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

One of these:
All of these:
099:120 (BIOC:3120)-099:130 (BIOC:3130) Biochemistry and Molecular Biology I-II
099:140 (BIOC:3140) Experimental Biochemistry

Additional Requirements for the B.A.
In addition to the common requirements listed above, biochemistry majors who elect to earn a Bachelor of Arts must complete the following work.

One of these:
004:131 (CHEM:4431) Physical Chemistry I
004:132 (CHEM:4432) Physical Chemistry II
099:241 (BIOC:5241) Biophysical Chemistry I
099:242 (BIOC:5242) Biophysical Chemistry II

And:
Advanced science electives 6 s.h.

Bachelor of Arts students intending to earn advanced degrees in the biological or health sciences are advised to earn at least 4 s.h. in 099:115 (BIOC:3115) Undergraduate Independent Study or 099:155 (BIOC:4155) Research, Independent Study. There are no prerequisites for 099:115 (BIOC:3115). The course involves experience in an active biochemistry research lab, which must be arranged ahead of time with a supervising faculty member. Students may make arrangements directly with the faculty member, or they may request assistance from an undergraduate advisor. Credit earned in 099:115 (BIOC:3115) does not count toward the major, but it does count toward the minimum of 120 s.h. required to graduate.

In order to register for 099:155 (BIOC:4155) Research, Independent Study, students must have completed 099:120 (BIOC:3120) Biochemistry and Molecular Biology I, 099:130 (BIOC:3130) Biochemistry and Molecular Biology II, and 099:140 (BIOC:3140) Experimental Biochemistry. They must have a grade average of B or higher in the three courses and a grade of B-minus or higher in each course. They also should have prior research experience [e.g., 099:115 (BIOC:3115) Undergraduate Independent Study or 143:100 (HONR:3200) Honors Research Practicum] or consent of the instructor.

B.A. or B.S. with Teacher Licensure
Biochemistry majors interested in earning licensure to teach in elementary and/or secondary schools must complete the College of Education’s Teacher Education Program (TEP) in addition to the requirements for the major and all requirements for graduation. The TEP requires several College of Education courses and student teaching. Contact the Office of Education Services for details.

Students must satisfy all degree requirements and complete Teacher Education Program licensure before degree conferral.

Four-Year Graduation Plan
The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

Bachelor of Arts
Before the third semester begins:

004:124 (CHEM:2240) Organic Chemistry II for Majors; and 004:141 (CHEM:2410) Organic Chemistry Laboratory or 004:142 (CHEM:2420) Organic Chemistry Laboratory for Majors

**Before the seventh semester begins:** the courses listed above, plus 029:081 (PHYS:1611) Introductory Physics I or 029:011 (PHYS:1511) College Physics I; and 029:082 (PHYS:1612) Introductory Physics II or 029:012 (PHYS:1512) College Physics II; 099:120 (BIOC:3120) Biochemistry and Molecular Biology I; 099:130 (BIOC:3130) Biochemistry and Molecular Biology II; and 099:140 (BIOC:3140) Experimental Biochemistry; two science electives, and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** the courses listed above, plus either 004:131 (CHEM:4431) Physical Chemistry I or 004:132 (CHEM:4432) Physical Chemistry II or 099:241 (BIOC:5241) Biophysical Chemistry I or 099:242 (BIOC:5242) Biophysical Chemistry II, and a science elective

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

**Bachelor of Science**


**Before the seventh semester begins:** the courses listed above, plus 029:081 (PHYS:1611) Introductory Physics I or 029:011 (PHYS:1511) College Physics I; and 029:082 (PHYS:1612) Introductory Physics II or 029:012 (PHYS:1512) College Physics II; 099:120 (BIOC:3120) Biochemistry and Molecular Biology I; 099:130 (BIOC:3130) Biochemistry and Molecular Biology II; and 099:140 (BIOC:3140) Experimental Biochemistry; two science electives, and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** the courses listed above, plus 004:131 (CHEM:4431) Physical Chemistry I or 004:132 (CHEM:4432) Physical Chemistry II or 099:241 (BIOC:5241) Biophysical Chemistry I or 099:242 (BIOC:5242) Biophysical Chemistry II, a science elective, and at least 3 s.h. of 099:155 (BIOC:4155) Research, Independent Study

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining General Education courses, and a sufficient number of semester hours to graduate

---

**Honors in the Major**

The department offers qualified students the opportunity to graduate with honors in the biochemistry major. Departmental honors students must maintain a cumulative University of Iowa g.p.a. of at least 3.33. To graduate with honors in the biochemistry major, students must earn 6 s.h. in 099:155 (BIOC:4155) Research, Independent Study. They must present their research results in a report written in the form of a journal article and in an oral report given at a special open departmental seminar.

In addition to honors in their majors, undergraduate students have a variety of opportunities for honors study and activities through membership in the University of Iowa Honors Program; visit Honors at Iowa to learn about the University’s honors program.

**Joint B.S./Ph.D.**

The joint Bachelor of Science/Doctor of Philosophy program in biochemistry permits students to transition into the Ph.D. program during their senior year and to count 12 s.h. of credit toward both the B.S. and Ph.D. requirements. The joint program provides a research-intensive experience and shortens the training time for students interested in pursuing independent biochemistry research careers. Students in the program receive financial support during the second half of their senior year and throughout their Ph.D. study.

Students must apply to enter the joint B.S./Ph.D. program. They must be pursuing a Bachelor of Science with a major in biochemistry, and by the beginning of their senior year they must:

- have 108 s.h. of undergraduate credit;
- have a minimum grade-point average of 3.50;
- have completed four semesters of research experience (summer research counts as one semester); and

Students interested in the joint program should speak with their academic advisor and the biochemistry honors advisor during their first year or at the beginning of their sophomore year. They should apply to the program in spring of their junior year; applications are due April 1. Application materials must include a letter of application and statement of purpose; official scores on the Graduate Record Exam (GRE) General Test; and three letters of recommendation, including at least one from a research advisor.

**Graduate Programs of Study**

- Master of Science in biochemistry
- Doctor of Philosophy in biochemistry

Students admitted to graduate study in biochemistry usually pursue the Doctor of Philosophy. Qualified students interested in earning the Doctor of Medicine along with the Ph.D. may apply to the Medical Scientist Training (p. 1038) Program, which offers a joint M.D./Ph.D. program.

**Master of Science**

The Master of Science program in biochemistry requires a minimum of 32 s.h. of graduate credit, thesis research, and...
a thesis. See "Doctor of Philosophy" for information about the graduate curriculum.

**Doctor of Philosophy**

The Doctor of Philosophy program in biochemistry requires a minimum of 72 s.h. of graduate credit. The focus of the graduate program is on the individual student. The 72 s.h. required for the degree includes 34 s.h. of course work and 38 s.h. of research credit. Students may take courses that enhance their educational goals. All Ph.D. students take the following 19 s.h. of course work; they choose an additional 13 s.h. from courses offered by the Department of Biochemistry and other University of Iowa departments.

099:261 (BIOC:5261) Research Techniques (first-year laboratory rotation) 1-5 s.h.
650:270 (GRAD:7270) Principles of Scholarly Integrity 0-1 s.h.
Biophysical chemistry (students typically earn 6 s.h.) 3 s.h.
Molecular or cellular biology (students typically earn 6-8 s.h.) 4 s.h.
Graduate seminar 3 s.h.

The following is a typical first-year curriculum.

First semester—all of these:

099:243 (BIOC:5243) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1 1 s.h.
099:245 (BIOC:5245) Protein Structure, Stability, and Folding: Biophysical Chemistry Module 2 (topics may change) 1 s.h.
099:247 (BIOC:5247) Biophysics of Macromolecular Interactions: Biophysical Chemistry Module 3 (topics may change) 1 s.h.
099:261 (BIOC:5261) Research Techniques 1-5 s.h.
156:201 (BISC:5201) Fundamentals of Gene Expression 1 s.h.
156:204 (BISC:5204) Biostatistics for Biomedical Research 1 s.h.
156:265 (BISC:5265) Biosciences Critical Thinking and Communication 2 s.h.
650:270 (GRAD:7270) Principles of Scholarly Integrity 0-1 s.h.

Second semester—all of these:

099:244 (BIOC:5244) Ligand Binding and X-Ray Crystallography: Biophysical Chemistry Module 4 1 s.h.
099:246 (BIOC:5246) Enzyme Kinetics and Enzyme Mechanisms: Biophysical Chemistry Module 5 1 s.h.
099:248 (BIOC:5248) Nuclear Magnetic Resonance Spectroscopy: Biophysical Chemistry Module 6 1 s.h.
099:261 (BIOC:5261) Research Techniques 1-5 s.h.
142:215 (MCB:6215) Transcription and Multi-Functional Regulation by RNA 1 s.h.
142:217 (MCB:6217) Epigenetics, Cancer, and Mouse Models of Disease 1 s.h.
142:227 (MCB:6227) Cell Fate Decisions 1 s.h.
156:205 (BISC:5205) Practical Bioinformatics 1 s.h.
156:265 (BISC:5265) Biosciences Critical Thinking and Communication 2 s.h.

And one of these:

099:282 (BIOC:5282) Seminar 0-1 s.h.
156:265 (BISC:5265) Biosciences Critical Thinking and Communication 2 s.h.

Once students are promoted to the second year of study, they choose research laboratories for Ph.D. thesis research and begin their thesis projects. They take courses that supplement their interests and preparation, including the following.

099:282 (BIOC:5282) Seminar 1 s.h.
Graduate-level science electives 6 s.h.

Students take the comprehensive examination before the end of June in their second year; after which they are admitted formally to degree candidacy and begin to concentrate on thesis research. The program culminates in successful defense of completed thesis work before an examining committee.

In addition to meeting these requirements and those of the Graduate College, students are expected, as part of their training, to assist in teaching biochemistry for one semester.

Throughout the program, students are associated with faculty-directed research groups. They receive close personal attention from the biochemistry faculty members who serve as research advisors.

**Admission**

Most graduate students in biochemistry work toward a Doctor of Philosophy. Applicants who wish to earn a master’s degree must contact the Department of Biochemistry before they apply.

The graduate program in biochemistry is flexible enough to accommodate students with bachelor’s degrees in any of the biological, biochemical, or physical sciences. Appropriate preparation includes one-year, college-level courses in organic and physical chemistry, biology, physics, and mathematics through calculus. Students are expected to have had one or more introductory courses in biochemistry.

Applicants must have an undergraduate g.p.a. of at least 3.00 and must submit acceptable verbal, quantitative, and analytical scores on the Graduate Record Examination (GRE) General Test. Applicants are encouraged to submit their scores on the GRE Subject Test in Chemistry; Biology; Biochemistry, Cell, and Molecular Biology.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Financial Support**

Students admitted to the Ph.D. program in biochemistry routinely receive a stipend and tuition support.

**Faculty and Research**

The department’s faculty members supervise research in biochemistry; molecular, cellular, developmental, computational, and structural biology; and model system genetics. Their work is supported by grants from the National Institutes of Health, the National Science Foundation, the American Heart Association, the American Cancer Society, the Muscular Dystrophy Association, and other sources. To learn more about the department’s faculty members and areas of research, visit the Department of Biochemistry web site.
Facilities

The Department of Biochemistry occupies 36,700 square feet on the fourth floor of the Bowen Science Building and 7,500 square feet on the third floor of the Medical Education Research Facility on the University’s health sciences campus. It has a number of well-equipped research laboratories; other departmental facilities include the Biochemistry Stores, the Mattill Biochemistry Reading Room, and the Heath Conference Room.

The department makes available a number of shared instruments; among them are an Applied PhotoPhysics stopped flow spectrometer SX20 (2009); a Jasco spectropolarimeter, model J815 (2010); a Horiba fluorlog-3 spectrofluorometer (2010); and a Beckman Coulter ultra XLI analytical centrifuge (1996).

Faculty, staff, and students in the department have access to a variety of shared Carver College of Medicine resources, including X-ray crystallography, the DNA Facility, the Medical NMR Facility, the Proteomics Facility, the Flow Cytometry Facility, the Gene Transfer Vector Core Facility, the Small Animal Imaging Core, and the Transgenic and Genome Manipulation Facility. The University also supports resources such as the Central Microscopy Research Facilities and the High Throughput Screening Facility.

Courses

**099:101 (BIOC:3101) Technical Communication in Biochemistry**
Practical aspects of writing formal scientific papers and giving oral presentations on technical topics. Prerequisites: 099:120 (BIOC:3120) or 099:130 (BIOC:3130) or 099:140 (BIOC:3140). Requirements: junior or senior biochemistry major pursuing a B.S. degree.

**099:110 (BIOC:3110) Biochemistry**
Basic concepts in modern biochemistry and molecular biology; understanding of life processes in molecular terms. Requirements: one year each of college-level biology and chemistry. Recommendations: one semester of organic chemistry.

**099:115 (BIOC:3115) Undergraduate Independent Study**
Experience in an active biochemistry research lab, learning and performing experiments relevant to the current projects in that lab; exploration of scientific literature on topic of interest; arranged in advance by student and faculty member. Requirements: first-year, sophomore, or junior standing.

**099:120 (BIOC:3120) Biochemistry and Molecular Biology I**
Physical and chemical foundations of biochemistry, structure of biological molecules, catalysis, transport, and oxidative reactions in biology; first course of two-semester sequence that concludes with 099:130 (BIOC:3130). Requirements: two semesters of general chemistry and one of organic chemistry. Recommendations: 002:031 (BIOI:1411), 002:032 (BIOI:1412), and an additional organic chemistry course.

**099:130 (BIOC:3130) Biochemistry and Molecular Biology II**
Carbohydrate biosynthesis, lipid metabolism, hormone regulation and integration of metabolism, signal transduction, genes and chromosomes. DNA replication and repair, transcription, RNA processing, protein translation and regulation of gene expression. Prerequisites: 099:120 (BIOC:3120).

**099:140 (BIOC:3140) Experimental Biochemistry**
Use of modern instruments and techniques to fractionate, identify, and characterize constituents of biochemical systems. Prerequisites: 099:120 (BIOC:3120). Requirements: grade of C or higher in 099:120 (BIOC:3120), two semesters of general chemistry, and one semester of organic chemistry.

**099:155 (BIOC:4155) Research, Independent Study**
Independent study and research in areas of interest to the student; arranged in advance by student and biochemistry honors advisor. Requirements: grades of B- or higher in 099:120 (BIOC:3120), 099:130 (BIOC:3130), and 099:140 (BIOC:3140); average grade of B or higher in all three courses; and 099:115 (BIOC:3115) or 143:100 (HONR:3200) or prior research experience or lab practicum.

**099:161 (BIOC:8101) Biochemistry for Dental Students**

**099:162 (BIOC:8102) Biochemistry for Pharmacy Students**

**099:163 (BIOC:8103) Medical Biochemistry**
Biochemical concepts and application to clinical problems. Requirements: M.D. enrollment.

**099:164 (BIOC:8204) Biochemistry for Physician Assistant Students**
Aspects of general biochemistry necessary for understanding the biochemical basis of human disease; analysis of appropriate clinical cases. Requirements: enrollment in Physician Assistant Studies and Services.

**099:215 (BIOC:5215) Directed Readings for Graduate Students**
Directed readings with course content arranged with professor.

**099:226 (BIOC:5226) Enzyme Kinetics and Bioorganic Mechanisms**
Principles and applications of steady-state and transient enzyme kinetics; mechanisms of catalysis of biochemical reactions. Prerequisites: 099:120 (BIOC:3120).

**099:241 (BIOC:5241) Biophysical Chemistry I**
Principles and experimental approaches used to study structure and function of biological macromolecules; protein structure, stability, and dynamics; macromolecular interactions; common biophysical methods. Requirements: one year of biochemistry. Recommendations: physical chemistry course and one semester of calculus.
109:242 (BIOC:5242) Biophysical Chemistry II
Principles and experimental approaches used to study structure and function of biological macromolecules; ligand binding and enzyme catalysis; X-ray crystallography; NMR spectroscopy. Requirements: one year of biochemistry. Recommendations: physical chemistry course and one semester of calculus.

1 s.h.

109:243 (BIOC:5243) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1
Overview of principles of protein structure, stability, folding, and dynamics; brief treatment of structural biology approaches to help students become critical users of models derived from X-ray crystallography and NMR; taken alone or as part of 109:241 (BIOC:5241). Requirements: introductory course in biochemistry. Same as 156:206 (BISC:5206).

1 s.h.

109:244 (BIOC:5244) Ligand Binding and X-Ray Crystallography: Biophysical Chemistry Module 4
In-depth examination of principles of ligand binding; experimental approaches to study interactions with small molecules, proteins, and nucleic acids; X-ray crystallography in determining structures of biological macromolecules; taken alone or as part of 109:242 (BIOC:5242). Requirements: introductory course in biochemistry.

1 s.h.

In-depth examination of statistical thermodynamics and molecular forces in biological systems as related to protein structure, stability, and folding; nucleic acid structure and stability; taken alone or as part of 109:241 (BIOC:5241). Requirements: introductory course in biochemistry.

1 s.h.

Enzymes as unparalleled catalysts and representing a unique class of drug targets; organic chemistry of enzyme catalyzed reactions with emphasis on physical organic logic of sources of enzyme-catalytic power; enzyme inhibition by small molecules from a medicinal chemistry perspective; taken alone or as part of 109:242 (BIOC:5242). Requirements: introductory course in biochemistry. Same as 046:266 (PHAR:5566).

1 s.h.

109:247 (BIOC:5247) Biophysics of Macromolecular Interactions: Biophysical Chemistry Module 3
In-depth examination of protein-protein interactions and protein-nucleic acid interactions; implications in biological motility, transcription, and replication; taken alone or as part of 109:241 (BIOC:5241). Requirements: introductory course in biochemistry.

1 s.h.

Basic principles of nuclear magnetic resonance (NMR) and applications important for understanding structure and function of biological macromolecules; emphasis on methodology and experimental design, interpretation of data, and critical reading of literature; intended for graduate students with an interest in applications of NMR to problems of structural biology; taken alone or as part of 109:242 (BIOC:5242). Requirements: one year of biochemistry. Recommendations: basic knowledge of spectroscopy and some previous exposure to NMR from basic chemistry courses.

1 s.h.

109:253 (BIOC:7253) Metabolism I
Basics of carbohydrate metabolism (glycolysis, gluconeogenesis, the pentose phosphate pathway), hormonal regulation of carbohydrate metabolism, the citric acid cycle, amino acid catabolism, oxidative phosphorylation; assignment of an advanced topic related to material, typically a recent research paper, extending inquiry beyond that presented in class and presented orally at end of five-week module. Prerequisites: undergraduate biochemistry course or background in enzyme function.

1 s.h.

109:254 (BIOC:7254) Metabolism II
Central carbon metabolism, carbohydrate biosynthesis in plants and bacteria, lipid structure/function, fatty acid catabolism, lipid biosynthesis, and biological membranes/transport; assignment of an advanced topic related to material, typically a recent research paper, extending inquiry beyond that presented in class and presented orally at end of five-week module. Prerequisites: 109:253 (BIOC:7253).

1 s.h.

109:256 (BIOC:7256) Molecular Biology
DNA, RNA, and protein metabolism, regulation of gene expression, and DNA-based information technologies.

1 s.h.

109:261 (BIOC:5261) Research Techniques
Laboratory rotation for first-year graduate students in biochemistry.

1-6 s.h.

109:275 (BIOC:5875) Perspectives in Biocatalysis

1-3 s.h.

109:282 (BIOC:5282) Seminar
How to evaluate reports of scientific investigations critically; techniques for presenting scientific information.

0-1 s.h.

109:292 (BIOC:7292) Research Biochemistry
Thesis research.

arr.
Cardiothoracic Surgery

Interim chair
• Ronald J. Weigel

Professor
• Mark Iannettoni

Associate professors
• James Davis, Kalpaj Parekh

Assistant professors
• Mohammad Bashir, Michael Bates, John Keech, Sotiris Stamou, Joseph Turek

Professors emeriti
• Douglas Behrendt, Wayne Richenbacher, Nicholas Rossi

Web site: http://www.medicine.uiowa.edu/ctsurgery/

The University of Iowa cardiothoracic surgery program is the third oldest program of its kind in the United States. Since its establishment in 1948 as the Division of Cardiothoracic Surgery, the program has advanced from providing operative interventions for patients with diseases of the chest to performing a broad range of the most current and innovative surgical procedures.

The Department of Cardiothoracic Surgery's facilities are located at University of Iowa Hospitals and Clinics. Each year cardiothoracic surgeons at the hospitals perform more than 500 adult and pediatric heart surgeries, including coronary bypasses, transplants, and placement of mechanical cardiac assist devices; minimally invasive procedures such as mitral valve replacement and epicardial lead placement; and more than 600 general thoracic surgeries with emphasis on esophageal and lung diseases. Preparations are under way for providing coronary artery bypass grafting using robotics.

M.D. Student Training


Residency Program

Iowa's cardiothoracic surgery residency program was established in 1948 and is fully accredited by the Accreditation Council for Graduate Medical Education. It is the only cardiothoracic surgery training program in Iowa. Two residents are accepted into the two-year program each year.

Postbaccalaureate Training

The department plays a primary instructional role in University of Iowa Hospitals and Clinics' 20-month postbaccalaureate Perfusion Technology Program; see the department's perfusion technology courses listed under "Courses" later in this section. For more information about the Perfusion Technology Program, contact the Department of Cardiothoracic Surgery or visit the Perfusion Technology Program web site.

Research

University of Iowa cardiothoracic surgeons are leaders in clinical research, particularly in oncologic surgery, diseases of the esophagus, artificial organs, pediatric cardiac surgery, and transplantation. Research also is under way in the sequence of mutations and in localization of genes predisposed to cancer.

Facilities

The Department of Cardiothoracic Surgery has specialty laboratories in gastric motility, analytical chemistry, transplantation, tissue culture, surgical bacteriology, shock, and cardiac bypass. These facilities permit study of experimental procedures such as heart valve replacement in large animals and heterotopic heart transplantation in mice and rats.

The laboratories also are used for supervised teaching exercises in surgical technique for medical students and junior residents, and for refinement of technique for senior residents and faculty members.

Courses

Cardiothoracic Surgery

193:232 (CTS:8401) Subinternship in Cardiothoracic Surgery
Participation in diagnosis, preoperative, operative, and postoperative care of thoracic and cardiac patients.

193:233 (CTS:8497) Research in Cardiothoracic Surgery
Participation in diagnosis, preoperative, operative, and postoperative care of thoracic and cardiac patients.

Perfusion Technology

193:161 (PERF:4161) Instrumentation in Perfusion Technology
Electrical circuitry, filters, pressure transducers, thermistors, cardiac output computers, fluid dynamics, intra-aortic balloon pumps, blood gas analyzers. Requirements: Perfusion Technology Program enrollment.

193:162 (PERF:4162) Pathophysiology of Perfusion Technology
Hemostasis, acid base physiology, gas transfer, heart anatomy, heart embryology, congenital cardiac defects. Requirements: Perfusion Technology Program enrollment.

193:163 (PERF:4163) Clinical Experience I
Perfusion in operating room: patient workup, observation, and reporting on extracorporeal setup, surgical procedure. Requirements: Perfusion Technology Program enrollment.

193:164 (PERF:4164) Clinical Experience II
193:165 (PERF:4165) Clinical Experience III
Continuation of 193:164 (PERF:4164); management of cardiopulmonary bypass system. Prerequisites: 071:130 (PCOL:4130), 193:164 (PERF:4164), 193:170 (PERF:4170), and 193:171 (PERF:4171).

12 s.h.

193:166 (PERF:4166) Clinical Experience IV
Continuation of 193:165 (PERF:4165); emphasis on supply maintenance, perfusion department management. Prerequisites: 193:165 (PERF:4165).

12 s.h.

193:167 (PERF:4167) Perfusion Seminar
Ethics in perfusion. Requirements: Perfusion Technology Program enrollment.

1 s.h.

193:168 (PERF:4168) Research in Perfusion
From topic selection to manuscript. Requirements: Perfusion Technology Program enrollment.

1 s.h.

193:169 (PERF:4169) Clinical Experience V

12 s.h.

193:170 (PERF:4170) Principle and Practice of Perfusion Technology

6 s.h.

193:171 (PERF:4171) Devices in Perfusion Technology

3 s.h.
Dermatology

Chair
• Janet A. Fairley

Professors
• George J. Giudice, Kathi C. Madison, Mary S. Stone

Associate professors
• Vincent Liu, Brian L. Swick, Marta J. Van Beek

Assistant professors
• Heather M. Ciliberto, Paula Giudici, Allison A. Legler, Kelly A.N. Messingham, Karolyn A. Wanat

Adjunct professors
• Marc E. Boddicker, Roger I. Ceilley

Adjunct associate professors
• Dan A. Bovenmyer, Robert F. Godwin, Susan Wall

Adjunct assistant professors
• Timothy G. Abrahamson, Mark G. Cleveland, David A. Davis, Laura M. Myers, Gary Quinby

Professors emeriti
• Richard M. Caplan, John S. Strauss

Web site: http://www.medicine.uiowa.edu/dermatology/

The Department of Dermatology instructs M.D. students and trains dermatology residents in the care of patients with skin diseases. It also provides researchers with an opportunity to develop their skills in dermatology.

M.D. Student Training

The Department of Dermatology rotation is one of seven selective courses offered to third- and fourth-year medical students. Students spend two weeks in the clinic and attend around 10 one-hour lectures. They see a good cross-section of patients, including those receiving primary or tertiary care at University of Iowa Hospitals and Clinics and a large number of patients referred from Student Health & Wellness. Additional patients are seen at the nearby Iowa City Veterans Affairs Medical Center.

Varied electives are open to fourth-year M.D. students, including further clinical experience, dermatologic research, and special studies.

Courses

062:001 (DERM:8301) Clinical Dermatology
2 s.h.
Basic dermatology; lectures, independent study, clinical experience. Requirements: third-year M.D. enrollment.

062:002 (DERM:8401) Dermatology Elective
arr.
Advanced clinical experience, dermatologic surgery, special assignments. Requirements: fourth-year M.D. enrollment.

062:004 (DERM:8497) Research in Dermatology
arr.
General principles of medical research; clinical or laboratory projects; individual study.
Dietetic Internship

**Director**

- Laurie Kroymann


University of Iowa Hospitals and Clinics offers a Dietetic Internship Program that is fully accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. It qualifies graduates to take the exam for qualification as a Registered Dietitian (RD). Clinical dietitians and food service operation managers of the Department of Food and Nutrition Services at University of Iowa Hospitals and Clinics provide the teaching for the program. Graduate courses in the program are administered by the Carver College of Medicine and the College of Public Health. See "Associated Courses" below.

Students generally complete the program with 9 s.h. of graduate credit, which may be applied toward an advanced degree. Approximately half of the program's graduates go on to complete advanced degree programs, typically a master's degree in health promotion, public health, or business.

University of Iowa Hospitals and Clinics awards a certificate to the program's graduates.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. They also must complete a didactic program in dietetics that has approval of the ADA Commission on Accreditation for Dietetics Education.

Students enter the program in the fall semester. The postmark deadline for applications is February 15.

**Associated Courses**

For course descriptions, see "Nondepartmental Courses" in the Carver College of Medicine (p. 993) section of the Catalog and "Courses" in the Epidemiology (p. 1154) section (College of Public Health).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>050:203</td>
<td>Clinical Dietetics</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>173:233</td>
<td>Global Nutrition Policy</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td>173:235</td>
<td>Nutritional Epidemiology</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>173:236</td>
<td>Nutrition Intervention in Clinical Trials Research</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>173:237</td>
<td>Nutrition Intervention in Research Lab</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Doctor of Medicine

Professional degree: M.D.
Web site: http://www.medicine.uiowa.edu/md/

Professional Program of Study

- Doctor of Medicine

The Doctor of Medicine is a professional degree awarded by the Carver College of Medicine. The college is accredited by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges and meets the requirements of all state licensing boards. Its M.D. diploma admits the holder to all privileges granted to graduates of all medical colleges before such boards.

This catalog section provides information about the Doctor of Medicine curriculum, admission to the program, financial support, and academic rules and procedures.

Doctor of Medicine

The Doctor of Medicine is a four-year program that prepares students to practice primary care medicine and to pursue further education and training in specialized areas of medicine. The program admits 152 new students each year.

The M.D. curriculum begins with study of basic medical sciences and foundations of clinical practice and progresses through in-depth clinical course work and clinical clerkships served primarily at University of Iowa Hospitals and Clinics, the Iowa City Veterans Affairs Medical Center, and the Des Moines Area Medical Education Consortium. Students also may have opportunities to gain experience in private medical offices and community hospitals.

Graduates may pursue further training in the specialties of family medicine, internal medicine, surgery, and pediatrics at one of 10 University of Iowa-affiliated residency programs in six Iowa cities. They also have access to two transitional-year programs. For more information, contact the Office of Student Affairs and Curriculum and visit Information for Current Students on the Carver College of Medicine web site.

First and Second Years: Basic Medical Sciences and Clinical Foundations

The first four semesters present a core of sciences basic to the study of medicine and introduce students to the foundations of clinical practice.

Some elective courses are available to students during the first and second years. These normally carry 1 or 2 s.h. of credit. Topics include areas not specifically covered in the regular curriculum and areas related to medical practice and the role of the physician. Courses vary from year to year, but typical subject areas are global health issues, U.S. health care systems, and community health outreach.

FIRST SEMESTER

099:163 (BIOC:8103) Medical Biochemistry presents concepts concerning structures of biological macromolecules, cellular metabolism, elements of human nutrition, molecular biology and genetics, and extra- and intracellular signaling mechanisms. It uses clinical examples to illustrate how alterations in these molecules and pathways can lead to pathological conditions.

060:103 (ACB:8101) Medical Gross Human Anatomy includes complete dissection of the human body with a regional focus that emphasizes relationships to the living system. Clinically relevant areas of radiologic imaging, surface anatomy, embryology, and clinical correlations complement the dissection experience. Students acquire anatomical knowledge through lectures, small group work, and independent activities.

050:120 (MED:8102) Medical Cell Biology presents concepts concerning the structure and function of the cell and its organelles at the molecular level. The course consists of basic science lectures and clinical correlations and relates basic cell biological concepts to the understanding and treatment of human disease.

070:110 (PEDS:8104) Medical Genetics is integrated with ongoing classes in anatomy, biochemistry, and cell biology. It provides an overview of clinical and medical genetics, with particular emphasis on recent changes that affect clinical practice with respect to common diseases that have a genetic component.

050:351 (MED:8121) Clinical and Professional Skills I is the first in a sequence of integrated courses that students take during the preclinical semesters of the M.D. program. The Clinical and Professional Skills (CAPS) courses address interpersonal skills, lifelong learning, interviewing skills, physical examination skills, ethical issues in patient care, and the basic approach to patients in terms of prevention, treatment, and follow-up care.

050:352 (MED:8122) Medicine and Society I is the first in a sequence of integrated courses that students take during the preclinical semesters of the M.D. program. The Medicine and Society (MAS) courses cover knowledge and skill related to health promotion and disease prevention from a medicine-and-society perspective. They examine the impact of behavior, environment, culture, and socioeconomics; they also identify major public health problems associated with the mechanisms of health and disease.

SECOND SEMESTER

060:234 (ACB:8114) Medical Neuroscience is a course for medical students, physical therapy students, and graduate students in the basic medical or related sciences. Through lectures, clinical correlate presentations, laboratories, and small group discussion sessions, the course emphasizes the interdisciplinary and integrated study of the human central nervous system. Its faculty is drawn from basic science and clinical departments.

148:251 (IMMU:8113) Principles of Medical Immunology is offered by the interdisciplinary Immunology Program. Its goals are to teach basic components and mechanisms of the immune response as well as medical principles of normal and abnormal immunity. The course consists of lectures by Immunology Program faculty and small group case analysis sessions.

050:240 (MED:8112) Human Organ Systems is an interdepartmental course that presents the normal structure (histology) and function (physiology) of human organ systems in a coordinated and integrated organ systems approach. The course is designed to emphasize structure/function relationships by integrating the microscopic anatomic and physiologic function of normal
human organ systems. The course’s faculty includes members of basic science departments and clinical departments.

050:353 (MED:8131) Clinical and Professional Skills II is the second in a sequence of integrated courses that students take during the preclinical semesters of the M.D. program. The Clinical and Professional Skills (CAPS) courses address interpersonal skills, lifelong learning, interviewing skills, physical examination skills, ethical issues in patient care, and the basic approach to patients in terms of prevention, treatment, and follow-up care.

050:354 (MED:8132) Medicine and Society II is the second in a sequence of integrated courses that students take during the preclinical semesters of the M.D. program. The Medicine and Society (MAS) courses cover knowledge and skill related to health promotion and disease prevention from a medicine-and-society perspective. They examine the impact of behavior, environment, culture, and socioeconomic conditions on health and disease, as well as human sexuality. Small-group learning and clinical skills activities take place throughout the semester.

THIRD SEMESTER

071:105 (PCOL:8203) Pharmacology for Health Sciences: Medical introduces basic principles of drug action and drug disposition through discussion of mechanisms of action, therapeutic uses, and side effects for a wide variety of commonly used medications. Lectures integrate knowledge from related scientific disciplines, including biochemistry, microbiology, pathology, and physiology. Students acquire knowledge of rationale and basis for appropriate selection of medications in clinical situations and an understanding of the basis for common drug-drug interactions and adverse drug reactions.

061:103 (MICR:8202) Principles of Infectious Diseases presents a comprehensive approach to the microbiology of infectious diseases, covering infectious agents at both the organismic and molecular levels. The molecular aspects of pathogenesis are presented as the basis for present and future preventive and therapeutic measures. The laboratory includes hands-on experiments ranging from principles of aseptic technique to the most modern molecular aspects of diagnostic microbiology.

069:205 (PATH:8204) Medical Pathology I starts with general principles of disease: cell injury, inflammation, immune mechanisms, neoplasia, and hemodynamic disorders, followed by etiology, pathogenesis, epidemiology, and major clinical and morphologic manifestations of disease by organ systems. The course combines lecture information, small group analytic skills, and observation of current laboratory procedures.

050:164 (MED:8205) Foundations of Clinical Practice III is the third semester of a sequential, four-semester course that introduces clinical skills students need in order to become practicing primary care physicians (see 050:162 (MED:8105) Foundations of Clinical Practice I under “First Semester” above for overall course goals). Foundations of Clinical Practice III introduces students to the abnormal structure and function of the human body and to a broader understanding of the practice of medicine in a social context. Students integrate and apply principles of clinical history taking, physical exam skills, and lecture material by working with simulated and real patients. Practicing clinicians deliver lectures on topics including common complaints of childhood through old age as well as human sexuality. Small-group learning and clinical skills activities take place throughout the semester.

FOURTH SEMESTER

069:206 (PATH:8214) Medical Pathology II is a continuation of 069:205 (PATH:8204) Medical Pathology I.

050:183 (MED:8213) Healthcare Ethics, Law, and Policy introduces M.D. and physician assistant students to health care ethics, law, and policy. Students learn to appreciate the inseparable relationship between medicine and ethics, recognize key ethical obligations and challenges common in medical practice, identify sources of ethical value commonly used in ethical reasoning, and apply a systematic approach to clinical ethical reasoning. They learn fundamental legal doctrines and theories that relate to business and professional aspects of the law pertaining to health care delivery. They also develop an understanding of the relationship and contrasts between ethics and law in medical practice, and they gain familiarity with the ways in which health policy influences medical practice. Through small group discussions about ethical challenges in patient care, they learn to interact respectfully with peers and faculty when discussing controversial issues.

050:165 (MED:8215) Foundations of Clinical Practice IV ICD is the final course in the foundation series. The fourth semester is devoted primarily to this major interdisciplinary course, which includes participation by a large proportion of the faculty and is vital in providing students with the tools for a lifetime of patient care.

Mornings are devoted to intensive review of the diagnostic and therapeutic aspects of organ-system-based clinical medicine. The reviews are presented by teams of specialty and subspecialty clinicians. Students spend afternoons acquiring and practicing the clinician’s skills in history taking and physical examination and in learning specialized exams. Small group learning and clinical case conferences take place throughout.

Each student is evaluated individually during the semester. Evaluations include the student’s approach to the patient, accuracy of history and physical examination, precision in communicating gathered data, ability to synthesize available data into a realistic differential diagnosis, and ability to apply the process of problem-based learning to the understanding of patient-based problems. Cognitive knowledge of topics covered in the morning lecture and small group sessions is assessed through computer-based multiple-choice examinations. Students who need further work receive guidance and assistance.

All M.D. students are required to pass Step 1 of the United States Medical Licensing Examination before they may be promoted to the third year of the curriculum.

Third and Fourth Years: Clinical Training

The M.D. curriculum’s third and fourth years consist of clinical training. Students must complete 81 weeks of courses during the two clinical years, including 65 weeks of required courses and 16 weeks of elective courses. They complete 49 weeks of courses during the third year and 32 weeks of courses during the fourth year.

Students begin the third year with the skills training course 050:170 (MED:8300) Clinical Beginnings (one week) and continue the year with the generalist core (total of 36
weeks of required clerkships) plus 12 weeks of courses
chosen from selectives and other required clerkships.

During the fourth year, students complete required
clerkships not completed during the third year, a
subinternship (four weeks), and 16 weeks of advanced
electives.

Primary venues for clinical training of medical students
include University of Iowa Hospitals and Clinics, the
Iowa City Veterans Affairs Medical Center, and the Des
Moines Area Medical Education Consortium. Students also
participate in the family practice preceptorship and the
community-based primary care clerkship, which are off-
campus rotations. Other courses may be assigned to off-
campus sites, as well.

The third and fourth years of the M.D. curriculum consist of
the following work.

**PRECLERKSHIP SKILLS TRAINING**

050:170 (MED:8300) Clinical Beginnings (one
week) helps students make the transition from the first
two years of the M.D. curriculum to the clinical work
in years three and four. It emphasizes the "four Cs":
clinical reasoning and reflection; the core competencies
(patient care, medical knowledge, practice-based learning
and improvement, interpersonal and communication
skills, professionalism, and systems-based practice);
collaboration and teamwork; and clinical appraisal of the
literature and lifelong learning.

**GENERALIST CORE**

M.D. students complete the generalist core during the third
year. It consists of the following 36 weeks of clerkships.

078:204 (IM:8458) Community-Based General Internal
Medicine (4 weeks) 4 s.h.

078:102 (IM:8302) Outpatient Internal Medicine (4
weeks) 4 s.h.

115:300 (FAM:8301) Preceptorship in Family Medicine (4
weeks) 4 s.h.

078:101 (IM:8301) Inpatient Internal Medicine (6
weeks) 6 s.h.

066:004 (OBG:8301) Clinical Obstetrics and Gynecology
(6 weeks) 6 s.h.

070:002 (PEDS:8301) Clinical Pediatrics (6 weeks) 6 s.h.

075:005 (SURG:8301) Clinical Surgery (6 weeks) 6 s.h.

**SELECTIVES**

During the third and fourth years, M.D. students complete
eight weeks of selectives chosen from these.

062:001 (DERM:8301) Clinical Dermatology (2 weeks) 2 s.h.

067:111 (OPHT:8301) Clinical Ophthalmology (4 weeks) 4 s.h.

074:006 (RAD:8301) Clinical Radiology (2 weeks) 2 s.h.

079:104 (URO:8301) Clinical Urology (2 weeks) 2 s.h.

069:240 (PATH:8301) Laboratory Medicine in Clinical
Practice (1 week) 1 s.h.

078:304 (IM:8303) Electrocardiography (1 week) 1 s.h.

116:006 (ANES:8301) Clinical Anesthesia (2 weeks) 2 s.h.

**OTHER REQUIRED CLERKSHIPS**

M.D. students complete the following 36 weeks of
additional required clerkships and other work during the
third and fourth years.

073:005 (PSYC:8301) Clinical Psychiatry (4 weeks) 4 s.h.

064:011 (NEUR:8301) Clinical Neurology (2 weeks) 2 s.h.

076:002 (ORTH:8301) Clinical Orthopaedics (2 weeks) 2 s.h.

068:003 (OTO:8301) Clinical Otolaryngology (2 weeks) 2 s.h.

Emergency medicine or critical care medicine (4 weeks)

One subinternship (4 weeks during the fourth year)

Advanced electives (total of 18 weeks during the fourth
year)

**Joint M.D./Graduate Degrees**

The Carver College of Medicine offers a joint M.D./Ph.D.
program for students who are interested in a career that
combines clinical and academic medicine with basic and
clinical research; see Medical Scientist Training Program (p.
1038) in the Catalog.

The college also collaborates with other University of Iowa
colleges to offer the joint M.D./M.B.A. program with the
Tippie College of Business (p. 621); the joint M.D./J.D.
program with the College of Law (p. 962); and the joint
M.D./M.P.H. program with the College of Public Health (p.
1138).

Students must be admitted to both of the individual
degree programs before they may be admitted to the joint
degree program. Those interested in joint M.D./graduate
degree programs must make arrangements with the
appropriate graduate department and with the Carver
College of Medicine associate dean for student affairs and
curriculum.

**Admission**

The Carver College of Medicine participates in the
American Medical College Application Service (AMCAS),
a nonprofit centralized application processing service for
applicants to U.S. medical schools. AMCAS applications
are available for completion in May of the year preceding
the beginning of the class for which application is being
made. Prospective students are urged to apply as early as
possible. The deadline for AMCAS submission is November
1.

Secondary applications are forwarded to applicants
whose AMCAS applications pass a review conducted by
the college. A $60 fee must accompany the secondary
application from all applicants.

Admitted applicants must have an official transcript from
each college they have attended sent to the University’s
Office of Admissions.

**Technical Standards for Admission and
Retention**

The Carver College of Medicine seeks students who will
serve the needs of society best, and it strives to graduate
skilled and effective physicians. To achieve these goals, it
applies the following principles and technical standards to
candidates for admission and to continuing students.

**PRINCIPLES**

Technical standards refer to criteria that go beyond
academic requirements for admission and are essential to
meeting the academic requirements of the M.D. program.

Applicants to the Carver College of Medicine and students
continuing in the college, with or without disabilities, are
expected to meet the same requirements.

Matriculation and continuation in the college assume
a certain level of cognitive and technical skill. Medical
students with disabilities are held to the same
fundamental standards as their nondisabled peers.
Although not all students should be expected to gain the
same level of proficiency with all technical skills, some skills are so essential that mastery must be achieved, with the assistance of reasonable accommodations where necessary.

Reasonable accommodations are provided to assist in learning, performing, and satisfying the technical standards.

Every reasonable attempt is made to facilitate the progress of students, providing that such efforts do not compromise collegiate standards or interfere with the rights of other students and patients.

**TECHNICAL STANDARDS**

Applicants for admission to the Carver College of Medicine and continuing students must possess the capability to complete the entire medical curriculum and be granted the degree. To this end, they must complete all courses in the curriculum successfully. In order to acquire the knowledge and skills to function in a broad variety of clinical situations and to provide a wide spectrum of patient care, M.D. students must have abilities and skills in six areas, including observation; communication; motor skills; intellectual, conceptual, integrative, and quantitative abilities; behavioral and social attributes; and cultural competence.

Technological compensation can be made for some disabilities in certain areas, but each student must meet the essential technical standards in such a way that he or she is able to perform in a reasonably independent manner. The use of a trained intermediary is not acceptable in many clinical situations, because it implies that the student’s judgment must be mediated by someone else’s power of selection and observation.

**Observation:** Students must have the functional ability to observe demonstrations and experiments in the basic sciences and must have sufficient use of the senses necessary to perform a physical examination.

**Communication:** Students must be able to relate reasonably to patients and establish sensitive, professional relationships with patients, colleagues, and staff. They are expected to use language that reflects sensitivity to clinical situations and to communicate the results of the history and physical examination to the patient and to their colleagues with accuracy, clarity, and efficiency.

**Motor:** Students are expected to participate in basic diagnostic and therapeutic maneuvers and procedures. Those who cannot perform these activities independently should be able to understand and direct the methodology involved in such activities.

**Intellectual, conceptual, integrative, and quantitative abilities:** Students must be able to analyze, synthesize, solve problems, and reach reasonable diagnostic and therapeutic judgments. Students are expected to be able to display good judgment in the assessment and treatment of patients. They must be able to learn to respond with prompt and appropriate action in emergency situations.

**Behavioral and social attributes:** Students are expected to be able to accept criticism and respond with appropriate modification of their behavior. Students also are expected to possess the perseverance, diligence, and consistency necessary to complete the M.D. curriculum and enter the independent practice of medicine in a reasonable period of time. They must demonstrate professional and ethical demeanor and behavior in all dealings with peers, faculty, staff, and patients.

**Cultural Competence:** Medical students must be able to communicate with and care for persons whose culture, sexual orientation, or religious beliefs are different from their own. They must be able to perform a complete history and physical exam on any patient regardless of the student’s or the patient’s race, religion, ethnicity, socioeconomic status, gender, age, or sexual preference. Similarly, students must be able to interact professionally with colleagues and other health care professionals without regard to race, religion, ethnicity, socioeconomic status, gender, age, or sexual preference.

Applicants who may not meet these standards are encouraged to contact the college’s admissions office.

**Admission Requirements**

Applicants for admission to the Carver College of Medicine must have a bachelor’s degree; or they must be enrolled in a bachelor’s degree program, have earned at least 94 s.h. of credit or the equivalent, and expect to receive their degree before enrolling in the Carver College of Medicine. They must have earned college credit in the following courses.

**Physics:** a complete introductory course (one year), including lab instruction.

**Mathematics:** an advanced college mathematics course or a statistics course.

**Chemistry:** a minimum of two years of chemistry, which must include general/inorganic chemistry, organic chemistry, and biochemistry.

**Biology:** a complete introductory course in the principles of biology (one year), with the appropriate laboratories; and an advanced biology course (one semester or quarter); recommended advanced biology courses include molecular and cell biology, human physiology, genetics, and microbiology.

**English:** two courses, including composition and literature; the requirement may be waived if the applicant’s school has an integrated writing requirement in courses across its curriculum.

**Social and behavioral sciences, and humanities:** four courses; because writing skills are important in the study and practice of medicine, prospective applicants are encouraged to fulfill this requirement with courses that include a writing component; recommended courses include behavioral psychology, foreign language, and other courses that encourage appreciation for diversity and cultural competency.

Applicants should have taken the required science courses for a grade rather than electing pass/fail grading.

Fulfillment of these requirements does not guarantee admission to the Carver College of Medicine. The college’s admissions committee selects applicants who appear to be best qualified to study and practice medicine. Preference is given to Iowa residents with high scholastic standing. Consideration also is given to outstanding nonresidents.

Applicants are required to take the Medical College Admission Test (MCAT) no earlier than five years before and no later than September of the year of application. To register for the test, see "Reserving a Seat" on the Medical College Admission Test web site.
Personal interviews are part of the admission process. Candidates invited for an interview are contacted by the admissions committee. An external criminal background check is performed for all admitted students at the time of admission.

All students who enter the Carver College of Medicine are required to comply with the pre-entrance and annual health screening program developed by the University’s Student Health Service in cooperation with University of Iowa Hospitals and Clinics; see Requirements and Forms on the Student Health Service web site.

All registered Carver College of Medicine students are required to maintain health insurance (or an equivalent care plan) that satisfies minimum standards of coverage. Insurance coverage must be maintained continuously throughout each year of attendance at the University.

Financial Support
The Carver College of Medicine’s philosophy is that no student should be denied a medical education due to a lack of financial resources. The college’s financial aid staff actively seeks sources of aid so that every student interested in a medical education will be able to finance that education.

Financial assistance is provided by the Carver College of Medicine primarily on the basis of demonstrated financial need. Although a limited number of collegiate or institutional grants are available for the most economically disadvantaged students, most aid is in the form of loans. Examples of federal loan programs are the Federal Direct Unsubsidized Stafford/Ford Student Loan, the Federal Perkins Loan, and the Primary Care Loan (PCL). Students also may qualify for Federal Direct Grad PLUS Loans or private loans to supplement their financial aid package.

In addition, the college supports scholarship and loan programs through permanent endowments and/or contributions from alumni and friends of the Carver College of Medicine. These funds are administered by the college’s financial aid office and are awarded as a part of a student’s total financial aid package. Funds to support short-term emergency loans are available for students with immediate financial need.

A small number of Dean’s Scholarships are awarded by the college’s admissions office to highly qualified candidates on the basis of their academic excellence, leadership abilities, and their potential to enrich the college. Dean’s Scholarships are included in the recipient’s overall financial aid package.

To learn more about financial aid, contact the Carver College of Medicine Financial Services office.

Academic Rules and Procedures

Student Promotion
The Carver College of Medicine has established promotion policies and procedures to ensure that each of its graduates has adequate skills, knowledge, judgment, ethical standards and personal integrity to assume the responsibilities of a medical doctor. The student promotions committee, made up of seven faculty members and two students, performs these duties with the cooperation, advice, and judgment of course directors, faculty members, students, and administrators.

The committee recommends specific actions to be taken when a student’s skills, knowledge, judgment, or ethical behavior is in any way considered consistently marginal or unsatisfactory. Possible recommendations include dismissal of the student from the college; suspension for a specified period of time; requiring the student to repeat all or any part of the curriculum on academic probation; and allowing the student to continue on academic probation with a full or partial course load. The committee’s recommendations are forwarded for action to the executive dean of the Carver College of Medicine.

Medical students have the right to appeal a promotion decision. They must submit the appeal in writing to the Carver College of Medicine’s executive dean within five days of notification of the decision. Appeals are considered by the Appeals Committee, made up of faculty representatives of the Medical Council and the Executive Committee, a medical student, a lay member, and the associate dean for student affairs (ex officio). Students may request an opportunity to appear before the Appeals Committee to make a statement and answer questions. The committee then makes its recommendation to the college’s dean, who is the final authority.

Specific information about student promotion policies and procedures is available from the Office of Student Affairs and Curriculum and is online in the Student Handbook.

Leaves of Absence, Withdrawal, Reinstatement
The Carver College of Medicine has established policies regarding leaves of absence, dropping courses, withdrawal from the college, and reinstatement to the college. Information about each of these policies is available at the college’s Office of Student Affairs and Curriculum and is published annually in the Student Handbook.

Disputes and Complaints
Student complaints concerning actions of faculty members or departments are pursued first through mechanisms established in the Carver College of Medicine. These procedures allow the greatest flexibility for all concerned in resolving a conflict. They are intended for situations such as grading disputes, alleged academic dishonesty, alleged dishonesty during a clinical rotation, alleged unethical or unprofessional conduct, and perceived discrimination or harassment.

Complaints regarding sexual harassment are handled confidentially in accordance with University policy and procedures; see the University’s Policy on Sexual Harassment.

For information about the established informal mechanisms, contact the Office of Student Affairs and Curriculum or see the Student Handbook.
Emergency Medicine

Chair
- Andrew Nugent

Professors
- Mark Graber, Hans House, Andrew Nugent

Associate professors
- Azeem Ahmed, Gregory Bell, Chris Buresh, Carlyn Christensen-Szalanski, Charles Jennissen, Mike Takacs

Assistant professors
- Agustin Aguilar, Olivia Bailey, Dana Collaguazo, Chris Hogrefe, Dan Miller, Mike Miller, Sarah Miller, Nick Mohr, Bobby Peters, Matthew Spragg, Jon Van Heukelom

Assistant professor emeritus
- Harlo Hove

Web site: http://www.medicine.uiowa.edu/emergencymedicine/

The Department of Emergency Medicine prepares new physicians to recognize and treat a variety of urgent and emergent conditions. The program fosters basic science and clinical research relevant to emergency medicine and is dedicated to the education and training of Emergency Medical Services (EMS) personnel through the Emergency Medical Services Learning Resources Center (EMSLRC).

M.D. Student Training

Elective rotations for Doctor of Medicine students are available at University of Iowa Hospitals and Clinics and at several other sites throughout Iowa, including St. Luke's Hospital, Cedar Rapids; Great River Medical Center, Burlington; Covenant Medical Center, Waterloo; Broadlawns Medical Center, Des Moines; and Mercy Medical Center, Sioux City. Students also may arrange an off-service elective independently with established residency programs throughout the United States.

The program offers an annual introductory month to emergency medicine; advanced life support; and Wilderness Medicine, a rotation that includes a trip to wilderness areas such as the Colorado Rockies, Iowa's Lake Macbride, and the Ozarks.

Residency Program

The emergency medicine faculty directs the Iowa Emergency Medicine Residency, Iowa's only emergency medicine residency. The residency is a three-year program that prepares residents for careers in diverse areas of emergency medicine, from rural practice to academics. The program emphasizes critical care training and rotations in a wide variety of specialties. Part of the clinical component is spent at St. Luke's Hospital, Cedar Rapids.

Resources

The Emergency Department, located on the first floor of Roy Carver Pavilion, is a Level I Adult and Pediatric Trauma Center. It serves as a referral center for communities across Iowa.

Courses

Preceptorship with full-time emergency department physicians; clinical shifts, case conferences, simulations, exams. Requirements: completion of M.D. third year.

184:221 (EM:8402) Emergency Medicine UIHC
Preceptorship with residents and faculty; emphasis on principles of acute medicine; clinical shifts, case conferences, simulations, exams. Requirements: completion of surgery, pediatrics, and internal medicine or advanced practice management.

184:222 (EM:8499) Emergency Medicine off Campus
Preceptorship with residents and faculty; emphasis on principles of acute medicine; Liaison Committee on Medical Education (LCME) accredited off-campus site. Requirements: Completion of M.D. third year and approval from UIHC Emergency Medicine clerkship director.

184:223 (EM:8405) Rural Emergency Medicine at Burlington, Iowa
In-depth clinical experience in a busy rural hospital emergency department under supervision of residency-trained emergency physicians; lectures, skill labs, projects. Requirements: completion of M.D. third year.

184:224 (EM:8401) Introduction to Advanced Life Support Skills
Experience managing acute threats to life, including trauma, respiratory failure, poisoning, sepsis, stupor/coma, and acute MI, using ACLS and PALS courses and clinical manikin work with EMS staff. Requirements: completion of M.D. third year.

184:225 (EM:8403) Wilderness Medicine
Didactic and scenario training in physiology, diagnosis, and emergency treatment of heat- and cold-related illnesses, high altitude disorders, wilderness trauma, envenomations, and immersion injuries. Taught in wilderness areas. Requirements: completion of M.D. third year.

184:226 (EM:8409) Transition to Residency
Intensive program providing basic training in life support skills, experience in procedures common to inpatient hospital environment, and practice with simulated critical care scenarios; lectures, small group discussions, procedure labs, high-fidelity simulations, and self-directed online learning; students become certified in Advanced Cardiac Life Support (ACLS). Requirements: completion of surgery, pediatrics, and IM or APM.

184:402 (EM:8406) Emergency Medicine Des Moines
Participation in acute emergency care, management of acute illnesses, follow-up care when possible; Broadlawns Hospital, Des Moines. Requirements: completion of surgery, pediatrics, and internal medicine or advanced practice management.

184:425 (EM:8407) Emergency Medicine Waterloo
Participation in acute emergency care, management of acute illnesses, follow-up care when possible; Covenant Medical Center, Waterloo. Requirements: completion of M.D. third year.
184:430 (EM:8408) Emergency Medicine Sioux City  4 s.h.
Experience with a routine cross section of emergency problems in a regional trauma center and with functions of area resource hospitals (St. Luke's Medical Center, Mercy Medical Center); option to accompany ambulance crews. Requirements: completion of surgery, pediatrics, and internal medicine or advanced practice management; and basic life support certification.

Clinical research experience with a mentor in the Emergency Treatment Center and the Department of Emergency Medicine; principles of design, methodology, basic statistics.
Family Medicine

Chair
- Paul James

Professors
- George R. Bergus, Barry Carter, Richard Dobyns, John Ely, Daniel Fick, Mark Graber, Paul James, Gerald J. Jogerst, Clarence D. Kreiter, Barcey T. Levy, Marcy Rosenbaum, Steven Wolfe

Associate professors
- Alison Abreu, David Bedell, Jill Endres, Michael Ernst, Michael Maharry, Victoria Sharp, Kelly Skelly, Jason Wilbur, Catherine Woodman

Assistant professors
- Glenn Abernathy, Denise Adams, Rick Axelson, Anne Gaglioti, Adelaide Gurwell, Jody Harmsen, Katie Imborek, Matthew Lanternier, Rebecca Leidal, Britt Marcussen, Julia Matveeva, Sandra Rosenfeld, Wendy Shen, Brian Shian, Kate Thoma, Michelle Weckman

Associates
- Hussain Banu, Shalina Shaik

Adjunct professor
- John E. Sutherland

Adjunct associate professors
- Anthony Day, Robert Friedman, Scott Henderson, Michael Jung, Gerald Loos, Gerald McGowan, Kurt Roksenkranz, Larry Severidt, Anne Sullivan, Craig Whittenberg

Adjunct assistant professors

Professors emeriti
- Arthur Hartz, Reuben B. Widmer, Glenys O. Williams

Web site: http://www.medicine.uiowa.edu/familymedicine/

M.D. Student Training

The Department of Family Medicine trains primary care physicians. The department offers course work that is included throughout the four-year M.D. program. Twenty-one elective senior rotations give students opportunities for exposure to various Iowa communities through work in affiliated hospitals or connected facilities, in the department’s model office on the University of Iowa campus, and in preceptorships with selected family physicians throughout the state. Students also have the opportunity for independent study during the fourth year.

Residency Program

Family Practice Residency

The Department of Family Medicine directs a three-year residency program whose graduates are eligible for certification by the American Board of Family Medicine. The residency program trains physicians to provide continuous and comprehensive medical care to patients and their families. Residents are educated in all areas of family medicine—adult medicine, maternal and child health, behavioral science, surgical specialties, and community medicine. Training emphasizes the value of wellness and preventive medicine as well as curative medicine.

The program is organized as a progressive educational experience. It consists of formal teaching and clinical experiences on assigned rotations, structured conferences, and patient care in the Family Care Center. As residents develop clinical skills, medical judgment, and competence, their patient responsibilities increase. Some patients at the Family Care Center are assigned to residents, who provide medical care under faculty supervision. Each resident is responsible for his or her patients for the duration of the residency program.

Residents also learn the principles of practice management, including organizational and administrative decision making, patient record and bookkeeping procedures, and chart auditing methodologies.

Residents are expected to take responsibility for their learning environment, to avail themselves of the department’s diverse resources, and to collaborate with the faculty in order to have the best possible learning experience.
Family Medicine–Psychiatry Residency

The Department of Family Medicine and the Department of Psychiatry cosponsor the combined Family Medicine–Psychiatry Residency program. The program’s residents acquire broad-based training in both disciplines, including focused training in geriatrics and geriatric psychiatry, substance and alcohol abuse, diagnosis and treatment of depression, delirium, eating disorders, panic disorders, and neurotic and somatizing behavior. Graduates are eligible for certification by the American Board of Family Medicine and the American Board of Psychiatry and Neurology.

Facilities

The Department of Family Medicine is located on the University of Iowa health sciences campus. Faculty offices are close to the Family Care Center, where patients are seen by appointment. The department also has community-based clinics in southeast Iowa City and North Liberty, Iowa, and a rural satellite office located in Lone Tree, Iowa.

Courses

115:203 (FAM:8005) Medical Education Community Orientation 0 s.h.
Experience in a local health care delivery system away from the University setting, between first and second year of M.D. program.

115:300 (FAM:8301) Preceptorship in Family Medicine arr.
One-on-one experience with a practicing physician in his or her office; exposure to illnesses, conditions often seen in primary care; realistic background for evaluation of family medicine as a career alternative.

115:401 (FAM:8408) Family Medicine Clerkship, Broadlawns Hospital, Des Moines Family Health Center 4 s.h.
Clinical experience in inpatient and outpatient care.

115:403 (FAM:8419) Lone Tree Family Medicine Clerkship 4 s.h.
Experience providing patient care in a rural setting; continuity of care for patients of all ages. Requirements: fourth-year M.D. enrollment.

115:404 (FAM:8403) Advanced Preceptorship in Family Medicine 4 s.h.
Experience in community practice of family medicine.

115:405 (FAM:8401) Subinternship in Family Medicine, University of Iowa arr.
Inpatient aspects of family medicine’s key components; experience on the family medicine inpatient service.

115:406 (FAM:8409) Subinternship in Family Medicine, Iowa Lutheran 4 s.h.

115:407 (FAM:8410) Family Medicine, Iowa Lutheran arr.
Requirements: fourth-year M.D. enrollment.

115:408 (FAM:8402) University of Iowa Family Medicine Clerkship 2,4 s.h.
Work with family practice residents and staff in day-to-day delivery of primary medical care at Family Practice Center; experience in the Family Stress Clinic observing family-centered counseling; nursing home visits, work with departmental social worker and sports medicine specialist.

115:409 (FAM:8420) Family Medicine, Mason City 4 s.h.
Work with family physicians on staff at Mercy or other affiliated community hospitals; management of all patients admitted by the family physicians, participation in care rendered by consultants; primary care experience in family practice office.

Work with departmental researcher on investigation in family medicine, community medicine, health care delivery, health maintenance, and other areas.

115:411 (FAM:8404) Rural Preceptorship in Family Medicine 2,4 s.h.

115:415 (FAM:8406) Subinternship in Family Medicine--Cedar Rapids 4 s.h.
Experience as a junior resident in all areas of inpatient family medicine, including maternity care, child and adolescent health, adult medicine.

115:416 (FAM:8407) Clerkship in Family Medicine--Cedar Rapids 4 s.h.
Experience as a junior resident in all areas of family medicine, including maternity care, child and adolescent health, adult medicine.

115:417 (FAM:8450) Continuity of Care--Family Medicine 4 s.h.
Longitudinal continuity of care experience for fourth-year M.D. students in an outpatient family medicine setting.

115:419 (FAM:8411) Family Medicine Clerkship, Davenport 4 s.h.
Assignment to problems commonly seen in family practice office; supervision by residents and faculty for history and physical evaluation and diagnostic workups and treatment of each specific problem; exposure to acutely ill patients in services of medicine, surgery, obstetrics, pediatrics.

115:420 (FAM:8416) Family Medicine Clerkship, Sioux City 4 s.h.
Methods common in family practice medicine; participation in care of patients seen by family practice physicians and residents.

115:423 (FAM:8417) Subinternship in Family Medicine, Waterloo 4 s.h.
Experience working as a member of family practice inpatient team at Allen Memorial Hospital and Covenant Medical Center, following patients from admission through discharge.
115:424 (FAM:8418) Family Medicine Clerkship, Waterloo
Rotation at the Northeast Iowa Family Practice Center; work with patients from outpatient care through hospitalization; basic concepts of family practice, team concept in medical care.

115:426 (FAM:8405) Geriatrics Elective
(arr.)
Experience in monitoring and evaluating health and functional status of patients age 65 and older in the UI Geriatric Assessment Clinic and community settings. Same as 078:800 (IM:8405).

115:427 (FAM:8413) Family Medicine Geriatrics, Davenport
4 s.h.
Geriatric, palliative, and end-of-life care issues; assessment of competency in evaluation and management of patients; interdisciplinary nature of geriatric and palliative care.

115:429 (FAM:8415) Subinternship in Family Practice, Sioux City
4 s.h.
Experience as a junior resident in all areas of family medicine. Requirements: fourth-year M.D. enrollment.

115:430 (FAM:8412) Sub-Internship in Family Medicine, Davenport
4 s.h.
Experience in inpatient family medicine; assessing and managing hospitalized patients, evaluating and treating patients in the emergency room, participating in call coverage with family medicine residents.

115:431 (FAM:8421) Primary Care Sports Medicine
4 s.h.
Comprehensive, diverse, and educational experience in the field of sports medicine; clinical competence to diagnose and manage medical illnesses and injuries related to sports and exercise in varied patients, recreational and organized athletes, and teams. Requirements: M.D. enrollment.

115:432 (FAM:8422) Family Medicine/Psychiatry Elective
2.4 s.h.
Integration of mental and physical health care across outpatient family medicine and outpatient psychiatry arenas. Requirements: M.D. enrollment.

115:999 (FAM:8499) Family Medicine off Campus
(arr.)
Clerkships; may include community hospitals.
Free Radical and Radiation Biology

Director

- Douglas R. Spitz

Affiliated faculty

- Mark E. Anderson (Radiation Oncology), Nukhet Aykin-Burns (Radiation Oncology), Kyle E. Brown (Radiation Oncology), John M. Buatti (Radiation Oncology), Garry R. Buettner (Radiation Oncology), Andrian L. Burnett (Radiation Oncology), A. Brent Carter (Radiation Oncology), Kristi E. Chang (Radiation Oncology), Gary E. Christensen (Electrical and Computer Engineering), Joseph J. Cullen (Radiation Oncology), Frederick E. Domann Jr. (Radiation Oncology), John F. Engelhardt (Anatomy and Cell Biology/Internal Medicine), Melissa E. Fath (Radiation Oncology), Gerry F. Funk (Radiation Oncology), Paloma H. Giangrande (Radiation Oncology), Apollina Goel (Radiation Oncology), Prabhat C. Goswami (Radiation Oncology), Michael M. Graham (Radiation Oncology), Richard D. Hichwa (Radiation Oncology), Henry T. Hoffman (Radiation Oncology), Mathews Jacob (Radiation Oncology), Geraldine M. Jacobson (Radiation Oncology), Aloysius J. Klingelhutz (Radiation Oncology), C. Michael Knudson (Radiation Oncology), Kevin C. Kregel (Radiation Oncology), Michelle M. Krupp (Radiation Oncology), Michael L. McCormick (Radiation Oncology), Sanford Meeks (Radiation Oncology), Francis J. Miller (Radiation Oncology), Earl Nixon (Radiation Oncology), Edward C. Pennington (Radiation Oncology), Larry W. Robertson (Radiation Oncology), Timothy C. Ryken (Radiation Oncology), Ehab Sarsour (Radiation Oncology), Michael K. Schulz (Radiation Oncology), Milan Sonka (Radiation Oncology), Douglas R. Spitz (Radiation Oncology), John J. Sunderland (Radiation Oncology), Mindi J. Tennapel (Radiation Oncology), Timothy J. Tewson (Radiation Oncology), Aliye Uc (Radiation Oncology/Pediatrics), Douglas J. Van Dael (Radiation Oncology), Timothy J. Waldron (Radiation Oncology), M. Todd Washington (Radiation Oncology), Gordan L. Watkins (Radiation Oncology), Marc S. Wold (Radiation Oncology), Xiaodong Wu (Radiation Oncology)

Graduate degrees: M.S. in free radical and radiation biology, Ph.D. in free radical and radiation biology

Web site: http://www.uiowa.edu/~frrbp/

The Free Radical and Radiation Biology Program provides in-depth training and research experience in the physical, chemical, and biological effects of radiation. It also focuses on the metabolic production of free radicals for biology and medicine.

Free radicals are of interest to researchers and clinicians due to their role in a variety of diseases and pathological states, including degenerative diseases of aging and cancer. Manipulation of free radical reactions and redox biology hold great promise for the future development of new therapies for a variety of human diseases. The Free Radical and Radiation Biology Program stresses the importance of these areas of research to basic science, clinical medicine, and public health.

Undergraduate Education

Four courses offered by the Free Radical and Radiation Biology Program are open to University of Iowa undergraduate students: 077:103 (FRRB:5000) Radiation Biology, 077:107 (FRRB:4000) Special Topics: Advanced Undergraduates, 077:108 (FRRB:4001) Special Topics: Advanced Undergraduates, and 077:120 (FRRB:3130) Radiation Safety and Radiobiology. Students looking for an overview of the biological effects of radiation, including the role of free radicals, will find 077:103 (FRRB:5000) Radiation Biology especially appropriate. All three courses are appropriate for students who plan to enter medicine, nuclear medicine technology, environmental health, or related programs.

Graduate Programs of Study

- Master of Science in free radical and radiation biology
- Doctor of Philosophy in free radical and radiation biology

The Carver College of Medicine administers graduate programs in free radical and radiation biology; graduate degrees are granted through the Graduate College. See Carver College of Medicine (p. 993) and Graduate (p. 888) College in the Catalog for general information about study in medicine and graduate study at the University.

Master of Science, Doctor of Philosophy

The Master of Science in free radical and radiation biology requires a minimum of 30 s.h. of graduate credit; the Doctor of Philosophy requires a minimum of 72 s.h. of graduate credit.

The M.S. and Ph.D. programs are open to graduate students with a background in physics, chemistry, mathematics, biology, health sciences, veterinary medicine, or engineering.

After completing the introductory course 077:103 (FRRB:5000) Radiation Biology, students typically concentrate on a particular aspect of the field. Some students elect to focus on radiation and cancer biology, while others choose to emphasize free radical biology. In addition to formal lectures and some structured laboratory exercises, plans of study for free radical and radiation biology students involve small-group conferences, discussions, and seminars. Ph.D. students are encouraged to spend at least one semester as teaching assistants, for which no registration is required and no academic credit is given.

Many of the department’s graduate students elect to take 077:120 (FRRB:3130) Radiation Safety and Radiobiology, a course that covers safe operation of radiation-producing equipment and handling of radioactive materials, regulations and regulatory agencies, formulas and techniques in radiation protection programs, radiation protection, and other topics.

Postgraduate Training

Postdoctoral training is available by arrangement with the program’s director and individual faculty members. Contact the Free Radical and Radiation Biology Program.
Financial Support

Graduate students are supported as graduate assistants from funds available through research grants and contracts or from departmental funds. Individual postdoctoral awards also may be available; the candidate and his or her faculty sponsor apply for them jointly.

Facilities

The Free Radical and Radiation Biology Program is the home of the Radiation and Free Radical Research Core Lab (RFRRC). The lab operates a 300 kVp orthovoltage X-ray generator and other radiation sources, including a 8,000-Curie Cs-137 irradiator. Students and staff have access to additional core lab support through RFRRC, with services and expertise related to analytical chemistry (EPR services) and redoxbiology, biochemistry (AES services), and linear accelerators in the Department of Radiation Oncology.

The program has a number of radiation detectors and counters, including liquid scintillation counters. It also has ultraviolet/visible spectrophotometers; various types of equipment for densitometry, chromatography, and electrophoresis; molecular biology equipment, including thermal cyclers; an automatic cell counter and particle sizer; tissue culture facilities; Typhoon Phosphoimager; HPLC; Electron Spin Resonance Spectrometers; and nitric oxide analyzers. Visit Radiation and Free Radical Research Core on the program's web site to learn more.

Courses

**077:103 (FRRB:5000) Radiation Biology**  4 s.h.
Characteristics and biological effects of ionizing radiations. Offered fall semesters of odd years. Prerequisites: 004:121 (CHEM:2210), 029:240, and 099:120 (BIOC:3120).

**077:107 (FRRB:4000) Special Topics: Advanced Undergraduates**
Readings and/or laboratory experience. Offered fall semesters.

**077:108 (FRRB:4001) Special Topics: Advanced Undergraduates**
Readings and/or laboratory experience. Offered spring semesters.

**077:120 (FRRB:3130) Radiation Safety and Radiobiology**  2 s.h.
Instruction on safe operation of radiation producing equipment and handling of radioactive materials; origin and/or derivation of certain formulae and techniques useful in radiation protection programs; regulatory agencies, regulations, and regulatory guides pertinent to student’s field; emphasis on applied aspects of radiation protection; characteristics and biological effects of ionizing radiations, properties and uses of radioisotopes, medical applications, and biological basis for protection procedures. Requirements: enrollment in radiation sciences program. Same as 680:130 (RSP:3130).

**077:222 (FRRB:7000) Redox Biology and Medicine**  4 s.h.
Chemistry and biology of free radicals and related oxidants; antioxidants; antioxidant enzymes—their structure, function, regulation; targets of free radicals (lipids, proteins, DNA); free radicals in health and disease. Offered fall semesters of even years. Prerequisites: 004:121 (CHEM:2210) or 099:120 (BIOC:3120).

**077:288 (FRRB:7001) Molecular and Cellular Biology of Cancer**  3 s.h.
Fundamental aspects of oncology at the cellular and molecular levels; mechanisms of cancer initiation and progression, oncogene action, DNA damage and repair, carcinogenesis by radiation, chemicals, viruses; tumor immunology, anticancer therapies. Offered spring semesters of odd years. Requirements: strong basic science background. Same as 069:288 (PATH:7001).

**077:305 (FRRB:6004) Research: Free Radical and Radiation Biology**
arr.

**077:307 (FRRB:5001) Research: Special Topics**
arr.

**077:308 (FRRB:5002) Research: Special Topics**
arr.

**077:545 (FRRB:6006) Topics in Free Radical Biology and Medicine**  1 s.h.
New literature in area of free radicals.

**077:547 (FRRB:6008) Topics in Radiation and Cancer Biology**  1 s.h.
Emerging concepts in the biological effects of radiation and cancer biology; current topics in journal club format.
Internal Medicine

Chair
• Mark E. Anderson

Professors

Associate professors

Assistant professors

Associates

Adjunct professors
• Edgar Carvalho, Steven R. Craig, Howard Dittrich, Michael T. Flood, Patrick H. Henry, Selma Jeronimo, Nathan Josephson, Udaya M. Kabadi, Louis Katz, Thomas J. McIntosh, Barbara A. Muller, William J. Yost

Adjunct associate professors

Adjunct assistant professors
endocrinology and metabolism, gastroenterology and immunology, cardiology, clinical pharmacology, primary care as well as the specialized areas of allergy discipline, including general internal medicine and research activities cover all facets of the prevention, and treatment of diseases of adults. The Internal medicine is concerned with the diagnosis, clinical and research fellowships, in which fellows develop special knowledge and skills relevant to their specialties. Fellows who hold doctoral degrees may be accepted to postgraduate work.

M.D. Student Training

In the third year, the department’s faculty members teach students for six focus weeks in 078:101 (IM:8301) Inpatient Internal Medicine and for four weeks in 078:102 (IM:8302) Outpatient Internal Medicine at University of Iowa Hospitals and Clinics, the Iowa City Veterans Affairs Medical Center, or hospitals of the Des Moines Area Medical Education Consortium. M.D. students actively participate as members of an inpatient ward team in 078:101 (IM:8301) and in the evaluation and management of patients at outpatient internal medicine clinics in 078:102 (IM:8302).

In the fourth year, M.D. students may select a clinical experience to fit their own career goals from courses offered in general medicine, subspecialties, intensive care, and a subinternship program.

Residency Program, Postgraduate Work
The department offers a three-year residency training program in internal medicine. In addition, most of the department’s specialty divisions offer two- and three-year clinical and research fellowships, in which fellows develop special knowledge and skills relevant to their specialties. Fellows who hold doctoral degrees may be accepted to programs whose major focus is laboratory research.

Facilities
Teaching in the Department of Internal Medicine takes place in the medical services and laboratories of University of Iowa Hospitals and Clinics and the Iowa City Veterans Affairs Medical Center, and in Des Moines at the Veterans Affairs Central Iowa Health Care System and Iowa Methodist Medical Center.

Adjunct instructors

Professors emeriti

Associate professors emeriti
- Henri A. Cuddihy, James R. Flanagan, William J. Lawton, Jeanne M. Smith

Web site: http://www.int-med.uiowa.edu/

Internal medicine is concerned with the diagnosis, prevention, and treatment of diseases of adults. The Department of Internal Medicine’s educational, patient care, and research activities cover all facets of the discipline, including general internal medicine and primary care as well as the specialized areas of allergy and immunology, cardiology, clinical pharmacology, endocrinology and metabolism, gastroenterology and hepatology, hematology, oncology, blood and marrow transplant, infectious diseases, nephrology, pulmonary, critical care, occupational medicine, and rheumatology. The department is committed to the complete spectrum of medical education, from didactic and clinical education of M.D. students to resident and fellowship training.
Courses

078:101 (IM:8301) Inpatient Internal Medicine
Development of knowledge, diagnostic and management skills vital to care of hospitalized patients; clinical responsibilities, educational conferences, independent study.

078:102 (IM:8302) Outpatient Internal Medicine
3-4 s.h.
Development of knowledge, diagnostic and management skills in the outpatient clinical setting; clinical activities, discussion of problems, independent study.

078:202 (IM:8401) Subinternship in Internal Medicine
4 s.h.
Student responsibility for evaluating, treating, and following patients admitted to inpatient general medicine services. Requirements: fourth-year M.D. enrollment.

078:204 (IM:8458) Community-Based General Internal Medicine
4 s.h.
Primary care internal medicine in a community setting. Requirements: fourth-year M.D. enrollment.

078:205 (IM:8450) Continuity of Care in Outpatient Internal Medicine
4 s.h.
Experience with longitudinal continuity of care for patients in the outpatient setting; clinical and didactic exposure to broad spectrum of general internal medicine problems. Requirements: fourth-year M.D. enrollment.

078:217 (IM:8445) Integrated Topics in Infectious Diseases
4 s.h.
Questions in host-parasite interactions; monthly case study followed by journals club discussions.

078:218 (IM:8453) Critical Care Rotation, IMMC, ICU, DM
4 s.h.
Subinternship on medical critical care team, with daily rounds, teaching. Requirements: fourth-year M.D. enrollment.

078:219 (IM:8452) Subinternship in Internal Medicine at VAMC, Des Moines
arr.
Rotation at the Veterans Affairs Central Iowa Health Care System; subinternship on general internal medicine ward. Requirements: fourth-year M.D. enrollment.

078:220 (IM:8451) Subinternship in General Internal Medicine and ICU, Des Moines
arr.
Four-week rotation at Des Moines Medical Education Consortium; experience as a subintern in general internal medicine and the ICU. Requirements: fourth-year M.D. enrollment.

078:221 (IM:8455) Public Health Medicine
arr.
Participation in ongoing projects related to public health issues of acute disease; training and career opportunities in public health practice.

078:225 (IM:8454) General Medicine Consult Service, IMMC
arr.
Principles of consultative medicine provided by general internists to non-internal medicine patients; how to assess perioperative risk for patients evaluated before surgery.

078:250 (IM:8410) Clinical Allergy Immunology
arr.
Pathogenesis, diagnosis, and management of asthma and allergic and immunologic diseases; conducting and interpreting relevant specialized clinical and laboratory tests; emphasis on outpatients; formal and informal teaching sessions.

078:300 (IM:8412) Clinical Cardiology
arr.
Development of breadth and depth in diagnostic and therapeutic problems encountered in clinical cardiology; participation in evaluation and decisions regarding patients seen sometimes in the cardiovascular clinic, inpatient cardiology wards, and electrophysiology service.

078:304 (IM:8303) Electrocardiography
arr.
Scalar electrocardiography with option of viewing exercise studies including treadmill testing; initial interpretation of current tracings and daily staff conferences.

078:325 (IM:8456) Clinical Cardiology Coronary Care Experience, Iowa Methodist, Des Moines
arr.

078:333 (IM:8495) Internal Medicine ICU off Campus
arr.
Experience as subintern in the ICU/MICU; daily rounds and teaching with medical critical care staff.

078:400 (IM:8414) Clinical Endocrinology
arr.
New patient evaluation, inpatient referral; returning patients in diabetes, endocrine clinics; complete patient evaluations, charts; participation in clinical conferences.

078:450 (IM:8416) Clinical Gastroenterology
arr.
Work in consultation service at University Hospitals and Clinics or Veterans Affairs Iowa City Health Care System; assistance in diagnostic procedures for patients examined as part of consultation service; participation in patient follow-up through weekly return clinic.

078:501 (IM:8418) Hematology Oncology
arr.
Diagnostic skills in hematology and oncology.

078:503 (IM:8435) Palliative Care
2,4 s.h.
Requirements: M.D. enrollment.

078:504 (IM:8437) Multidisciplinary Cancer Care
2 s.h.
Basic concepts of cancer care; role of multidisciplinary team in care of cancer patients; development of attitudes, knowledge, and skills useful for entering a specialty that encounters patients with cancer. Requirements: M.D. enrollment.

078:550 (IM:8422) Clinical Infectious Disease
arr.
Diagnosis, treatment, follow-up, study of patients with infectious diseases, under staff guidance; techniques of diagnostic microbiology; participation in conferences, teaching activities.
078:600 (IM:8426) Pulmonary Disease
Breadth, depth in diagnostic, therapeutic problems encountered in clinical pulmonary disease; evaluation of outpatients and inpatients under staff supervision; interpretation of special studies carried out in pulmonary function laboratory, fiberoptic bronchoscopy and brush biopsy of lung; exposure to diagnosis and management of acute respiratory failure in intensive care units at University of Iowa Hospitals and Clinics, Veterans Affairs Iowa City Health Care System.

078:602 (IM:8424) Medical Intensive Care Unit
arr.

078:650 (IM:8428) Nephrology
Evaluation of patients from University of Iowa Hospitals and Clinics inpatient service, Veterans Affairs Iowa City Health Care System, clinics; emphasis on early kidney disease, all varieties of hypertension.

078:652 (IM:8457) Clinical Nephrology, Iowa Methodist, Des Moines
2,4 s.h.
Exposure to common nephrology problems, including acute renal failure, chronic renal failure, acid-base disorders, common electrolyte disorders.

078:653 (IM:8430) Adult and Pediatric Nephrology and Hypertension

078:662 (IM:8432) Medical and Pediatric Endocrinology

078:700 (IM:8434) Clinical Rheumatology
Clinical features of rheumatic diseases, their differential diagnosis, principles of management; patients from arthritis clinic, inpatient consultation service of University of Iowa Hospitals and Clinics, Veterans Affairs Iowa City Health Care System.

078:800 (IM:8405) Geriatrics Elective
Experience in monitoring and evaluating health and functional status of patients age 65 and older in the UI Geriatric Assessment Clinic and community settings. Same as 115:426 (FAM:8405).

078:998 (IM:8498) Internal Medicine on Campus
arr.

078:999 (IM:8499) Internal Medicine off Campus
arr.
Medical Education Program

**Director**
- Kristi J. Ferguson

**Affiliated faculty**
- Rick Axelson (Family Medicine), Kristi J. Ferguson (Community and Behavioral Health/Internal Medicine), Clarence Kreiter (Family Medicine), Jeff Pettit, Marcy Rosenbaum (Family Medicine)

**Graduate degree:** M.M.E.
**Graduate certificate:** Medical education
**Web site:** [http://www.healthcare.uiowa.edu/ocrne/masters/programoverview.htm](http://www.healthcare.uiowa.edu/ocrne/masters/programoverview.htm)

The Medical Education Program is dedicated to providing medical faculty members with formal training in medical education. The program is coordinated through the Office of Consultation and Research in Medical Education.

**Graduate Programs of Study**
- Master in Medical Education
- Certificate in Medical Education

Application requirements are the same for both programs; see "Admission" below.

**Master in Medical Education**

The Master in Medical Education requires a minimum of 30 s.h. of graduate credit. The program is designed to prepare medical faculty members to educate health professionals. It is intended for Carver College of Medicine faculty members and professional staff as well as for University of Iowa resident physicians and fellows.

The program gives participants the opportunity to specialize in theory and practice of curriculum design, effective teaching, assessment, and other aspects of medical education. Graduates of the program should be able to:
- Design evidence-based education programs and materials with appropriate scope, sequence, and focus for intended learners;
- Deliver effective instruction to individuals and small or large groups in classroom, laboratory, or clinical settings;
- Evaluate the effectiveness of educational instruction, using formative and summative methods;
- Understand basic principles of educational measurement and be able to apply them to medical education;
- Use assessments to promote learning and to assess learning progress and status; and
- Understand basic principles of, and be able to interpret and use, educational research.

The M.M.E. may be completed in as few as two years or as many as five. Students may begin the program in fall semester, spring semester, or summer session. Some of the required courses are offered online, and required on-campus courses have evening meeting times.

The curriculum includes 24 s.h. of required courses and 6-9 s.h. of electives. Students must register for at least one course each academic year in order to maintain satisfactory progress toward the degree. The program's faculty provides substantial student advising and consultation.

During their first semester, students file a plan of study. Each student's plan must include a description of the student's goals, intended graduation date, and a list of courses the student plans to take each semester he or she is working toward the degree. The study plan must incorporate all of the courses required for the degree and must include any requests for transfer credit. The plan must be approved by the director of the M.M.E. program and by the student's advisor. Subsequent revisions of the plan must have the advisor's approval.

The Master in Medical Education requires the following course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>050:701</td>
<td>Instructional Design and Technology</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>050:702</td>
<td>Clinical Teaching in Medical Education</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>050:703</td>
<td>Educational Research and Evaluation</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>050:711</td>
<td>Teaching Methods in Medical Education</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>050:712</td>
<td>Introduction to Educational Measurement in Medical Education</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>050:713</td>
<td>Assessment in Medical Education</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>050:714</td>
<td>Current Issues in Medical Education</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>050:720</td>
<td>Portfolio Project</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td>6-9 s.h.</td>
</tr>
</tbody>
</table>

Students who do not do clinical teaching may substitute another course for 050:702 (MED:9702) Clinical Teaching in Medical Education.

Students must have completed at least 18 s.h. before enrolling in 050:720 (MED:9720) Portfolio Project. In the portfolio, students integrate the materials they have developed over the course of the program into a document. Three faculty members review the project and evaluate the student’s participation in the program.

Electives require approval of the student’s advisor. They may include courses in the M.M.E. program as well as those offered by relevant departments and programs (e.g., College of Education, Tippie College of Business). Students should check with their advisors to determine which courses are graduate level.

**Certificate**

The Certificate in Medical Education requires a minimum of 12 s.h. of graduate credit. The certificate program is designed to help participants find new ways to enhance their scholarship and skills in teaching, curriculum design, and education assessment. It is intended for Carver College of Medicine faculty and professional staff as well as for University of Iowa resident physicians and fellows.

Required course work for the certificate is taken from the Master of Medical Education program. Individuals who complete the certificate and then decide they would like to earn the master's degree may count their certificate course work toward the M.M.E.

The Certificate in Medical Education requires the following course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>050:701</td>
<td>Instructional Design and Technology</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>050:702</td>
<td>Clinical Teaching in Medical Education</td>
<td></td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td>6-9 s.h.</td>
</tr>
</tbody>
</table>
Colleges and Other Academic Units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>050:711 (MED:9711)</td>
<td>Teaching Methods in Medical Education</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Research and measurement—one of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>050:703 (MED:9703)</td>
<td>Educational Research and Evaluation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>050:712 (MED:9712)</td>
<td>Introduction to Educational Measurement in Medical Education</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

And:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional courses chosen from M.M.E. requirements</td>
<td>6 s.h.</td>
</tr>
</tbody>
</table>

Admission

Application requirements are the same for the M.M.E. degree and the certificate program. Applicants should hold an M.D. degree and must have performed satisfactorily on the Medical College Admission Test (MCAT). Basic sciences applicants without an M.D. must hold an equivalent degree and must have performed satisfactorily on an admission test equivalent to the MCAT.

Applicants whose first language is not English and who do not hold a baccalaureate or advanced degree from an accredited university in the United States, English-speaking Africa, Australia, Canada (except Quebec), New Zealand, or the United Kingdom must submit scores on the Test of English as a Foreign Language (TOEFL).

Application materials must include an official transcript showing medical course work and medical degree, or equivalent for basic sciences applicants (current and former University of Iowa students do not need to request a UI transcript or transcripts previously submitted to the University); a letter of reference from the applicant’s department head and one additional letter of reference; and a 300-500 word essay describing the applicant’s interest in medical education and in the Master in Medical Education program or the Certificate in Medical Education program.

To apply to the M.M.E. program, see Master’s in Medical Education/Admissions and Application on the program’s web site; to apply to the certificate program, see Applying as a Nondegree Graduate Student on the University of Iowa Office of Admissions web site. Application materials should be submitted to the Office of Admissions.

Application deadlines are July 15 for fall semester entry, November 15 for spring semester entry, and April 15 for summer session entry.
Medical Laboratory Science

Site coordinator
• Judith Kittleson (Pathology)

Undergraduate major: medical laboratory science (B.S.)
Web site: http://www.medicine.uiowa.edu/pathology/education/clsp/clsp

Medical laboratory scientists and medical technologists perform the laboratory tests that provide physicians with information vital for accurate diagnosis and proper treatment of disease. They are in demand in hospital, private, and government laboratories; clinics; physicians’ offices; and industrial, pharmaceutical, biological, and environmental research laboratories. Medical laboratory scientists and medical technologists are highly skilled health team members who use a battery of sophisticated procedures and instruments in their work and who possess specialized knowledge and skills acquired through completion of a formal program of academic and clinical study.

Undergraduate Program of Study
• Major in medical laboratory science (Bachelor of Science)

The Carver College of Medicine partners with Allen College in Waterloo, Iowa, to offer the major in medical laboratory science. The program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences. All graduates are eligible for national certification examinations in medical laboratory science.

Undergraduate study in medical laboratory science is guided by the academic rules and procedures outlined under “Undergraduate Programs” in the Carver College of Medicine (p. 993) section of the Catalog.

Bachelor of Science

The Bachelor of Science with a major in medical laboratory science requires a minimum of 124 s.h., including 84 s.h. of preparatory study and the 40 s.h. professional (clinical) program, which consists of 11 months of didactic and practical instruction and clinical rotations.

Bachelor of Science students who have completed all preparatory study (years one through three) begin the fourth-year professional program in late August with online didactic lectures. They attend three separate days of laboratory skills instruction on the Allen College campus, and in mid-November they begin clinical rotations in the laboratories of University of Iowa Hospitals and Clinics and the Iowa City Veterans Affairs Medical Center. Students who successfully complete the 11-month professional program graduate with a Bachelor of Science from The University of Iowa and a Bachelor of Health Science from Allen College. The Medical Laboratory Science Program does not offer a certificate option.

To learn more about the fourth-year professional program, visit Medical Laboratory Science (MLS) on the Allen College web site.

Admission

Admission to the medical laboratory science professional program (fourth year) is competitive; enrollment may be limited. Applications are reviewed yearly. Students must apply to Allen College. Most students apply during fall of their third year and begin the professional program the following August. Applications are accepted until the class is filled.

Before beginning the professional program, students must complete all prerequisites, including the College of Liberal Arts and Sciences General Education Program (p. 306) requirements, and must earn at least 84 s.h. of college credit. They satisfy the English and public speaking prerequisite requirements by fulfilling the General Education Program’s Rhetoric requirements. Applicants must have a cumulative grade-point average of at least 2.70 both overall and in science course work. They must satisfy any English as a Second Language requirements specified by The University of Iowa before beginning the professional program.

Students should consult with a Medical Laboratory Science Program advisor as early as possible to plan preclinical studies that meet all requirements.

Expenses

Students are responsible for buying textbooks and paying tuition and student fees. The Medical Laboratory Science Program provides laboratory coats for professional program students.
Medical Scientist Training Program

Directors
• Pamela Geyer (Biochemistry/Obstetrics and Gynecology), Steven R. Lentz (Internal Medicine)

Website: http://www.healthcare.uiowa.edu/mstp/

Professional/Graduate Program of Study
• Joint Doctor of Medicine/Doctor of Philosophy
The Iowa Medical Scientist Training Program (MSTP) prepares trainees for careers in academic medicine, with emphasis on basic and clinical research.

Joint M.D./Ph.D.
The joint Doctor of Medicine/Doctor of Philosophy normally requires seven to eight years of continuous study. It provides an effective and efficient means to integrate graduate and clinical training, combining the scientific approach with clinical medicine.

In the first two years of the program, trainees enroll in the basic science and introductory clinical portions of the Carver College of Medicine’s Doctor of Medicine (p. 1019) curriculum. This provides a broad exposure to the language and organizing concepts that form the foundation for a career as a physician scientist. Trainees begin the research component of the graduate phase of the program during the first two years as well, through summer laboratory rotations, enrollment in 050:213 (MSTP:8513) Analyzing and Presenting Medical Research, research presentations by MSTP faculty and students, and a student-sponsored seminar series. They also participate in Conversations in Research, in which MSTP faculty members discuss their research and career interests, and they attend MSTP Grand Rounds, a forum for patient-based discussions that emphasizes how science and medicine intersect.

The first year of the M.D. curriculum addresses normal structure and function of human organ systems and emphasizes relationships among different disciplines. During the first semester, trainees take courses in biochemistry, gross anatomy, cell biology, and medical genetics. The second semester presents an integrated systemic core, which incorporates physiology, histology, and embryology and focuses on the development, structure, and function of human organ systems. Discipline-specific basic science instruction continues through the second semester, with medical neuroscience and immunology courses.

The second-year curriculum emphasizes abnormal structure and function of human organ systems. Trainees take courses in pathology, microbiology, and pharmacology.

Throughout the first two years of study, students receive instruction in the foundations of clinical practice, including patient experience in medical history taking and physical examination. At the end of the second year, all trainees take Step 1 of the U.S. Medical Licensing Exam and then complete the basic core clinical clerkship in internal medicine. They gain broad exposure to the spectrum of human disease and experience with direct patient care before they enter the graduate phase of training.

At the beginning of the third year, trainees return to the Carver College of Medicine’s M.D. curriculum to complete the clinical clerkship requirements for the joint M.D./Ph.D. program. During this phase, trainees bring a sophistication in the scientific approach to problem solving that they apply to human disease. They renew and develop clinical skills acquired in their early training and reinforce their understanding of the scientific basis of disease through continued participation in MSTP grand rounds. Upon completion of the clinical curriculum, trainees are awarded the M.D. and Ph.D.

Most graduates of the program elect to enter residency programs in clinical medicine and embark on careers as medical school faculty members in clinical disciplines with opportunities for basic and applied research. Other graduates accept academic appointments in basic science departments and spend a major part of their professional activity in biomedical research and teaching.

Admission
Applicants must meet requirements for admission to the M.D. program in the Carver College of Medicine; see “Admission to the M.D. Program” under Doctor of Medicine (p. 1019) in the Catalog. They also must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Applicants should have completed requirements for a bachelor’s degree at an accredited academic institution. In addition to outstanding academic credentials, including strength in biological, physical, and mathematical sciences, they must demonstrate aptitude for and commitment to scientific research through productive research experience during their undergraduate years or after. Admission normally is made for entry to the first year of the program, but applicants already enrolled in the Carver College of Medicine may request admission with advanced standing.

Application
The Carver College of Medicine participates in the American Medical College Application Service (AMCAS). Program applicants should select M.D./Ph.D. Program-Type on their AMCAS application and instruct AMCAS to forward their credentials to the Carver College of Medicine (IA131). Applications should be submitted as early as possible to allow careful review by the admissions committees of the Medical Scientist Training Program and the Carver College of Medicine.
All candidates must take the Medical College Admission Test (MCAT), according to Carver College of Medicine requirements. The Graduate Record Exam (GRE) is not required for admission.

Application to the Graduate College is not required before acceptance to the MSTP. Trainees admitted to the program receive assistance with Graduate College enrollment.

**Financial Support**

Trainees receive stipend and full tuition support from a National Institutes of Health MSTP training grant to The University of Iowa, supplemented by other institutional and individual awards. Students in the graduate phase of training receive support from their graduate departments or interdisciplinary programs and their research advisors. The program office also helps selected trainees apply for competitive national awards for outstanding academic and research achievement.

**Courses**

**050:211 (MSTP:8511) MSTP Research**
Research experience. Requirements: Medical Scientist Training Program enrollment.

**050:212 (MSTP:8512) MSTP Clinical Connections**
Experience with physician-scientist preceptor in medical interviewing, physical examination, patient presentation through direct patient interaction. Requirements: Medical Scientist Training Program graduate phase enrollment.

**050:213 (MSTP:8513) Analyzing and Presenting Medical Research**
1 s.h.
How to read, interpret, and present medical and scientific literature; students read and present representative papers from scientific and medical literature.
Microbiology

Chair
• Patrick M. Schlievert

Professors
• Lee-Ann H. Allen (Internal Medicine/Microbiology), Gail A. Bishop (Microbiology/Internal Medicine), Steven Clegg, John T. Harty (Microbiology/Pathology), Bradley D. Jones, David M. Lubaroff (Urology/Microbiology), Wendy J. Maury, Linda L. McCarter, Paul B. McCray Jr. (Pediatrics/Microbiology/Internal Medicine), William M. Nauseef (Internal Medicine/Microbiology), Stanley Perlman (Microbiology/Pediatrics), Richard J. Roller, Patrick M. Schlievert (Microbiology/Internal Medicine), Jack T. Stapleton (Internal Medicine/Microbiology), George V. Stauffer, Jerrold P. Weiss (Internal Medicine/Microbiology), Mary E. Wilson (Microbiology/Internal Medicine/International Programs/Epidemiology), Timothy L. Yahr

Associate professors
• Alexander R. Horswill, Jon C.D. Houtman (Microbiology/Internal Medicine), John R. Kirby, Aloysius J. Klingelhutz (Microbiology/Radiation Oncology), Kevin L. Legge (Pathology/Microbiology), Steven M. Varga (Microbiology/Pathology), David S. Weiss, Hai-Hui Xue

Assistant professors
• Craig D. Ellermeier, Hillel Haim, Keith W. Jarosinski, Chioma M. Okeoma

Lecturers
• Jennifer D. Boddicker, Marcia L. Cordts, Linda M. Knudtson

Professors emeriti
• Michael A. Apicella, Robert F. Ashman, John E. Butler, Charles D. Cox, Michael G. Feiss, David T. Gibson, Louis G. Hoffmann, William Johnson, Erich W. Six, Donald P. Stahly, Mark F. Stinski, C. Martin Stoltzfus

Associate professor emeritus
• Jose E. Rodriguez

Undergraduate major: microbiology (B.S.)
Undergraduate minor: microbiology
Graduate degrees: M.S. in microbiology; Ph.D. in microbiology
Web site: http://www.medicine.uiowa.edu/microbiology/

Study in the Department of Microbiology is dedicated to the branch of biological sciences that deals with the smallest living things: bacteria, archaea, fungi, algae, protozoa, and viruses. It is coupled with immunology, the study of the response of higher organisms to foreign substances.

Microbiology and immunology are at the forefront of the modern biological revolution. Microbes are often the experimental subjects of choice for examining basic genetic and biological phenomena because of their small size, rapid growth rate, and relative simplicity. A significant portion of contemporary biochemical research employs microbiological and immunological methods.

Current research is making theoretical and practical advances concerning microbial species and viruses that infect animals, including man, plants, and other microbes; the use of comparative genomics, gene expression profiling, and recombinant DNA methods to analyze basic biological processes and generate valuable products; the nature and occurrence of microbial life in extreme or unusual environments; microbial synthesis and modification of antibiotics and other natural products; the role of microbes in stabilization of the biosphere by recycling and detoxifying waste products; the genetics and regulation of metabolic processes; and the genetics and regulation of the immune response, including characterization of mechanisms used by bacteria to signal one another and characterization of interactions between different types of immune cells and their targets.

The Department of Microbiology offers an undergraduate major, an undergraduate minor, and graduate degree programs and determines the curricula for those programs. Undergraduates majoring in microbiology receive their degrees (Bachelor of Science) from the College of Liberal Arts and Sciences and are governed by that college’s undergraduate academic policies. Graduate degrees in microbiology are conferred by the Graduate College.

Undergraduate Programs of Study
• Major in microbiology (Bachelor of Science)
• Minor in microbiology

Microbiology is an excellent major for undergraduate students who want a good general education with emphasis on an important and interesting branch of biological sciences. Graduates find employment opportunities in government, hospitals, public health laboratories, research laboratories, and industrial laboratories (food, dairy, chemical, pharmaceutical, and genetic engineering companies). Those who pursue advanced degrees have more advanced career opportunities in these same areas as well as in college and university teaching.

Bachelor of Science

The Bachelor of Science with a major in microbiology requires a minimum of 120 s.h., including 63-65 s.h. of work for the major (21 s.h. in microbiology and 42-44 s.h. in supporting course work). Students must complete at least 12 s.h. of the required 21 s.h. in microbiology courses at The University of Iowa. Students also must complete the College of Liberal Arts and Sciences General Education Program (p. 306).

The major requires the following course work.

MICROBIOLOGY COURSES

Students earn 21 s.h. in microbiology courses, as follows.

061:157 (MICR:2157) General Microbiology (with a grade of C or higher) 5 s.h.
061:163 (MICR:4163) Seminar: Microbiology (taken during the last two semesters before graduation) 2 s.h.
Additional microbiology courses, with at least 14 s.h. in courses numbered 061:147 (MICR:3147) or above, excluding 061:164 (MICR:3164) and 061:220 (MICR:5220) 14 s.h.

Students must earn a grade of C or higher in 061:157 (MICR:2157) in order to take more advanced microbiology courses.
Students must take 061:163 (MICR:4163) once for credit during their last two semesters before graduation. They may apply a maximum of 2 s.h. earned in the course toward the major, but they are encouraged to take it for 0 s.h. during other semesters after they have completed 061:157 (MICR:2157).

A maximum of 4 s.h. earned in 061:161 (MICR:4161) Undergraduate Research in Microbiology may be counted toward the major. However, honors students must complete 23 s.h. of microbiology courses for the major and may count 6 s.h. earned in 061:171 (MICR:4171) Honors Undergraduate Research in Microbiology; see “Honors in the Major” below.

**SUPPORTING COURSE WORK**

In addition to the required 21 s.h. of microbiology, the major requires supporting course work. These courses may not be taken pass/nonpass.

All of these:

- 002:031 (BIOL:1411)-002:032 (BIOL:1412) Foundations of Biology - Diversity of Form and Function 8 s.h.
- 004:141 (CHEM:2410) Organic Chemistry Laboratory 3 s.h.
- 099:120 (BIOL:3120) Biochemistry and Molecular Biology II 3 s.h.
- 099:130 (BIOL:3130) Biochemistry and Molecular Biology II 3 s.h.

One of these sequences:

- 029:081 (PHYS:1611)-029:082 (PHYS:1612) Introductory Physics I-II 8 s.h.

One of these:

- 22M:016 (MATH:1460) Calculus for the Biological Sciences 5 s.h.
- 22M:025 (MATH:1850) Calculus I 5 s.h.
- 22S:031 (STAT:2510) Biostatistics 3 s.h.
- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.

In addition, the following course may be recommended for some students.

- 08N:080 (CNW:2680) Nonfiction Writing 3 s.h.

**Four-Year Graduation Plan**

The following checkpoints list the minimum requirements students must complete by certain semesters in order to stay on the University’s Four-Year Graduation Plan. (Courses in the major are those required to complete the major; they may be offered by departments other than the major department.)

**Before the third semester begins:**

- 002:031 (BIOL:1411) Foundations of Biology;
- 004:011 (CHEM:1110) Principles of Chemistry I and
- 004:012 (CHEM:1120) Principles of Chemistry II; an approved calculus or biostatistics class

**Before the fifth semester begins:**


**Before the seventh semester begins:** five more courses in the major and at least 90 s.h. earned toward the degree

**Before the eighth semester begins:** another 10-12 s.h. of course work

**During the eighth semester:** enrollment in all remaining course work in the major, all remaining required General Education courses, and a sufficient number of semester hours to graduate

**Honors in the Major**

The department offers students the opportunity to graduate with honors in the microbiology major. Departmental honors students must maintain a g.p.a. of at least 3.33 in microbiology courses. They also must be members of the University of Iowa Honors Program, which requires students to maintain a cumulative University of Iowa g.p.a. of at least 3.33 and to fulfill other requirements; visit Honors at Iowa to learn about the University’s honors program.

To graduate with honors in the microbiology major, students must complete 23 s.h. of course work in microbiology, including 6 s.h. in 061:171 (MICR:4171) Honors Undergraduate Research in Microbiology, which introduces them to experimental research. At the end of the research, they must successfully present written and oral reports.

**Joint B.S./Ph.D.**

Students majoring in microbiology who are interested in earning a doctoral degree may apply to the joint Bachelor of Science/Doctor of Philosophy program in microbiology. The joint program permits students to count 12 s.h. of credit toward both the B.S. and Ph.D. degree requirements before they have been granted the B.S. degree. Contact the Department of Microbiology for more information.

**Minor**

The minor in microbiology requires a minimum of 15 s.h. in microbiology courses, including 12 s.h. in advanced courses taken at The University of Iowa. Courses numbered 061:147 (MICR:3147) Survey of Immunology and above are considered advanced for the minor, except 061:164 (MICR:3164) Nursing Microbiology. Students must maintain a g.p.a. of at least 2.00 in the minor. Course work in the minor may not be taken pass/nonpass.

Students may count a maximum of 2 s.h. earned in 061:161 (MICR:4161) Undergraduate Research in Microbiology or 061:171 (MICR:4171) Honors Undergraduate Research in Microbiology, and 2 s.h. earned in 061:163 (MICR:4163) Seminar: Microbiology, toward the minor. They may count 061:218 (MICR:5218) Microscopy for Biomedical Research toward the minor, but not 061:220 (MICR:5220) Advanced Microscopy for Biomedical Research.

**Graduate Programs of Study**

- Master of Science in microbiology
- Doctor of Philosophy in microbiology
Graduate study in microbiology is designed to help students become highly qualified in microbiology research and teaching. Admitted graduate students usually pursue the Ph.D.

Graduate study is offered in six subdisciplines: pathogenic bacteriology, microbial genetics, immunology, microbial physiology, animal virology, and bioinformatics. Several areas involve interdisciplinary training both within and outside the department, so students gain broad experience during their course of study. Students also may pursue interdisciplinary Ph.D. programs in genetics (p. 822), immunology (p. 927), and molecular and cellular biology (p. 942).

During their first year, students rotate in three laboratories of their choice and are advised by the Graduate Student Advisory Committee. At the end of March of the first year, they choose a research supervisor who chairs their advisory committee. The committee provides intellectual and research guidance for the student’s training.

The Department of Microbiology cooperates with other University of Iowa departments to give students ample access to diverse course offerings, seminars, and research programs. For example, microbiology students may participate in courses and seminars in immunology, genetics, molecular and cellular biology, biocatalysis/biotechnology, and electron microscopy.

All students admitted to advanced degree programs are expected to assist in departmental teaching.

**Master of Science**

The Master of Science program in microbiology requires a minimum of 30 s.h. of graduate credit. M.S. students are required to earn a minimum of 12 s.h. in microbiology courses chosen from three of the department’s six subdisciplines. They may substitute a course they have already taken (at The University of Iowa or elsewhere) for a course requirement, with the M.S. advisory committee’s approval. Additional course requirements depend on students’ interests and the advice of the examining committee.

Students must write a thesis based on their own research and defend it satisfactorily in an oral examination. No more than 9 s.h. of credit for thesis research may be counted toward the 30 s.h. required for the Master of Science.

**Doctor of Philosophy**

The Doctor of Philosophy program in microbiology requires a minimum of 72 s.h. of graduate credit. Ph.D. students are required to earn approximately 10 s.h. of credit in graduate-level microbiology courses. They may substitute a course they have already taken (at The University of Iowa or elsewhere) for a course requirement, with the Ph.D. advisory committee’s approval.

Students must pass a comprehensive examination before the end of their fourth semester in the program and write a thesis based on their own research. The thesis must be defended satisfactorily in an oral examination.

**Admission**

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. They should have a cumulative g.p.a. of at least 3.00 and must have completed courses in biology, chemistry (inorganic and organic), mathematics including calculus, and physics. Those admitted with deficiencies must complete the relevant course work during their first year of graduate study. Admission is determined through a review and formal vote by the faculty. Preference is given to students applying for the Ph.D. program.

**Facilities**

The Department of Microbiology is situated on the University of Iowa health sciences campus, where it shares the Bowen Science Building with the Departments of Anatomy and Cell Biology, Biochemistry, Molecular Physiology and Biophysics, and Pharmacology. Laboratory space and modern equipment are available for teaching and research.

**Courses**

**061:103 (MICR:8202) Principles of Infectious Diseases** 5 s.h.

Principles and methods essential to study of microorganisms, their isolation and identification; microorganisms in infectious diseases; current immunology concepts. Requirements: M.D. enrollment.

**061:112 (MICR:3112) Pharmacy Microbiology** 4 s.h.

Medical microbiology: bacteriology, immunology, pathogenic bacteriology, virology, mycology, parasitology. Requirements: pre-pharmacy standing.

**061:113 (MICR:8230) Dental Microbiology** 3 s.h.


**061:147 (MICR:3147) Survey of Immunology** 3 s.h.

Important principles and key concepts in immunology; overview of innate and adaptive immune systems and their functions at cellular and molecular levels. Prerequisites: 061:157 (MICR:2157).

**061:157 (MICR:2157) General Microbiology** 5 s.h.

Principles of microbial diversity, microbial genetics, physiology, and metabolism, pathogenic microbiology, virology, immunology, industrial and environmental microbiology; laboratory emphasis on basic techniques. Prerequisites: 002:031 (BIOL:1411).

**061:159 (MICR:3159) Pathogenic Bacteriology** 5 s.h.

Pathogenic bacteria, with emphasis on mechanisms of pathogenicity, laboratory methods for isolation, identification; laboratory emphasis on advanced methods for study of pathogenic bacteria. Requirements: grade of C or higher in 061:157 (MICR:2157).

**061:160 (MICR:3160) Microbial Physiology** 3 s.h.

Bacterial genomes, cell structure, growth, energy metabolism, biosynthesis, mechanisms of signal transduction and regulation. Requirements: biochemistry course and grade of C or higher in 061:157 (MICR:2157).
061:161 (MICR:4161) Undergraduate Research in Microbiology
Experimental research under faculty supervision. Prerequisites: 002:031 (BIOL:1411).

061:163 (MICR:4163) Seminar: Microbiology
2 s.h.

061:164 (MICR:3164) Nursing Microbiology
4 s.h.
Overview of bacteria, viruses, and eukaryotic microorganisms that cause human disease; microbial structure, growth control and reproduction; immunology in the context of host defense mechanisms. Corequisites: 002:002 (BIOL:1141) or 002:021 (BIOL:1140) or 002:031 (BIOL:1411), if not taken as a prerequisite. Requirements: pre-nursing standing.

061:168 (MICR:3168) Introduction to Animal Viruses
3 s.h.
Basic physical, chemical, and biological properties of animal viruses; association with human disease. Requirements: grade of C or higher in 061:157 (MICR:2157).

061:169 (MICR:4169) Molecular Biology and Pathogenesis of HIV
1 s.h.
Overview of the biology of HIV; includes life cycle, immune response, antiviral treatments, potential for vaccine, animal models; lectures introducing subject matter; discussion of literature relevant to each week’s topic. Prerequisites: 061:168 (MICR:3168).

061:170 (MICR:3170) Microbial Genetics
3 s.h.
Genetics of bacteria, bacteriophages. Requirements: grade of C or higher in 002:128 (BIOL:2512) or 061:157 (MICR:2157).

061:171 (MICR:4171) Honors Undergraduate Research in Microbiology
arr.
Experimental research under faculty supervision. Prerequisites: 002:031 (BIOL:1411). Requirements: microbiology major, junior or senior standing, 3.33 overall g.p.a., and 3.33 g.p.a. in microbiology courses.

061:175 (MICR:3175) Microbial Genetics Laboratory
3 s.h.
Basic principles of genetic analysis of bacteria and bacteriophage. Prerequisites: 061:170 (MICR:3170)

061:177 (MICR:3177) Animal Viruses Laboratory
2 s.h.
Basic techniques and approaches in animal virology, including virus detection, virus growth measurement, and virus genetics. Corequisites: 061:168 (MICR:3168). Requirements: grade of C or higher in 061:157 (MICR:2157).

061:179 (MICR:3179) Bacterial Diversity
3 s.h.

061:189 (MICR:3189) Bacterial Diversity Laboratory
2 s.h.
Culture, identification, and examination of complex and dynamic microorganisms found in soil; focus on Bacillus and Myxobacteria species; hunt for members of the 99% (those microorganisms that are so far uncultured in the laboratory); classic and cutting-edge microbiological and molecular assays to identify and characterize microorganisms; genetic techniques to investigate underlying basis of physiological mechanisms (e.g., biofilm formation and motility). Prerequisites: 061:157 (MICR:2157).

061:190 (MICR:3190) Web-Based Nursing Microbiology
4 s.h.
Nursing microbiology, principles of immunology; web-based instruction. Corequisites: 002:002 (BIOL:1141) or 002:021 (BIOL:1140) or 002:031 (BIOL:1411), if not taken as a prerequisite. Requirements: pre-nursing standing.

061:201 (MICR:6201) Graduate Immunology
3 s.h.
Ontogeny, activation, and function of T lymphocytes and B lymphocytes; innate immune effector mechanisms; major histocompatibility complex; antigen presentation; thymocyte positive and negative selection; signaling of T lymphocytes, B lymphocytes; emphasis on experimental methods for analysis of these processes. Requirements: for 148:201 (IMMU:6201) — college biology, general chemistry, and introductory immunology courses; for 061:201 (MICR:6201) — courses in college biology, genetics, general chemistry, and introductory immunology. Recommendations: for 148:201 (IMMU:6201) — courses in biochemistry and genetics; for 061:201 (MICR:6201) — biochemistry course. Same as 148:201 (IMMU:6201).

061:207 (MICR:7207) Advanced Topics in Immunology
3 s.h.

061:217 (MICR:7217) Integrated Topics in Infectious Diseases
1 s.h.
Clinical cases used to raise questions in host-parasite interactions; case/scientific exposés followed by related journal club discussions at next class session. Same as 148:217 (IMMU:7217).

061:218 (MICR:5218) Microscopy for Biomedical Research
arr.
Basic microscopy methods for research including optics, preparation, and analysis of biomedical specimens; light, fluorescence, confocal, transmitting electron, scanning electron, atomic force microscopes, elemental analysis; immunochemistry and stereology techniques; individualized laboratory instruction. Prerequisites: 002:114 (BIOL:2723). Same as 061:218 (ACB:5218), 002:218 (BIOL:5218).

061:220 (MICR:5220) Advanced Microscopy for Biomedical Research
arr.

Technically advanced microscopy and instrumentation for research; individualized laboratory experience with opportunity to explore applications of microscopy methods. Requirements: for 060:220 (ACB:5220) — an introductory microscopy course; for 002:220 (BIOL:5220) —060:218 (ACB:5218) or 061:218 (MICR:5218), or 012:156 (GEOS:4156) or 052:156 (CBE:4156) or 060:156 (ACB:4156); for 061:220 (MICR:5220) — an introductory EM course. Same as 060:220 (BIOL:5220), 060:220 (ACB:5220).

061:221 (MICR:7221) Advanced Topics in Prokaryotic Biology Module 1
Cell division and sporulation; development of critical thinking, experimental approach and design, writing, and oral presentation skills through primary literature and course specific assignments (proposal writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:222 (MICR:7222) Advanced Topics in Prokaryotic Biology Module 2
Subversion of innate immune response by Gram-positive and Gram-negative bacteria; development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to primary literature and assignments (proposal writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:223 (MICR:7223) Advanced Topics in Prokaryotic Biology Module 3
Development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to selected topics in microbiology and assignments (proposal writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:224 (MICR:7224) Advanced Topics in Prokaryotic Biology Module 4
Development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to selected topics in microbiology and assignments (proposal writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:225 (MICR:7225) Advanced Topics in Prokaryotic Biology Module 5
Development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to selected topics in microbiology and assignments (proposal writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:226 (MICR:7226) Advanced Topics in Prokaryotic Biology Module 6
Development of critical thinking, experimental approach and design, writing, and oral presentation skills through exposure to selected topics in microbiology and assignments (proposal writing, writing manuscript reviews, oral presentations, small group discussions). Requirements: graduate standing in microbiology.

061:227 (MICR:7227) Advanced Topics in Microbiology
Presentations by graduate students on selected research topics in microbiology; different topics each semester. Offered fall and spring semesters. Requirements: graduate standing in microbiology.

061:247 (MICR:6247) Graduate Survey of Immunology
Important principles and key concepts in immunology; overview of innate and adaptive immune systems and their functions at cellular and molecular levels. Same as 148:247 (IMMU:6247).

061:259 (MICR:6259) Graduate Pathogenic Bacteriology
Pathogenic bacteria, with emphasis on mechanisms of pathogenicity, laboratory methods for isolation, identification.

061:260 (MICR:6260) Graduate Microbial Physiology
Bacterial genomes, cell structure, growth, energy metabolism, biosynthesis, mechanisms of signal transduction and regulation.

061:261 (MICR:7261) Graduate Research in Microbiology
Requirements: microbiology graduate standing.

061:263 (MICR:7263) Graduate Student Research Seminar
Presentation of thesis work in progress. Requirements: microbiology graduate standing.

061:264 (MICR:5264) Directed Study in Microbiology
arr.

061:265 (MICR:7265) Topics in Virology Literature
Papers of current interest in primary virology literature.

061:267 (MICR:6267) Graduate Introduction to Animal Viruses
Basic physical, chemical, biological properties of animal viruses, their association with human diseases; discussion topics in the primary literature.

061:268 (MICR:6268) Biology and Pathogenesis of Viruses
Molecular biology of animal DNA and RNA viruses, interaction of these viruses with eucaryotic cells; mechanisms of viral latency, persistence, cellular transformation, oncogenesis; virology literature. Prerequisites: 061:168 (MICR:3168) or 061:267 (MICR:6267).

061:269 (MICR:7269) Molecular Biology and Pathogenesis of HIV
Overview of biology of HIV; life cycle, immune response, antiviral treatments, potential for vaccine, animal models; lectures introducing subject matter, discussion of literature relevant to each week’s topic. Prerequisites: 061:267 (MICR:6267).

061:270 (MICR:6270) Graduate Microbial Genetics
Genetics of bacteria, bacteriophages.
061:271 (MICR:6271) Graduate Microbial Genetics Laboratory
Basic principles of genetic analysis in bacteria.

061:275 (MICR:5875) Perspectives in Biocatalysis 1-3 s.h.

061:279 (MICR:6279) Graduate Bacterial Diversity 3 s.h.
Analysis of bacteria from varied habitats; emphasis on the physiological basis and molecular characteristics of diversity.

061:299 (MICR:6250) Mechanisms of Parasitism Journal Club
Reviews of recent publications in molecular parasitology research and thesis research by training grant or journal club students. Same as 142:299 (MCB:6250).
Molecular Physiology and Biophysics

Chair
• Kevin P. Campbell

Executive associate chair
• W. Scott Moye-Rowley

Professors
• François M. Abboud (Internal Medicine/Molecular Physiology and Biophysics), Mark Anderson (Radiation Oncology/Internal Medicine/Molecular Physiology and Biophysics), Nikolai Artemyev, Kevin P. Campbell, Mark Chapleau (Internal Medicine/Molecular Physiology and Biophysics), Beverly Davidson (Molecular Physiology and Biophysics/Internal Medicine/Neurology), Wayne Johnson, W. Scott Moye-Rowley, George Richerson (Molecular Physiology and Biophysics/Neurology), Robert Piper, Andrew Russo, Thomas J. Schmidt, Deborah Segaloff, Curt Sigmund (Pharmacology/Internal Medicine/Molecular Physiology and Biophysics), Richard Smith (Internal Medicine/Molecular Physiology and Biophysics/Otolaryngology–Head and Neck Surgery), Peter Snyder (Internal Medicine/Molecular Physiology and Biophysics), Michael J. Welsh (Internal Medicine/Molecular Physiology and Biophysics/Neurosurgery), John Wemmie (Molecular Physiology and Biophysics/Psychiatry/Neurosurgery)

Associate professors
• Christopher Adams (Internal Medicine/Molecular Physiology and Biophysics), Christopher Ahern, Michael Anderson, Michael Henry, Anne Kwitek (Pharmacology/Internal Medicine/Molecular Physiology and Biophysics), Amy Lee, Robert Mullins (Ophthalmology and Visual Sciences/Molecular Physiology and Biophysics), Erwin F. Shibata, Mark Stamnes, Christopher Stipp (Biology/Molecular Physiology and Biophysics)

Assistant professors
• N. Charles Harata, Michael Wright

Professors emeriti
• Gerald DiBona, Robert E. Fellows, G. Edgar Folk Jr., Daryl Granner, Charles C. Wunder

Graduate degrees:
• Master of Science in molecular physiology and biophysics (with or without thesis)
• Doctor of Philosophy in molecular physiology and biophysics

Graduate Programs of Study
• Master of Science in molecular physiology and biophysics
• Doctor of Philosophy in molecular physiology and biophysics

Graduate study in molecular physiology and biophysics provides students with fundamental knowledge of life processes at molecular, cellular, and integrative levels of biological function. It also imparts knowledge of modern research skills applicable to contemporary problems.

Students may enter the graduate program through the Biosciences (p. 910) Program (Graduate College) or directly through the Department of Molecular Physiology and Biophysics. Those who enter directly are advised by the department’s director of graduate studies, who guides them in planning required course work and introduces them to research activities of the department’s faculty members.

All degree candidates have experience as classroom instructors, under faculty supervision, as part of their training.

Master of Science
The Master of Science program in molecular physiology and biophysics requires a minimum of 30 s.h. beyond the bachelor’s degree and is offered with and without thesis. Thesis students complete laboratory research and write a thesis that fulfills the requirements of the Graduate College (see the Manual of Rules and Regulations of the Graduate College or the Graduate [p. 888] College section of the Catalog). Nonthesis students complete a library research report and take a written examination on the research report area and the graduate program in physiology.

University of Iowa research assistants may pursue an M.S. in molecular physiology and biophysics while continuing to work in their research laboratories. Research assistants interested in the M.S. program must submit a letter of support from their supervisor.

Doctor of Philosophy
The Doctor of Philosophy program in molecular physiology and biophysics requires a minimum of 72 s.h. beyond the bachelor’s degree. The core curriculum includes graduate-level courses in cell biology, molecular biology, human physiology, and neurophysiology. Advanced electives, offered by the Department of Molecular Physiology and Biophysics and other departments, cover a wide range of topics, including receptors and signal transduction, and developmental neurophysiology.

After successful completion of required course work and the comprehensive examination, students devote full time to thesis research, which culminates in preparation of a doctoral dissertation and its defense in a final oral exam.
Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. They must have a bachelor’s degree from an accredited institution, with an undergraduate major in one of the biological, chemical, physical, mathematical, or engineering sciences and one or more years of course work in biology, physics, biochemistry, and calculus. They also must have a cumulative science g.p.a. of at least 3.00 and a combined verbal and quantitative score above 1200 on the Graduate Record Examination (GRE) General Test.

Financial Support

All full-time students receive financial aid in the form of tuition and stipend support from the Department of Molecular Physiology and Biophysics. Support is renewed annually based on satisfactory progress in meeting degree requirements.

Research

Faculty research interests in the Department of Molecular Physiology and Biophysics encompass molecular and cellular endocrinology, cellular and developmental neurophysiology, and membrane structure and function. Within these, there are multiple areas of interest, including hormone receptors, reproductive endocrinology, signal transduction, regulation of gene expression, synaptic transmission, neuronal differentiation, membrane ion channels, regulation of excitability, and cardiovascular electrophysiology and regulation. Experimental models currently being investigated include rodents, yeast, Drosophila, and cultured cell lines from a variety of species.

Facilities

Two floors of the Bowen Science Building are devoted to research and teaching in the Department of Molecular Physiology and Biophysics. Department faculty members also occupy laboratory facilities in the Eckstein Medical Research Building and the Carver Biomedical Research Building. In addition to specialized equipment in faculty research laboratories, the department provides equipment for fluorescence microscopy, isotope analysis, cell culture, and molecular biology. It also has access to the University network and the multimedia education facilities. Additional resources are available at the Hardin Library for the Health Sciences.

Courses

072:152 (MPB:8115) Human Physiology for Dental Students
Principles of human physiology, organ systems, cell function. Offered fall semesters. Requirements: grades of C- or higher in 002:031 (BIOL:1411), 004:121 (CHEM:2210), and 004:122 (CHEM:2220); and D.D.S. enrollment.

072:153 (MPB:5153) Graduate Physiology
Principles of human physiology, organ systems, cell function. Offered fall semesters. Requirements: grades of C- or higher in 002:031 (BIOL:1411), 004:121 (CHEM:2210), and 004:122 (CHEM:2220); and graduate standing.

072:180 (MPB:5180) How the Brain Works
1 s.h.
Brief, integrated look at how the brain works, based on recent neuroscience research; how the brain's biochemistry, anatomy, and physiology change constantly due to interaction with physical, emotional, and social environments; does the world we see around us exist outside the brain; does the mind exist; is emotion necessary for learning and memory; are we born with pre-existing circuits and codes in the brain for language, recognition of faces, and other complex behaviors; can aging of the brain be delayed; approach relevant for sciences, humanities.

072:184 (MPB:5184) Developmental Neurobiology
3 s.h.
Neural induction and nervous system patterning; neurogenesis, axon and dendrite outgrowth and targeting; synapse formation, specificity, refinement; mechanisms of neuronal cell death; myelination; neural stem cells; introduction to cellular, molecular, and genetic techniques in studies of neural development. Prerequisites: 002:145 (BIOL:2753). Corequisites: 002:180 (BIOL:3253). Requirements: grade of B- or higher in 002:145 (BIOL:2753) or graduate standing. Same as 002:184 (BIOL:4753), 132:184 (NSCI:6184).

072:199 (MPB:4199) Research, Independent Study
arr.
Recommendations: closed to molecular physiology and biophysics graduate students.

072:200 (MPB:5200) Medical Physiology Online
4 s.h.
Fundamental principles of cellular membranes, muscle, sensory organs, motor neurological systems, autonomic nervous systems, cardiovascular, pulmonary, renal, gastrointestinal, endocrine, and reproductive systems; interdependence of organ systems to maintain a normal physiological state using clinical correlates as applied to humans; basic physiological principles that establish a solid foundation for future pathophysiological and pharmacological concepts. Recommendations: medical, dental, physician assistant, nurse anesthesia, physical therapy, or graduate standing.

072:209 (MPB:6209) Steroid Receptor Signaling
1 s.h.
Structure-function relationship and genomic and nongenomic actions of the steroid hormone receptor family; basis for actions of novel new ligands on these receptors. Offered spring semesters. Same as 071:209 (PCOL:6209), 132:209 (NSCI:6209).

072:211 (MPB:5211) Biophysics of Excitable Membranes
3 s.h.
Selected electrophysiological and biophysical topics from published research. Prerequisites: 027:130 (HPF:3500).

072:220 (MPB:6220) Mechanisms of Cellular Organization
3 s.h.
Current understanding of basic cell biological processes; key experiments that led to guiding insights; mechanisms that cells use for compartmentalization and how those mechanisms are regulated; biogenesis of major organelles (e.g., mitochondria, peroxisomes, nucleus, secretory/endoctic membrane system); functions of cytoskeleton in cell motility, organelle motility, and cell division. Prerequisites: 099:130 (BIOL:3130). Same as 142:220 (MCB:6220), 060:216 (ACB:6220).
072:225 (MPB:6225) Growth Factor Receptor Signaling

072:226 (MPB:6226) Cell Cycle Control

072:227 (MPB:6227) Cell Fate Decisions

072:240 (MPB:5240) Physiology Workshop
Presentations by faculty, postdoctoral fellows, graduate students, and scientists. Requirements: graduate standing.

072:265 (MPB:6265) Neuroscience Seminar

072:302 (MPB:6302) Research Physiology and Biophysics
Requirements: molecular physiology and biophysics graduate standing.

072:342 (MPB:5342) Biosciences Critical Thinking and Communication
Selected papers and oral and written presentations tied to students' research rotations; introductory seminar. Same as 156:265 (BISC:5265), 002:270 (BIOL:5270).

072:402 (MPB:7402) Thesis
Requirements: molecular physiology and biophysics Ph.D. candidacy.
Neurology

Chair
- George Richerson

Professors
- Harold P. Adams Jr., Daniel J. Bonthius (Pediatrics/Neurology), Kevin P. Campbell (Internal Medicine/Molecular Physiology and Biophysics/Neurology), Beverly L. Davidson (Molecular Physiology and Biophysics/Internal Medicine/Neurology), Mark E. Dyken, Mark A. Granner, Matthew A. Howard (Otolaryngology--Head and Neck Surgery/Neurosurgery/Neurology), Wayne A. Johnson (Molecular Physiology and Biophysics/Neurology), Robert D. Jones, Jun Kimura, Satoshi Kitazaki, Jane S. Paulsen (Psychiatry/Psychology/Neurology), Matthew Rizzo, Robert L. Rodnitzky, Andrew F. Russo (Molecular Physiology and Biophysics/Neurology), E. Torage Shivapour, Michael Shy, Wendy R. Smoker (Radiology/Neurosurgery/Neurology), William T. Talman, Jon M. Tippin, Daniel T. Tranel (Psychology/Neurology), Michael Wall (Ophthalmology and Visual Sciences/Neurology), Mary Ann Werz, Thoru Yamada

Associate professors
- Steven W. Anderson, Joseph Barrash, Deema Fattal, Pedro Gonzalez-Alegre, Charuta N. Joshi (Pediatrics/Neurology), Amy Lee (Molecular Physiology and Biophysics/Otolaryngology--Head and Neck Surgery/Neurosurgery/Biomedical Engineering/Neurology), Enrique C. Leira, A. LeBron Paige, Connie Chen Pieper, Thomas Schnell (Industrial Engineering/Occupational and Environmental Health/Electrical and Computer Engineering/Neurology), Teri Thomsen, Ergun Y. Uc, Malcolm H. Yeh, Asgar Zaheer

Assistant professors

Associate
- Eric Waldron

Adjunct professors
- Ralph Adolphs, Antoine Bechara, Antonio R. Damasio, Hanna C. Damasio, Thomas J. Grabowski, Henry Paulson, Charles Rockland, Kathleen Rockland

Adjunct associate professor
- Antoine Bechara

Professors emeriti
- Adel Affi, William E. Bell, Ramon Lim, James Worrall

Web site: http://www.medicine.uiowa.edu/neurology/

Neurology is the branch of medical science concerned with diagnosis and management of disorders of the brain, spinal cord, peripheral nervous system, and muscle. The Department of Neurology’s hallmark is its history of carefully integrating patient care, scientific investigation, and the education of medical, postdoctoral, and graduate students.

M.D. Student Training, Graduate Education

The department provides clinical and clinical research training to third- and fourth-year M.D. students. It also offers research opportunities in various fields of neuroscience, including neuropsychology, neuroimaging, and neuroanatomy, to Ph.D. students in neuroscience and psychology.

Residency Program

The Department of Neurology offers an active, four-year approved residency program that qualifies physician trainees for board certification in neurology. Experience in clinical electrophysiology, pediatric neurology, psychiatry, and neuropathology is part of this training.

Research

The faculty’s investigative interests center on cognitive neuroscience, degenerative diseases, cerebrovascular disease, neuromodulatory diseases, electrophysiological correlates of central and peripheral nervous system disease, growth factors in the nervous system, control and regulation of autonomic functions, neuro-ophthalmology, movement disorders, epilepsy, and pain management. For more information see the Department of Neurology web site.

Courses

064:011 (NEUR:8301) Clinical Neurology 2,4 s.h.
Experience in clinical neurology through ward work and case-based conferences linked to required reading; focus on neurologic examination, diagnosis of neurologic problems.

064:238 (NEUR:7238) Introduction to Neuropsychological Assessment arr.
Standard neuropsychological and behavioral assessment procedures; selection, administration, and scoring of neuropsychological tests under staff supervision; involvement in case presentation.

064:239 (NEUR:7239) Advanced Neuropsychological Assessment arr.
Continuation of 064:238 (NEUR:7238); preparation of integrated reports on collected data; case presentations.

064:240 (NEUR:6240) Topics in Cognitive Neuroscience 3 s.h.
Key topics in the neural basis of human cognition; research literature. Recommendations: graduate courses in basic neuroscience, cognitive psychology. Same as 132:240 (NSCI:6240).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>064:302</td>
<td>Advanced Inpatient Neurology</td>
<td>4 s.h.</td>
<td>Experience and management of patients with seizure disorders, headache, cerebrovascular diseases; conferences, clinical rounds; two weeks on each inpatient service for a total of four weeks. Prerequisites: 064:011 (NEUR:8301).</td>
</tr>
<tr>
<td>064:303</td>
<td>Advanced Outpatient Neurology</td>
<td>4 s.h.</td>
<td>Experience in evaluation, management of patients with various neurologic diseases; four weeks in clinic patient care. Prerequisites: 064:011 (NEUR:8301).</td>
</tr>
<tr>
<td>064:310</td>
<td>Cerebrovascular Disease</td>
<td>arr.</td>
<td>Experience in evaluation, management of patients with cerebrovascular diseases; conferences, clinical rounds. Prerequisites: 064:011 (NEUR:8301).</td>
</tr>
<tr>
<td>064:998</td>
<td>Neurology on Campus</td>
<td>arr.</td>
<td></td>
</tr>
<tr>
<td>064:999</td>
<td>Neurology off Campus</td>
<td>arr.</td>
<td></td>
</tr>
</tbody>
</table>
Neurosurgery

Chair
• Matthew A. Howard III

Professors
• Patrick W. Hitchon, Matthew A. Howard III, Arnold H. Menezes

Associate professors
• Jeremy Greenlee, David Hasan, Hiroto Kawasaki, Hiroyuki Oya

Assistant professors
• Chandan Reddy, Saul Wilson

Web site: http://www.medicine.uiowa.edu/neurosurgery/

The Department of Neurosurgery provides an experience oriented toward patient care and basic research concerning diseases and physiology of the nervous system. Students develop awareness of neurosurgery’s role in treating head and spine trauma, vascular disorders, brain and spinal cord tumors, pain and peripheral nerve abnormalities, degenerative spine pathology, and surgical treatment of epilepsy and movement disorders.

Clinical courses are designed around patient-centered discussions interwoven with operating room experiences. Lectures and conferences are scheduled on specific topics.

M.D. Student Training

The department provides fourth-year M.D. students with access to special expertise in selected topics of investigation regarding the central nervous system and to a clinical course through special arrangements with the faculty.

Faculty

Neurosurgery faculty strengths are centered in physiology of spinal cord trauma, epilepsy, auditory brain function and pain, primary brain tumor genetics, central nervous system tissue culture, spinal column biomechanics, and movement disorders. The department has expertise in clinical management across the spectrum of central nervous system diseases.

Facilities

Multiple, fully equipped laboratory space is available to support scientific research of the central nervous system. Faculty and technical assistance is available in all laboratories.

Courses

Neurosurgery courses are open only to M.D. and qualified associated health sciences students.

183:227 (NSG:8401) Subinternship in Neurosurgery
4 s.h.
Advanced clinical clerkship in neurological surgery; emphasis on diagnosis and operative management of surgical neurological disease.

183:228 (NSG:8497) Research in Neurological Surgery
arr.
Laboratory investigation of spinal cord injury, spinal column biomechanics and instrumentation, electrophysiology of pain, epilepsy and hearing, molecular genetics and physiology of brain tumors.

183:999 (NSG:8499) Neurosurgery off Campus
arr.
Arranged by student with department approval.
Nuclear Medicine Technology

**Director**
- Anthony W. Knight

**Medical director**
- Michael M. Graham

**Technical director**
- John A. Bricker

**Affiliated faculty**
- David L. Bushnell (Radiology), Michael M. Graham (Radiology/Radiation Oncology), Daniel Kahn (Radiology), Anthony W. Knight (Radiology), Mark T. Madsen (Radiology/Physics and Astronomy), Yusef Menda (Radiology/Radiation Oncology), James A. Ponto (Pharmacy)

**Undergraduate major:** nuclear medicine technology (B.S.)
**Web site:** http://www.medicine.uiowa.edu/NMT/

Nuclear medicine technologists are professionals in a medical specialty that uses radioactive tracers for diagnostic, therapeutic, and research purposes. Technologists generally are employed in hospitals and clinics. They work hand-in-hand with nuclear medicine physicians, health physicists, radiopharmacists, and radiochemists as an integral part of a highly trained specialty team.

In addition to using sophisticated detectors and computers to trace the movement and localization of radioactive tracers in the human body, nuclear medicine technologists have responsibilities that include radiation safety; quality control testing; radiopharmaceutical preparation and administration; and general patient care.

The Nuclear Medicine Technology Program is fully accredited by the Joint Review Committee on Educational Programs in Nuclear Medical Technology (JRCNMT). Nuclear medicine technology is one of two undergraduate majors in the field of medical imaging offered by the Carver College of Medicine. Students interested in radiologic imaging, cardiovascular interventional, diagnostic medical technology, computed tomography, magnetic resonance imaging, or radiation therapy may complete the major in radiation sciences; see Radiation Sciences (p. 1090) in the Catalog.

The Carver College of Medicine is located on the University of Iowa health sciences campus, which includes University of Iowa Hospitals and Clinics, one of the nation’s largest university-owned teaching hospitals. For information about the college’s academic programs and resources, see Carver College of Medicine (p. 993) in the Catalog.

**Undergraduate Program of Study**
- Major in nuclear medicine technology (Bachelor of Science)

Undergraduate study in nuclear medicine technology is guided by the academic rules and procedures outlined under “Undergraduate Programs” in the Carver College of Medicine (p. 993) section of the Catalog.

**Bachelor of Science**

The Bachelor of Science with a major in nuclear medicine technology requires a minimum of 120 s.h. of credit. Work for the degree includes a set of courses that are prerequisite to entering the major. 60 s.h. of course work in the major, and elective course work sufficient to complete the minimum of 120 s.h. required for graduation.

Students who plan to complete all requirements for the degree at The University of Iowa enter the University as students in the College of Liberal Arts and Sciences (CLAS) with a nuclear medicine technology interest. As CLAS students, they complete the course work that is prerequisite to entering the major.

Admission to the major is competitive; the program accepts a maximum of 8 students per year. Students must apply to the major by January 15 of the year in which they wish to enter it. Personal interviews with qualified applicants are scheduled in February, and the class is selected by March 15. The program begins the following fall semester and lasts two years.

Students who are admitted to the major become Carver College of Medicine students. Upon completing the program successfully, they are granted a Bachelor of Science degree and a certificate of training. Graduates are eligible for national certification as nuclear medicine technologists.

The program strongly advises students entering the University to pursue a course of study that is applicable to another major, most commonly biology, chemistry, biochemistry, or microbiology, so that if they are not admitted to the Nuclear Medicine Technology Program, they still may complete a major and receive a bachelor’s degree.

The Bachelor of Science with a major in nuclear medicine technology requires the following work.

**PREREQUISITES TO THE NUCLEAR MEDICINE TECHNOLOGY MAJOR**

Students must complete the following prerequisite courses and must have earned 60 s.h. of college credit with a cumulative g.p.a. of at least 2.50 before they may enter the nuclear medicine technology major. In addition to providing a foundation for the major, the prerequisite courses are good preparation for other majors.

**Rhetoric:**
010:003 (RHET:1030) Rhetoric 4 s.h.

**Culture, society, and the arts—3 s.h. in each of two of these (total of 6 s.h.):**
- Historical Perspectives approved course work 3 s.h.
- International and Global Issues approved course work 3 s.h.
- Literary, Visual, and Performing Arts approved course work 3 s.h.
- Values, Society, and Diversity approved course work 3 s.h.

See General Education Program (p. 306) (College of Liberal Arts and Sciences) in the Catalog for approved courses in the culture, society, and the arts areas.

**Mathematics—one of these:**
22M:009 (MATH:1020) Elementary Functions 4 s.h.
22M:015 (MATH:1440) Mathematics for the Biological Sciences 5 s.h.
A more advanced mathematics course

Introductory chemistry with laboratory:
004:011 (CHEM:1110) Principles of Chemistry I 4 s.h.

Introductory physics—one of these:
029:008 (PHYS:1400) Basic Physics 3 s.h.
029:011 (PHYS:1511) College Physics I 4 s.h.

Psychology:
031:001 (PSY:1001) Elementary Psychology 3 s.h.

Medical terminology:
20E:103 (CLSA:3750) Medical and Technical Terminology 2 s.h.

Anatomy and physiology—students must complete one of the three options below.
Option 1 (one course, 4 s.h.):
060:099 (ACB:1199) Human Anatomy and Basic Physiology for Radiation Science 4 s.h.

Option 2 (two courses, 6-7 s.h.)—one of these:
060:110 (ACB:3110) Principles of Human Anatomy 3 s.h.
060:113 (ACB:3113) Human Anatomy Online 4 s.h.

And one of these:
027:050 (HHP:1300) Fundamentals of Human Physiology 3 s.h.
027:130 (HHP:3500) Human Physiology 3 s.h.

Option 3 (three courses, 7 s.h.)—both of these:
027:053 (HHP:1100) Human Anatomy 3 s.h.
027:054 (HHP:1110) Human Anatomy Laboratory 1 s.h.

And one of these:
027:050 (HHP:1300) Fundamentals of Human Physiology 3 s.h.
027:130 (HHP:3500) Human Physiology 3 s.h.

**RECOMMENDED PRE-MAJOR COURSES**
The Nuclear Medicine Technology Program strongly recommends that students who intend to apply to the major take the following course work in addition to the required prerequisite courses listed above.

Both of these:
004:012 (CHEM:1120) Principles of Chemistry II 4 s.h.
680:010 (RSP:1100) Introduction to the Radiation Sciences 1 s.h.

One of these:
002:021 (BIOL:1140) Human Biology 4 s.h.
002:031 (BIOL:1411) Foundations of Biology 4 s.h.

One of these:
22S:025 (STAT:1020) Elementary Statistics and Inference 3 s.h.
22S:101 (STAT:3510) Biostatistics 3 s.h.
22S:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.

One of these:
22C:001 (CS:1020) Principles of Computing 3 s.h.
22C:005 (CS:1110) Introduction to Computer Science 3 s.h.

Prospective students are encouraged to consult the Nuclear Medicine Technology Program office to plan an appropriate pre-major program of study.

**COURSE WORK IN THE MAJOR**
Students admitted to the nuclear medicine technology major spend two years in a clinical curriculum that is organized in accordance with the JRCNMT Essentials of an Accredited Educational Program in Nuclear Medicine Technology. They complete course work in the following areas: radiopharmacy, radiation safety and radiobiology, patient care, nuclear medicine and positron emission tomography (PET) procedures, radiation physics and instrumentation, administration and management, medical and professional ethics, and principles of computed tomography (CT). Practical clinical rotations focus on nuclear medicine, PET and CT imaging, nuclear medicine therapy, clinical radiopharmacy, nuclear medicine computer applications, and quantification of radioactivity in vivo and in vitro.

**Courses**

**107:101 (RSNM:4110) Principles of Nuclear Medicine I** 0,6 s.h.
Didactic and laboratory work in radiopharmacy, patient care, radiation protection, math and statistics, radiation physics, anatomy and physiology, radiochemistry and tracer techniques, medical terminology, computer applications. Requirements: Nuclear Medicine Technology Program enrollment.

**107:102 (RSNM:4111) Introductory Clinical Nuclear Medicine** 0,6 s.h.
Experience in preparing radiopharmaceuticals, performing routine nuclear imaging and in vitro procedures; work with clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

**107:103 (RSNM:4210) Principles of Nuclear Medicine II** 0,3 s.h.
Didactic and laboratory work in nuclear medicine instrumentation, radiobiology, professional ethics, administration and management, computer applications. Requirements: Nuclear Medicine Technology Program enrollment.

**107:104 (RSNM:4211) Intermediate Clinical Nuclear Medicine** 0,9 s.h.
Progressive responsibility in radiopharmacy, nuclear and PET imaging, cardiac stress testing. Requirements: Nuclear Medicine Technology Program enrollment.

**107:105 (RSNM:4310) Advanced Clinical Nuclear Medicine** 0,6 s.h.
Proficiency in performance, quality assurance of all radiopharmacy and nuclear medicine procedures; opportunities for independent study, research. Requirements: Nuclear Medicine Technology Program enrollment.

**107:111 (RSNM:3120) Fundamentals of Nuclear Medicine and PET** 4 s.h.
Introduction to medical specialty of nuclear medicine and molecular imaging; basic theories of radiation protection, radiation physics and nuclear medicine instrumentation, radiopharmacy, nuclear medicine and positron emission tomography (PET) clinical procedures, professional standards of nuclear medicine technologist. Requirements: Nuclear Medicine Technology Program enrollment.

107:112 (RSNM:3220) Nuclear Medicine and PET Clinical Procedures
Proper execution of nuclear medicine and PET procedures from a technical point of view; published protocols and procedures specific to the University of Iowa Hospitals and Clinics; routine setup, common errors, artifact identification, computer processing protocols, and patient care concerns identified for each procedure; review of human anatomy, physiology, and pathology germane to understanding and proper execution of nuclear medicine procedures. Requirements: Nuclear Medicine Technology Program enrollment.

107:115 (RSNM:3230) Radiopharmaceuticals
Introduction to radiopharmaceuticals; emphasis on physical, chemical, and biologic properties and their clinical use; fundamental aspects of radiopharmaceuticals including characteristics, preparation, quality control, and clinical use. Requirements: Nuclear Medicine Technology Program enrollment.

107:121 (RSNM:3121) Nuclear Medicine Technology Clinical Internship I
Hands-on clinical experience working with patients and performing routine nuclear medicine diagnostic imaging procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

107:122 (RSNM:3221) Nuclear Medicine Technology Clinical Internship II
Progressive responsibility working with patients and performing nuclear medicine and PET clinical procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

107:123 (RSNM:3321) Nuclear Medicine Technology Clinical Internship III
Progressive responsibility working with patients and performing nuclear medicine and PET clinical procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

107:124 (RSNM:4121) Nuclear Medicine Technology Clinical Internship IV
Progressive responsibility working with patients and performing nuclear medicine and PET clinical procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

107:125 (RSNM:4221) Nuclear Medicine Technology Clinical Internship V
Progressive responsibility working with patients and performing nuclear medicine and PET clinical procedures under direct supervision of qualified clinical instructors. Requirements: Nuclear Medicine Technology Program enrollment.

107:150 (RSNM:4222) NMT Capstone and Certification Exam Preparation
Students in final semester of program work together to organize and deliver capstone and certification exam preparation course; review of specific topics and oral presentations by each student; preparation and distribution of detailed written outlines of exam content; series of content-specific quizzes, midterm, and final "Mock Board" exam to evaluate student learning and preparedness for taking the NMTCB and ARRT national certification exams; preparation and submission of capstone portfolios that provide evidence of scholarly and professional progress. Requirements: Nuclear Medicine Technology Program enrollment.
Obstetrics and Gynecology

Chair
- Kimberly Leslie

Professors
- Noelle C. Bowdler, Koen DeGeest, Marygrace Elson, Jane Engeldinger, Steven Hunter, Susan R. Johnson, Kimberly Leslie, Jennifer R. Niebyl, Elaine Smith (Preventive and Community Dentistry/Epidemiology/Obstetrics and Gynecology), Craig H. Syrop, Bradley Van Voorhis

Associate professors
- David Bender, Catherine Bradley, Donghai Dai, William Davis, Thomas Gellhaus, Stephen K. Hunter, Rachel Maassen, Asha Rihingshanti, Gregory Skopec, Colleen Stockdale, Kelly Ward, Baoli Yang

Assistant professors

Web site: https://www.medicine.uiowa.edu/obgyn/

M.D. Student Training

Courses in the Department of Obstetrics and Gynecology are designed to give M.D. students a comprehensive survey of reproductive medicine. This is done through a series of didactic lectures, inpatient and outpatient assignments, ward rounds, teaching seminars, and special elective courses.

The third-year clerkship 066:004 (OBG:8301) Clinical Obstetrics and Gynecology gives students the core knowledge, skills, and attitudes needed to provide primary health care to female patients.

The department offers fourth-year medical students a variety of electives that provide advanced training in the special areas of obstetrics and gynecology. In addition to clerkships at University of Iowa Hospitals and Clinics, these electives include a rotation at the Washington County Hospital and Clinics and other arranged off-campus courses.

Residency Program

The department offers a four-year residency. Upon completion, graduates are eligible for the written and oral examinations leading to certification by the American Board of Obstetrics and Gynecology.

Residents are assigned to the divisions and clinical services of the department; they care for both hospital inpatients and outpatients. Training is provided in normal and abnormal obstetrics, gynecologic surgery, office gynecology, ultrasound, reproductive endocrinology, gynecologic oncology, urogynecology, family planning, and endoscopic procedures.

Courses

066:004 (OBG:8301) Clinical Obstetrics and Gynecology
Proficiency in evaluation and management of core women’s health care relating to the reproductive tract; special history taking, physical examination, laboratory and imaging assessment of obstetric and/or gynecological patients; application of current concepts to well women’s health care and to management of diseases and pathologies; outpatient and inpatient obstetrics and gynecology; family planning, screening and early detection of cancer and other diseases.

066:006 (OBG:8401) High Risk Antepartum Obstetrics Subinternship
Experience in evaluating new patients in a high-risk obstetric clinic; continuing antepartum care; doing work-up, ordering diagnostic studies, and following course of complicated patients admitted to obstetric ward; assisting in diagnostic, therapeutic procedures such as fetal heart rate testing, amniocentesis, ultrasonography, intrauterine fetal transfusion.

066:010 (OBG:8402) Gynecologic Oncology Subinternship
Experience on a gynecologic oncology service, including operating room, inpatient and outpatient care; team management approach to gynecologic cancer patients, treatment and follow-up of invasive gynecologic malignancies, etiology and risk factors for gynecologic neoplasias, pre- and postoperative evaluation and treatment of surgical management of gynecologic neoplasia; research project encouraged.

066:013 (OBG:8403) Reproductive Endocrinology Senior Elective
Experience evaluating new and returning patients in the Reproductive Endocrinology and Infertility Clinic; participation in preoperative, operative, and inpatient postoperative care; advanced gynecologic ultrasonography, in vitro fertilization services.

066:017 (OBG:8450) Continuity of Care in Outpatient Gynecology
M4 students work with experienced gynecologist in longitudinal clinical experience for the academic year; students paired with faculty member to see patients in weekly clinic and provide clinical care to defined patient population.

066:018 (OBG:8406) Community-Based Ob/Gyn, Washington
Varied out-patient and in-patient obstetric and gynecologic patients in the Washington County Hospital and Clinic; perform and master OB/GYN histories and examinations; frequent supervised active participation of procedures where appropriate.

066:019 (OBG:8407) Family Planning
Participation as active member of the Family Planning Services team; clinical activities, including clinic and outpatient procedures. Requirements: M.D. enrollment.
066:020 (OBD:8408) Non-Interventional Birth Elective
Experience with normal physiologic birth; participation in intrapartum and postpartum care of low-risk women. Requirements: M.D. enrollment.

066:998 (OBD:8498) Ob/Gyn on Campus  arr.

066:999 (OBD:8499) Ob/Gyn off Campus  arr.
Ophthalmology and Visual Sciences

Chair
• Keith D. Carter

Professors

Associate professors
• Richard C. Allen, Michael G. Anderson (Ophthalmology and Visual Sciences/Molecular Physiology and Biophysics), Terry A. Braun (Ophthalmology and Visual Sciences/Electrical and Computer Engineering/Biomedical Engineering), Arlene V. Drack, John H. Fingert, Karen M. Gehrs, Markus H. Kuehn, Scott A. Larson, Robert F. Mullins, Richard J. Olson, Todd E. Scheetz, Christine W. Sindt, Nasreen A. Syed

Assistant professors
• Sheila A. Baker, Mark A. Greiner, Brian R. Kirschling, Anna S. Kitzmann, Reid A. Longmuir, Susannah Q. Longmuir, Vinit B. Mahajan, Beth R. Kutzbach Repp, Seongjin Seo, Khadija S. Shahid, Erin M. Shriver, Elliott H. Sohn, Steven F. Stashieff (Ophthalmology and Visual Sciences/Electrical and Computer Engineering/Pediatrics/Biomedical Engineering), Stewart Thompson, Matthew J. Thurtell, Budd A. Tucker

Professors emeriti
• Sohan S. Hayreh, G. Frank Judisch, Karl C. Ossoinig, Edward S. Perkins, William E. Scott, H. Stanley Thompson, Thomas A. Weingeist

Professional certificate: orthoptics
Web site: http://www.medicine.uiowa.edu/eye/

Ophthalmology is a medical and surgical specialty concerned with the diagnosis and treatment of diseases of the eye and its adnexa. The Department of Ophthalmology and Visual Sciences combines postgraduate training with research and patient care in all aspects of the visual sciences. Subspecialties represented in the department include cataract surgery, comprehensive ophthalmology, cornea and external diseases, contact lens and refraction services, genetics and molecular biology, glaucoma, laser refractive surgery, neuro-ophthalmology, oculoplastic surgery, ocular echography, ocular pathology, ocular vascular diseases, optometric services, pediatric ophthalmology and adult strabismus, vitreoretinal disorders, and vision rehabilitation.

M.D. Student Training, Graduate Education

The department offers clinical and research training to M.D. students and limited graduate studies for Ph.D. students in Anatomy and Cell Biology (p. 1002), Molecular and Cellular Biology (p. 942), and Genetics (p. 922). A three-year residency program with clinical experience in the ophthalmic subspecialties is offered to physician trainees. Graduates qualify for the written and oral examinations leading to certification by the American Board of Ophthalmology. Postgraduate fellowships of one to two years are available for qualified ophthalmologists in most subspecialty areas.

Professional Program of Study
• Certificate in Orthoptics
Contact the Department of Ophthalmology and Visual Sciences for information about the professional Certificate in Orthoptics.

Continuing Education

The department sponsors clinical conferences open to community ophthalmologists in Iowa and surrounding states where physicians can earn continuing medical education credits. The department also sponsors an annual alumni meeting with participation by nationally and internationally recognized ophthalmologists and vision scientists.

Facilities

The department maintains research laboratories for cell biology, biochemistry, morphology, tumor diagnosis, pathology, electrophysiology, pupillometry, molecular biology, and vascular disease. Clinical facilities in ophthalmology are available at University of Iowa Hospitals and Clinics in the Pomerantz Family Pavilion and at the Iowa City Veterans Affairs Medical Center and the Veterans Affairs Central Iowa Health Care System in Des Moines. The department also manages an eye clinic at the Broadlawns Medical Center in Des Moines as well as outreach programs in other communities. The John and Marcia Carver Nonprofit Genetic Testing Laboratory, dedicated to providing affordable testing for rare eye diseases, is associated with the department.

Courses

067:100 (OPHT:8404) Elective in Ocular Pathology 4 s.h.
Pathophysiology of eye disease; emphasis on use of Socratic method, self-study.

067:101 (OPHT:8401) Elective in External Eye Disease 4 s.h.
Common diseases of eyelid, conjunctiva, cornea.

Visual, ocular motor dysfunction due to neurologic disease; patient work-up, readings, neuro-ophthalmology rounds.

067:109 (OPHT:8403) Molecular Ophthalmology  
Use of recombinant DNA, tissue culture, protein electrophoresis in study of inherited eye diseases.

067:111 (OPHT:8301) Clinical Ophthalmology  
2,4 s.h.  
All aspects of clinical ophthalmology; patient rounds, lectures, case presentations; clinical duties with staff, residents, faculty in UIHC and VAMC ophthalmology clinics. Requirements: M.D. enrollment.

067:998 (OPHT:8498) Ophthalmology on Campus  
arr.

067:999 (OPHT:8499) Ophthalmology off Campus  
arr.
Orthopaedics and Rehabilitation

Chair
• Joseph A. Buckwalter

Professors

Associate professors
• Donald Anderson, Joseph J. Chen, Barry DeYoung, John E. Femino, Ernest M. Found, Nicole Grosland, Sergio A. Mendoza, Douglas Pedersen, Phinit Phitiskul, Neil Segal, Joseph D. Smucker, Yuki Tochigi, Brian Wolf

Assistant professors
• Eric Aschenbrenner, Heather Bingham, Matthew Bollier, Jessica Goetz, Mederic Hall, Carolyn Hettrich, Ryan Ilgenfritz, Matt Karam, Ericka A. Lawler, James A. Martin, Benjamin Miller, Nicolas Noisieux, Apurva Shah, Melissa Willenborg, Glenn Williams

Adjunct associate professors
• Devon D. Goetz, David S. Tease

Adjunct assistant professor
• Mark C. Mysnyk

Professor emeritus
• Reginald R. Cooper

Web site: http://uiortho.com/

The Department of Orthopaedics and Rehabilitation offers training for residents and provides education for undergraduate students.

Undergraduate Education

The Department of Orthopaedics and Rehabilitation participates in the Bachelor of Science with a major in athletic training, which is offered by the Department of Health and Human Physiology (p. 342) (College of Liberal Arts and Sciences). Members of the orthopaedics and rehabilitation sports medicine faculty teach 076:187 (ORTH:4187) Practicum in Athletic Training IV, a two-semester advanced clinical sequence (8 s.h.). Students who complete the program are eligible to apply for national certification in athletic training and to pursue employment opportunities as health care professionals in sports medicine clinics, hospitals, and academic settings.

Residency Programs

The department offers two programs for postgraduate trainees. The first is a five-year integrated clinical program, in which interns and residents participate simultaneously in inpatient and outpatient care, surgery, and sciences related to the neuromusculoskeletal system. The second provides the same training as the first but includes an additional one to two years of research.

Clinical Residency

Trainees enter this program directly from medical school through the National Internship Matching Plan. During the first year, trainees gain experience not only in clinical orthopaedics but also in medicine, pediatrics, surgical specialties, intensive care, anesthesiology, and other services.

During years two through five, residents gain experience in trauma, musculoskeletal oncology, children’s orthopaedics, adult orthopaedics, neuromuscular disorders, rehabilitation, prosthetics and orthotics, rheumatology, and basic science related to orthopaedics. They take specialized courses in anatomy, bone histology, biochemistry, physiology, and pathology.

Weekly seminars cover biomechanics, kinesiology, and selected clinical subjects.

Residency with Research

In addition to the training described for the clinical program, this program includes an additional one to two years of research in a field that interests the resident and is related to the musculoskeletal system. The research may be done in one of the orthopaedic laboratories.

Laboratories

The orthopaedics laboratories deal with problems in these major subject areas.

Biochemistry: the biochemistry of proteoglycans, collagens, and matrix proteins, both normal and altered in musculoskeletal disorders

Biomechanics: problems of the upper extremity; biomechanics of the spine, hip, and gait; total joint replacements (in conjunction with the College of Engineering (p. 806))

Cell and molecular biology: studies of normal bone, cartilage, tendon, muscle, and tissues altered by experiment and disease

Bone healing: research toward better ways to heal bones

Facilities

The Department of Orthopaedics and Rehabilitation is housed in the John Pappajohn Pavilion of University of Iowa Hospitals and Clinics and has an active service in the Iowa City Veterans Affairs Medical Center. The department’s facilities include 48 orthopaedic beds, five outpatient clinics, inpatient and outpatient operating rooms, a specialty library, a specialty radiology unit, and physical therapy and rehabilitation facilities. Its specialty clinics deal with disorders such as scoliosis, club feet, congenital dislocated hip, neuromuscular disease, metabolic disease, amputation, neoplasm, trauma, and neck, back, hip, foot, knee, and hand problems. Physicians in the outpatient clinic see approximately 175 patients per day. Approximately 5,000 major operations are performed each year under the auspices of the department.

The department’s Institute for Orthopaedics, Sports Medicine, and Rehabilitation is located on the University of Iowa’s Hawkeye Campus. The institute provides MRI, X-ray, and physical therapy services.

The department also provides consulting service to the University’s Center for Disabilities and Development and
its Child Health Specialty Clinics and to two State of Iowa
programs that serve people who are mentally challenged.

Courses

**076:002 (ORTH:8301) Clinical Orthopaedics**
arr.

**076:187 (ORTH:4187) Practicum in Athletic Training IV**
4 s.h.
Clinical experience arranged through the athletic training program and the Department of Orthopaedic Surgery for athletic training majors; development of global proficiency in clinical skills. Requirements: athletic training major, and grades of C or higher in 027:183 (ATEP:3040) and 027:186 (ATEP:3030).

**076:201 (ORTH:8401) Advanced Clinical Orthopaedics**
2.4 s.h.
Requirements: fourth-year M.D. enrollment.

**076:202 (ORTH:8402) Musculoskeletal Trauma**
arr.
Requirements: fourth-year M.D. enrollment.

**076:203 (ORTH:8403) Subinternship in Orthopaedics**
4 s.h.
Opportunity to enhance clinical skills by taking intern-level responsibility for management of a limited number of orthopaedic patients; proficiency in perioperative patient assessment and management, including assisting in procedures and using laboratory diagnosis and radiologic studies pertinent to one faculty member’s clinical practice.

**076:204 (ORTH:8404) Introduction to Physical Medicine and Rehabilitation**
2 s.h.
Management of a wide range of common acute and chronic neuro-musculoskeletal pain conditions (shoulder, back, knee pain) to more devastating neuromuscular injuries (spinal cord injuries, brain injury, strokes, amputations). Requirements: M.D. enrollment.

**076:205 (ORTH:8405) Advanced Physical Medicine and Rehabilitation**
4 s.h.
Management of a wide range of common acute and chronic neuro-musculoskeletal pain conditions (shoulder, back, or knee pain) to more devastating neuromuscular injuries (spinal cord injuries, brain injury, strokes, amputations); students work-up individual patients in outpatient clinics and perform inpatient consultations at subintern level. Requirements: M.D. enrollment.

**076:998 (ORTH:8498) Orthopaedics on Campus**
arr.
Requirements: fourth-year M.D. enrollment.

**076:999 (ORTH:8499) Orthopaedics off Campus**
arr.
Requirements: fourth-year M.D. enrollment.
Otolaryngology—Head and Neck Surgery

Head
- Bruce J. Gantz

Professors

Associate professors
- Carolyn J. Brown, Kristi E. Chang, Eileen M. Finnegan, Jeremy D. Greenlee (Otolaryngology—Head and Neck Surgery/Neurosurgery), José M. Manaligod, Douglas Van Daele

Assistant professors
- Rodrigo Bayon, Eugene Chang, Doug Henstrom, Deb Kacmarynski, Nilin A. Pagedar

Adjunct associate professor
- Steven R. Herwig

Adjunct assistant professors
- Matthew R. Brown, Robert T. Brown, Timothy Dettmer, Brenton Koch, Phillip C. Lee, Donald A. Maschka, Richard J. Rinehart

Web site: http://www.medicine.uiowa.edu/oto/

The Department of Otolaryngology—Head and Neck Surgery is one of the most comprehensive otolaryngology departments in the world. Founded in 1922, it is among the oldest in the United States. U.S. News & World Report has consistently ranked the department’s program among the top 10 in the nation.

The department’s chief focus areas are education and training, patient care, and research. M.D. students in the Carver College of Medicine, residents, and fellows benefit from a faculty dedicated to providing thorough training in all aspects of otolaryngology and patient care. Patients in the otolaryngology clinic enjoy access to comprehensive care in any of five subspecialties: pediatric otolaryngology, otology/neurotology, general otolaryngology and rhinology, head and neck oncology, and facial plastic and reconstructive surgery. University of Iowa faculty members from ophthalmology and radiation oncology hold joint appointments in otolaryngology, adding depth to the department’s resources.

The department is home to prominent research programs in cleft palate and other craniofacial defects, head and neck oncology, cochlear implants, and molecular genetics. It also offers fellowships in otology/neurotology, pediatric otolaryngology, and head and neck oncology.

The department is located at University of Iowa Hospitals and Clinics.

Residency Program

The Department of Otolaryngology—Head and Neck Surgery offers a residency program accredited by the Accreditation Council for Graduate Medical Education.

The program has two tracks: a five-year clinical track and a seven-year research track. Five applicants are accepted each year, three to the clinical track and two to the research track.

The clinical track provides five years of concentrated clinical study and application in all aspects of otolaryngology. Residents begin their training with a five-week intensive basic science course divided into an anatomy component and a 100-hour lecture series. The anatomy component includes a supervised cadaver dissection, and the lecture series details the study of otolaryngology and related disciplines. Each resident also completes two research rotations in order to explore research areas that interest him or her.

The research track is a combined clinical-research program designed for residents interested in an otolaryngology research career. After an internship year, residents complete two years of research followed by four years of clinical training. The interaction of clinicians and basic scientists from several departments affords residents the opportunity for involvement in a wide spectrum of current research in areas such as electrophysiology of the auditory system, the genetics of head and neck cancer, and gene therapy.

Fellowships

The Department of Otolaryngology—Head and Neck Surgery offers two-year fellowships in otology/neurotology and in pediatric otolaryngology, which are accredited by the Accreditation Council for Graduate Medical Education, and a one- or two-year fellowship in head and neck oncology accredited by the Advanced Training Council of the American Head and Neck Society.

One applicant is admitted to the otology/neurotology fellowship program every two years. Otology fellows spend a minimum of 20 months on the clinical service. They attend all otology/neurotology clinics and neurotology cases in the operating room and are responsible for inpatient service. They also have one day of dedicated research time each week.

The pediatric otolaryngology fellowship program admits one applicant each year. Fellows spend a year on the clinical service, where they have the opportunity to train with all pediatric otolaryngology faculty members.

One applicant is accepted as a head and neck oncology fellow each year. Training is largely clinical, allowing fellows the opportunity to participate in a variety of procedures, ranging from skull base resection to laryngeal rehabilitation. Fellows routinely perform 35 to 45 free-tissue transfers during one year of training. They also complete a clinical and/or basic science research project relating to head and neck oncology.

Courses

068:003 (OTO:8301) Clinical Otolaryngology — 2 s.h.

068:100 (OTO:8401) Sub-Internship in Otolaryngology — arr.
Supervised cadaver head and neck dissection, with 14 areas in detail. Two weeks.

068:998 (OTO:8498) Otolaryngology on Campus  arr.

068:999 (OTO:8499) Otolaryngology off Campus  arr.
Arranged by student with department approval.
Pathology

Chair
- Nitin J. Karandikar

Professors
- Gary L. Baumbach, Leslie A. Bruch, Barry De Young, Daniel Diekema, Frederick Domann, John Harty, Siegfried Janz, Chris Jensen, John D. Kemp, Patricia Kirby, Charles F. Lynch, Steven Moore, Marcus Nashelsky, Tom Raife, Robert A. Robinson, Nancy Rosenthal, Stefan Strack, Mary Stone, Lubomir P. Turek, Steven Vincent, Thomas Waldschmidt

Associate professors
- Aaron Bossler, Laila Dahmoush, Adam Dupay, Hasem Habelhah, Thomas H. Haugen, Michael Henry, Jonathan Heusel, Carol Holman, Michael Icardi, Marina Ivanovic, Michael Knudson, Matthew Krasowski, Kevin Legge, Vincent Liu, David Meyerholz, Ramesh Nair, Dawn Quelle, Annette Schlueter, Brian Swick, Nasreen Syed, Sergei Syrbus, Robert D. Tucker, Steve Varga

Assistant professors
- Ryan Askeland, Vladimir Badovinac, Amani Bashir, Andrew Bellizzi, Dennis Firchau, Bradley Ford, Katherine Gibson-Corley, Apollina Goel, Leana Guerin, Fiorenza Ianzini, Stacey Klutts, Deqin Ma, Alicia Oliver, Megan Samuelson, Andreen Simons-Burnett, Weizhou Zhang

Instructor
- Judith Kittleson

Adjunct associate professors
- Linda Fell, Julia C. Goodin

Adjunct assistant professors
- Michelle Catellier, Timothy Drevankyo, Yasuko Erickson, Dennis Klein, Jeffrey Rissman, Jonathan Thompson, Jeremy Weydert

Professors emeriti
- Jo Ann Benda, Robert T. Cook, Fred Dee, Gary Doern, James A. Goeken, George F. Johnson, Thomas Kent, Frank Mitros, Michael Pfaller, Charles E. Platz, Marian Schwabauer, Ronald G. Strauss

Associate professors emeriti
- Morris O. Dailey, Ronald Feld

Graduate degree: M.S. in pathology
Web site: http://www.medicine.uiowa.edu/pathology/

The Department of Pathology offers education and training for a broad range of students, from undergraduates through postgraduate fellows and researchers. It provides basic pathology courses to health sciences students; a clinical training program for clinical laboratory scientists; a Master of Science program in pathology; residency training programs leading to American Board of Pathology certification in anatomic pathology, clinical pathology, and neuropathology; fellowship training in pathology subspecialties; and postdoctoral research training in cellular and molecular pathology.

Undergraduate Education
Pathology courses are a major component of the University's Medical Laboratory Science Program, a Bachelor of Science program that trains medical laboratory scientists; see Medical Laboratory Science (p. 1037) in the Catalog.

M.D. Student Training
The department provides seven 12-month fellowships for M.D. students: the Emory Warner Fellowship, a full-time research position in a facet of experimental pathology; and six pathology externships, for students interested in careers as pathologists. It also offers clerkships for M.D. students in all areas of anatomical and clinical pathology.

Residency Program
The department offers 20 residency positions in pathology, which provide up to four years of training. Patients at University of Iowa Hospitals and Clinics and the Iowa City Veterans Affairs Medical Center are integral to the residency programs.

Residents gain experience in systematic rotation through the varied laboratory services, including surgical pathology, autopsy pathology, neuropathology, cytology, clinical chemistry, clinical microbiology, hematology, immunopathology, molecular pathology, and transfusion medicine. They also have the opportunity to pursue one or two years of additional fellowship training in most pathology subspecialties. To learn more, see Education on the Department of Pathology web site.

Graduate Program of Study
- Master of Science in pathology

Master of Science
The Master of Science program in pathology requires a minimum of 30 s.h. of graduate credit, including 21 s.h. of classroom work and 9 s.h. earned for research. The program trains graduate students in cell and molecular biology. Graduates work as research scientists in a range of academic and commercial laboratories, including those in the rapidly expanding biotechnology sector. Others advance to doctoral-level study.

M.S. students take a core curriculum in cell and molecular biology as well as electives suited to their individual interests. They acquire contemporary research skills by pursuing a laboratory thesis project under the guidance of a faculty member. Currently, there are active research programs in immunology, microbiology, neuroscience, signaling and apoptosis, inflammation and vascular biology, tumor biology and cancer, and virology.

Most M.S. students complete their course of study in three years.

The department encourages applicants who have earned a Bachelor of Science with a major in biology, chemistry, biochemistry, clinical laboratory science, microbiology, or zoology. Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. They should have an undergraduate g.p.a. of at least 3.00 and a combined
verbal and quantitative score of at least 1100 on the Graduate Record Exam (GRE) General test.

For more information about graduate study, see Education on the Department of Pathology web site.

**Postgraduate Training**

The Department of Pathology offers postgraduate clinical fellowship programs in hematopathology, transfusion medicine, clinical microbiology, cytopathology, molecular genetics pathology, and surgical pathology for physicians who have completed residency training in pathology. These fellowships consist of one to two years of diagnostic work and up to two years of laboratory research.

The department provides postdoctoral research training in immunology, neuropathology, apoptosis, cancer biology, and clinical microbiology as well as in other areas of cellular and molecular pathology. These positions are open to individuals who have earned a Ph.D. or an M.D.

**Facilities**

The Department of Pathology is well-equipped to carry out the sophisticated technology of modern cellular and molecular pathology. It administers more than 90,000 square feet of clinical laboratories at University of Iowa Hospitals and Clinics and has individual research and core facility laboratories, including histopathology and laser capture microscopy for cellular and molecular pathology research, in the Medical Research Center, Medical Laboratories, and at the Iowa City Veterans Affairs Medical Center. Also available are Carver College of Medicine research facilities for nucleic acid chemistry, hybridoma production, flow cytometry, ultrastructural studies, protein structure, image analysis, electron spin resonance, mass spectroscopy, nuclear magnetic resonance, and laboratory animal care.

**Courses**

069:150 (PATH:4150) **Clinical Laboratory Skills** 0.6 s.h.

Summer clinical laboratory science instruction in Iowa City. Requirements: acceptance to Clinical Laboratory Science Program.

069:152 (PATH:4152) **CLS Theory, Application, and Correlation** 0.5 s.h.

Theory, application, and correlation of clinical laboratory science. Prerequisites: 069:150 (PATH:4150).

069:153 (PATH:5133) **Introduction to Human Pathology for Graduate Students** 4 s.h.

Human disease; basic disease processes, organ-related and multisystem diseases; case analysis. Offered fall semesters. Same as 069:133 (PATH:8133).

069:154 (PATH:4154) **Clinical Chemistry I** 0.4 s.h.

Theory, practical application, technical performance, and evaluation of clinical chemistry laboratory procedures; correlation of laboratory data with diagnosis of disease. Prerequisites: 069:150 (PATH:4150).

069:155 (PATH:4155) **Clinical Chemistry II** 0.3 s.h.

Advanced theory, practical application, technical performance, and evaluation of clinical chemistry laboratory procedures; correlation of laboratory data with diagnosis of disease. Prerequisites: 069:154 (PATH:4154).

069:156 (PATH:4156) **Clinical Hematology I** 0.4 s.h.

Introduction to theory, practical application, technical performance, and evaluation of hematological and hemostasis procedures; correlation of laboratory data with diagnosis of disease. Prerequisites: 069:150 (PATH:4150).

069:157 (PATH:4157) **Clinical Hematology II** 0.3 s.h.

Advanced theory, practical application, technical performance, and evaluation of hematological and hemostasis procedures; correlation of laboratory data with disease diagnosis. Prerequisites: 069:156 (PATH:4156).

069:158 (PATH:4158) **Clinical Microbiology I** 0.4 s.h.

Introduction to theory, practical application, technical performance, and evaluation of procedures for isolation, identification, and susceptibility testing of infectious disease organisms in humans. Prerequisites: 069:150 (PATH:4150).

069:159 (PATH:4159) **Clinical Microbiology II** 0.4 s.h.

Advanced theory, practical application, technical performance, and evaluation of procedures for isolation, identification, and susceptibility testing of infectious disease organisms in humans. Prerequisites: 069:158 (PATH:4158).

069:160 (PATH:4160) **Clinical Immunology and Molecular Diagnostics** 0 - 1 s.h.

Theory, application, and evaluation of immunological components, principles, and methodologies used to assess immune dysfunction; theory and application of molecular diagnostic tools. Prerequisites: 069:150 (PATH:4150).

069:162 (PATH:4162) **Clinical Immunohematology I** 0.3 s.h.

Introduction to theory, practical application, technical performance, and evaluation of blood bank procedures required for storage and transfusion of blood and blood components. Prerequisites: 069:150 (PATH:4150).

069:163 (PATH:4163) **Clinical Immunohematology II** 0.3 s.h.

Clinical immunohematology for laboratory science. Prerequisites: 069:162 (PATH:4162).

069:164 (PATH:4164) **Phlebotomy for Clinical Laboratory Science** 0.1 s.h.
Theory, practical application, technical performance, and evaluation of procedures used in collecting, handling, and processing blood specimens. Prerequisites: 069:150 (PATH:4150).

069:166 (PATH:4166) Urine and Body Fluid Analysis
Theory, practical application, technical performance, and evaluation of procedures used in analyzing urine and other body fluids, including cerebrospinal, synovial, serous, and amniotic fluids. Prerequisites: 069:150 (PATH:4150).

069:170 (PATH:4170) Clinical Laboratory Management I
Theory, practical application, technical performance, and evaluation of laboratory management principles and associated models; critical thinking, problem solving, leadership skills. Prerequisites: 069:150 (PATH:4150).

069:171 (PATH:4171) Clinical Laboratory Management II
Advanced theory, application, technical performance, and evaluation of laboratory management principles and associated models; critical thinking, problem solving, leadership skills. Prerequisites: 069:170 (PATH:4170).

069:172 (PATH:4172) Clinical Endocrinology and Toxicology I
Introduction to theory, practical application, and evaluation of clinical chemistry laboratory procedures; emphasis on correlation of clinical laboratory data with diagnosis and treatment of endocrine disorders, toxicology disturbances, and therapeutic drug monitoring.

069:205 (PATH:8204) Medical Pathology I
Mechanisms of disease, etiology, pathogenesis, epidemiology, major clinical manifestations of disease in organ systems. Requirements: M.D. enrollment or graduate standing.

069:206 (PATH:8214) Medical Pathology II
Mechanisms of disease, etiology, pathogenesis, epidemiology, major clinical manifestations of disease in organ systems. Requirements: 069:205 (PATH:8204) and M.D. enrollment, or graduate standing.

069:211 (PATH:7211) Research in Pathology
Basic aspects of pathology or clinical patient material; emphasis on experimental design, methods, literature review, obtaining formal answers to specific questions. Requirements: M.D. enrollment or graduate standing.

069:220 (PATH:6220) Seminar in Pathology
Current research and literature. Requirements: pathology graduate standing.

069:240 (PATH:8301) Laboratory Medicine in Clinical Practice
Issues in appropriate use of clinical laboratory and pathology resources in the primary care setting; case-based approach. Requirements: third- or fourth-year M.D. enrollment.

069:241 (PATH:8401) Autopsy Pathology Clerkship

069:245 (PATH:8402) Hematopathology Clerkship

069:246 (PATH:8403) Surgical Pathology Clerkship

069:247 (PATH:8404) Blood Bank Clerkship

069:260 (PATH:5260) Translational Histopathology
Didactic sessions on human comparative histology, molecular and cellular pathology, and animal model applications; laboratory sessions on microscopy, histology, histotechnology, and immunohistochemistry, with group discussions of model papers; experience in scientific writing and oral presentation skills; for students who plan to investigate experimental models of human disease. Prerequisites: 156:201 (BISC:5201) and 156:203 (BISC:5203).

069:270 (PATH:5270) Pathogenesis of Major Human Diseases
Critical analysis of pathogenesis models in a series of major human diseases; clinical presentation, analysis of cellular and molecular events leading to the disease, discussion of key papers. Prerequisites: 156:201 (BISC:5201) and 156:203 (BISC:5203).

069:272 (PATH:6720) Translational Research in Cancer
Basic tumor biology and lab-based methods applied to development of translational approaches to prevention, early diagnosis, and treatment of human cancers. Offered fall semesters of even years. Same as 173:272 (EPID:6720).

069:288 (PATH:7001) Molecular and Cellular Biology of Cancer
Fundamental aspects of oncology at the cellular and molecular levels; mechanisms of cancer initiation and progression, oncogene action, DNA damage and repair, carcinogenesis by radiation, chemicals, viruses; tumor immunology, anticancer therapies. Offered spring semesters of odd years. Requirements: strong basic science background. Same as 077:288 (FRRB:7001).

069:290 (PATH:8007) Medical Student Fellowships in Pathology (Externships)
First-hand experience in autopsy, surgical and clinical pathology, teaching, and research to further understanding of disease mechanisms, normal and pathologic anatomy, laboratory use.

069:291 (PATH:8008) Warner Fellowship in Experimental Pathology
One-year, full-time membership in established research laboratory in the Department of Pathology or collaborating laboratory. Requirements: M.D. enrollment.

069:998 (PATH:8498) Pathology on Campus

069:999 (PATH:8499) Pathology off Campus
Pediatrics

Chair
• Raphael Hirsch

Professors

Associate professors
• Heather Bartlett, Alexander Bassuk, Dale Bieber (Internal Medicine/Pediatrics), Patrick Brophy, Lori Christensen, Tarah Colaizy, Christopher Cooper (Pediatrics/Urology), Linda Cooper-Brown, James Davis (Cardiothoracic Surgery/Pediatrics), Arlene Drack (Ophthalmology and Visual Sciences/Pediatrics), Dawn Ebach, Patricia Espe-Pfeifer (Psychiatry/Pediatrics), Mary Beth Fasano (Internal Medicine/Pediatrics), Polly Ferguson, Sandy Hong, Charles Jennissen (Emergency Medicine/Pediatrics), Charuta Joshi, Jonathan M. Klein, Mary Larew, Andrew Lidral (Orthodontics/Pediatrics), Deborah Lin-Dyken, John Manak (Biology/Pediatrics), Dianne McBrien, Royann Mraz, Jody R. Murph, Andrew Norris, Richard Olson (Ophthalmology and Visual Sciences/Pediatrics), Graeme Pitcher (Surgery/Pediatrics), Riad Rahhal, Benjamin Reinking, Robert Roghair, Jeffrey Smith, Timothy Starner, Amy Stier, Shannon Sullivan, Raymond Tannous, Pamela Trapano, Aliye Uc, Gretchen Vigil, Thomas Wassink (Psychiatry/Pediatrics), Jerold C. Woodhead

Assistant professors
• Ghada Abusin, Sunny Arikat, Nancy Beyer (Psychiatry/Pediatrics), Christopher Blosser (Internal Medicine/Pediatrics), Nancy Bonthius, Chadi Calarge (Psychiatry/Pediatrics), Yury Chaly, Michael Ciliberto, D. Keala Clark, Bradley Coots, Vanessa Curtis, Benjamin Darbro, Martine Dunnwald, Ayman El-Sheikh, Gwen Erkoven, Eyad Hanna, Sarah Haskell, Jennifer Jetton, Deborah Kacmarynski (Otolaryngology--Head and Neck Surgery/Pediatrics), Sameer Kamath, Kathleen Kieran (Pediatrics/Urology), Jean Kim, Todd Kopelman (Psychological and Quantitative Foundations/Psychiatry/Pediatrics), Julie Lindower, Susannah Longmuir (Ophthalmology and Visual Sciences/Pediatrics), Steven McElroy, Jennifer McWilliams (Psychiatry/Pediatrics), Dayna Miller, Anita Moonjely, David Motto (Internal Medicine/Pediatrics), Carla Nester, Benton Ng, Ram Niwas, Andrew Norris, Katie Larson Ode, Marguerite Oetting, Liuska Pesce, Andrew Peterson, Christoph Randak, Patricia Quigley, Glenda Rabe, Andrea Reasoner, Benjamin Reinking, Alvaro Serrano Russi, Oleg Shchelochkov, Rosemary Shy, Patrick Sinn, Janice Staber, Steven Stasheff, Joseph Turek (Cardiothoracic Surgery/Pediatrics), A. Paige Volk, Nicholas Von Bergen, Kelly Wood, Diana Zepeda-Orozco

Associates
• Rebecca Benson, Jane Brumbaugh, Kristin Buroker-Marsh, Natalie Kamberos, Jessie Marks, Elizabeth Newell, Sonali Patel, Nicole Schick

Adjunct professors
• Ken Cheyne, Stephen Stephenson

Adjunct associate professors
• Vidya Chande, Jorge Di Paola, Stephen C. Elliott, Keevin Franzen, Gregory Garvin, Bahri Karacay, Adel F. Makar, Brian Schutte, Rizwan Shah, Peter D. Wallace, Mir Waziri, Veljko Zivkovich

Adjunct assistant professors

Adjunct instructor
• Robin Paetzold-Durumeric

Professors emeriti

Web site: http://www.medicine.uiowa.edu/pediatrics/

The Department of Pediatrics provides a solid foundation for M.D. students and postgraduate trainees. It offers extensive opportunities for general pediatrics and subspecialties. Affiliated programs add depth to the educational program in community pediatrics and primary care. The department is affiliated with the child and material health programs of the Bureau of Family Health, Iowa Department of Public Health; the University of Iowa regional Child Health Specialty Clinics and the Center for Disabilities and
Department; Blank Children’s Hospital in Des Moines; and community sites.

M.D. Student Training

Didactic lectures and physical examination of newborns, toddlers, and older children provide M.D. students with their initial pediatric patient contact. This experience includes taking a history, performing a physical examination, appraisal of growth and development, nutrition, and symptomatology of newborns, toddlers, and adolescents.

For junior and senior medical students, the inpatient service provides training in the complex problems of disease and critical illness. Students participate in daily rounds involving general pediatrics and all subspecialties. Challenging and interesting cases are presented for discussion of diagnosis and treatment.

Outpatient experience, available in the junior clerkship and fourth-year electives, stresses principles and practices required for the maintenance of children’s health, treatment of common general pediatric disorders, and the diagnosis and treatment of subspecialty ambulatory patients.

Residency Program, Fellowships

The department offers an accredited three-year residency program designed to prepare trainees for professional careers in general pediatrics or for further fellowship training. The program meets the eligibility requirements of the American Board of Pediatrics and is approved for 13 residents per year by the Accreditation Council for Graduate Medical Education.

Fellowships are available in multiple pediatrics subspecialties. Fellowship programs encourage development of knowledge and skill through research and clinical orientations in the chosen discipline. Upon satisfactory completion of the program, fellows meet the ABP eligibility requirements in their subspecialty.

Facilities

The Department of Pediatrics has inpatient and outpatient facilities in the University of Iowa Children’s Hospital at University of Iowa Hospitals and Clinics. Additional outpatient facilities are located at Iowa River Landing in Coralville.

The pediatric inpatient service has approximately 120 beds, and more than 50,000 patients are seen each year in the general, speciality, continuity care, and field clinics and in the University’s Emergency Department. The Center for Disabilities and Development provides resources for children with developmental disabilities, cerebral palsy, or mental retardation.

The department maintains a number of laboratories that perform both clinical and research studies.

Courses

070:002 (PEDS:8301) Clinical Pediatrics 6 s.h.
Principles, practices of health maintenance and treatment of acute and chronic illnesses in children; emphasis on diagnosis and evaluation, nutrition, behavior problems, disorders affecting children; patient care, daily rounds, ward work. Requirements: third-year M.D. enrollment.

070:013 (PEDS:8402) Subinternship in Pediatrics: Blank Children’s Hospital, Des Moines arr.
Experience in the care of general pediatric inpatients; daily rounds and teaching by senior residents and faculty members; daily didactic conferences. Requirements: fourth-year M.D. enrollment.

070:014 (PEDS:8405) Emergency Room Blank Children’s Hospital, Des Moines arr.
Pediatric emergencies and urgent care, proficiency in pediatric medicine procedures; expansion of basic knowledge. Requirements: fourth-year M.D. enrollment.

070:015 (PEDS:8416) Neonatal Intensive Care Unit, Blank Children’s Hospital 4 s.h.
Experience equivalent to intern on neonatal intensive care unit teaching service at Blank Children’s Hospital, Des Moines; four-week rotation.

070:016 (PEDS:8409) Pediatric Hematology/Oncology arr.
Basic concepts of clinical approach to hematologic and oncologic problems in children and adolescents; primarily outpatient experience. Requirements: fourth-year M.D. enrollment.

070:017 (PEDS:8410) Pediatric Neurology arr.
Participation in outpatient and inpatient activities, teaching, morning ward rounds. Requirements: fourth-year M.D. enrollment.

070:019 (PEDS:8407) Pediatric Cardiology arr.
Participation in clinical activities; observation of cardiac catheterization; experience in cardiac auscultation, ECG, radiography; emphasis on physical diagnosis, approach to heart disease and murmurs in children. Requirements: fourth-year M.D. enrollment.

070:023 (PEDS:8412) Developmental and Behavioral Pediatrics 2.4 s.h.
Normal developmental sequence of gestation and early childhood, impact of environmental influences; antecedents of developmental disabilities; methods to detect cognitive and motor delays in preschool children; long-term consequences of developmental disabilities for children, their families; advantages of interdisciplinary teamwork. Requirements: fourth-year M.D. enrollment.

070:025 (PEDS:8411) Child Abuse and Neglect 2.4 s.h.
Hospital- and community-based multidisciplinary responses to child abuse and neglect; experience developing diagnostic skills to recognize, assess, and report cases of child abuse and neglect. Requirements: fourth-year M.D. enrollment.
070:027 (PEDS:8403) Neonatology (NICU)  
Experience caring for ill neonates, proficiency in using diagnostic tests and procedures; responsibility for care of several infants; reference and literature review, conferences, teaching, clinical rounds. Requirements: fourth-year M.D. enrollment.

070:028 (PEDS:8401) Pediatric Inpatient Care Subinternship  
Experience on pediatric inpatient team caring for patients ranging from infants through adolescents; evaluation, formulation of differential diagnoses, diagnostic workups, appropriate therapy programs. Requirements: fourth-year M.D. enrollment.

070:029 (PEDS:8404) Critical Care (PICU)  
Direct care of critically ill children in a multidisciplinary medical/surgical/cardiac intensive care unit; under supervision of pediatric residents and staff; participation in educational activities and formal clinical rounds. Requirements: fourth-year M.D. enrollment.

070:030 (PEDS:8415) Medical Genetics for the Senior Student  
Participation in diagnostic, therapeutic problems; techniques for evaluation, appropriate counseling in genetic cases; conferences. Requirements: fourth-year M.D. enrollment.

070:031 (PEDS:8431) Pediatric Nephrology  
Introduction to general pediatric nephrology cases and management. Requirements: M.D. enrollment.

070:033 (PEDS:8408) Pediatric Gastroenterology  
Diagnosis, management, treatment of diseases of gastrointestinal tract, liver, pancreas in children; ward rounds, consultations, clinics, diagnostic procedures, conferences. Requirements: fourth-year M.D. enrollment.

070:043 (PEDS:8406) Pediatric Allergy  
Experience in evaluating and treating respiratory and allergic diseases in infants, children, and adolescents. Requirements: fourth-year M.D. enrollment.

070:055 (PEDS:8413) General Pediatric Outpatient Clinic  
Work in general pediatric outpatient clinics with acutely or chronically ill patients and with well children. Requirements: fourth-year M.D. enrollment.

070:060 (PEDS:8450) Continuity of Care in Outpatient General Pediatrics  
Work with experienced general pediatrician in a longitudinal clinical experience for the academic year; paired with faculty pediatrician to see patients in a weekly clinic; provide clinical care to a defined patient population; growth and development, health supervision, and management of common acute and chronic clinical problems. Requirements: fourth-year M.D. enrollment.

070:110 (PEDS:8104) Medical Genetics  
Gene structure and function, basic genetics concepts, application to problems in human disease. Offered fall semesters. Requirements: M.D. enrollment or graduate standing in related health field.

070:201 (PEDS:6101) Primary Care: Infants, Children, and Adolescents II  

070:245 (PEDS:7245) Evaluation of Children with ADHD and LD  
Clinical experience in conducting pediatric neuropsychology examinations in the Pediatric Attention/Learning Disorders Clinic. Requirements: course on psychological testing (including IQ) and graduate psychology standing (school, counseling, rehabilitation, clinical). Same as 07P:207 (PSQF:7245).

070:251 (PEDS:7251) Clinical Pediatric Neuropsychology  
Learning and behavior disorders resulting from central nervous system dysfunction; clinical experience in assessment of cognitive, behavioral patterns.

070:252 (PEDS:7252) Assessment of Attention Deficit Disorder  

070:253 (PEDS:7253) Assessment of Behavior Disorders  
Experience in diagnostic and behavioral assessments of children with conduct disorders.

070:255 (PEDS:7255) Autism Spectrum Disorders  
Overview of autism spectrum disorders (ASDs), including autistic disorder, Asperger’s disorder, other pervasive developmental disorders; ASD diagnoses and their etiology; tools used in assessing individuals with ASDs; common interventions for ASDs; resources for work with individuals who have ASDs.

070:256 (PEDS:7256) Pediatric Psychology Inpatient Practicum  
Knowledge and practical skills in implementing psychological practice with hospitalized pediatric patients; referrals include challenging behaviors (e.g., treatment adherence, disruptive behaviors), neuropsychological assessment (e.g., child with seizure disorder, child with TBI), and social-emotional evaluation; how to consult with medical teams and work with families with children who have acute and chronic health conditions, including asthma, diabetes, cancer, brain tumors, burns, head injury. Requirements: enrollment in an applied doctoral program in a psychological field. Recommendations: completion of a practicum in an outpatient Pediatric Psychology Clinic.

070:258 (PEDS:7258) Seminar in Pediatric Psychology  
Basic introduction to the field of pediatric psychology; professional issues in pediatric psychology; consultation and professional relations with physicians; psychological services in pediatric psychology; specialized populations, such as childhood chronic illness, children’s hospitalization and surgery. Requirements: enrollment in an applied doctoral program in a psychological field.
070:260 (PEDS:7260) Neurobehavioral Assessment and Intervention
Experience evaluating the interaction between a child’s neurocognitive profile and their behavior at school and home; interviews with parents/children, assessments to assist in identifying cognitive and learning disorders, behavior analyses to identify interventions; follow-up with families and school teams.

070:261 (PEDS:7261) Autism Assessment and Behavioral Intervention
Foundation in evidence-supported psychological assessment, behavioral assessment, and/or intervention for children with autism spectrum disorders (ASDs); emphasis on evaluating and providing treatment services to young children with ASDs and their families.

070:262 (PEDS:7262) Biobehavioral Assessment and Intervention
Experience conducting brief functional assessments and behavioral treatments for children and adults with developmental disabilities; interviews with caregivers, behavioral assessments, matched treatments (e.g., functional communication training); follow-up with caregivers.

070:263 (PEDS:7263) Evaluation and Treatment of Pediatric Feeding Disorders
Experience evaluating children with varied feeding disorders, such as food overselectivity by texture or type, dependence on gastrostomy or nasogastrostomy tubes, failure to grow adequately due to inadequate caloric intake; methods to evaluate feeding behaviors, evaluate design interventions, and measure outcomes; caregiver training and follow-up.

070:264 (PEDS:7264) Clinical Applications of Applied Behavior Analysis
Experience behavioral observations, consultation, and/or conducting behavioral assessments (including preference assessments and functional analyses), matched treatments; interviews with care providers, collect behavioral data, conduct behavioral assessments, matched treatments; follow-up with care providers.

070:265 (PEDS:7265) Research in Applied Behavior Analysis
Experience developing and conducting research in applied behavior analysis; conduct behavioral observations, behavioral assessments, matched treatments; weekly readings and lab meetings; participate in research sessions as data collector or therapist.

070:300 (PEDS:7300) Pediatric Independent Study

070:333 (PEDS:8495) Pediatric Intensive Care off Campus
Arranged by student and department. Requirements: fourth-year M.D. enrollment.

070:653 (PEDS:8430) Adult and Pediatric Nephrology and Hypertension

070:662 (PEDS:8432) Medical and Pediatric Endocrinology
Pharmacology

Chair
• Curt D. Sigmund

Professors
• Mario Ascoli, Timothy Brennan, Frank Faraci, Rory Fisher, Donna L. Hammond, Donald Heistad, Raymond Hohl, A. Kim Johnson, Curt D. Sigmund, Stefan Strack

Associate professors
• Christopher Benson, Minnetta Gardinier, Barry Kasson, John Koland, Anne Kwitek, Kathryn G. Lamping, Dawn E. Quelle, Frederick W. Quelle, Kamal Rahmouni, Yuriy Usachev

Assistant professors
• Songhai Chen, Justin Grobe, D.P. Mohapatra, Matthew Potthoff, Qi Wu

Professors emeriti
• Jeffrey Baron, Ranbir Bhatnagar, Gary R. Dutton, Gerald F. Gebhart, Ulla Kopp, Herbert K. Proudfit, Thomas Shires, Thomas Tephly, Harold Williamson

Graduate degrees: M.S.in pharmacology; Ph.D. in pharmacology
Web site: http://www.medicine.uiowa.edu/pharmacology/

The Department of Pharmacology provides professional training for health science students and participates with other departments in educational and research activities such as the Medical Scientist Training (p. 1038) Program, the Physician Scientist Training Pathway, the Molecular and Cellular Biology (p. 942) Program, the Neuroscience (p. 945) Program, the Holden Comprehensive Cancer Center, the Iowa Cardiovascular Center, and the UI Fraternal Order of Eagles Diabetes Research Center.

The department was a pioneer in offering pharmacology to undergraduate students with little or no science background. Lectures in 071:120 (PCOL:2120) Drugs: Their Nature, Action, and Use emphasize the mechanisms of drug action and give students a background for rational decisions concerning use of drugs.

Pre- and postdoctoral students pursue research training in all areas of pharmacology in the department in preparation for career opportunities in academia, government, and industry.

Graduate Programs of Study
• Master of Science in pharmacology
• Doctor of Philosophy in pharmacology

Department of Pharmacology graduate study includes both didactic and research experience. Qualified students may pursue the joint M.D./Ph.D. in the University’s Medical Scientist Training Program.

Master of Science

The Master of Science program in pharmacology requires a minimum of 30 s.h. of graduate credit. The program requires the following core courses.

- 071:135 (PCOL:5135) Principles of Pharmacology 1 s.h.
- 071:136 (PCOL:5136) Pharmacogenetics and Pharmacogenomics 1 s.h.
- 071:137 (PCOL:5137) Neurotransmitters 1 s.h.
- 071:203 (PCOL:6090) Graduate Research in Pharmacology 6 s.h.
- 071:204 (PCOL:6080) Pharmacology Seminar 1 s.h.
- 071:302 (PCOL:6203) Pharmacology for Graduate Students 4 s.h.
- 156:201 (BISC:5201) Fundamentals of Gene Expression 1 s.h.
- 156:204 (BISC:5204) Biostatistics for Biomedical Research 1 s.h.

Students are expected to gain maximum experience in laboratory research while completing their course work. Satisfactory preparation and oral defense of a thesis based on the student’s own research are required for completion of the program.

Doctor of Philosophy

The Doctor of Philosophy program in pharmacology requires a minimum of 72 s.h. of graduate credit. The program requires the following core courses.

- 071:135 (PCOL:5135) Principles of Pharmacology 1 s.h.
- 071:136 (PCOL:5136) Pharmacogenetics and Pharmacogenomics 1 s.h.
- 071:137 (PCOL:5137) Neurotransmitters 1 s.h.
- 071:138 (PCOL:5138) Ion Channels 1 s.h.
- 071:203 (PCOL:6090) Graduate Research in Pharmacology arr.
- 071:204 (PCOL:6080) Pharmacology Seminar 1 s.h.
- 071:208 (PCOL:6208) G Proteins and G Protein-Coupled Receptors 1 s.h.
- 071:209 (PCOL:6209) Steroid Receptor Signaling 1 s.h.
- 071:250 (PCOL:6250) Advanced Problem Solving in Pharmacological Sciences 1 s.h.
- 071:302 (PCOL:6203) Pharmacology for Graduate Students 6 s.h.
- 071:253 (MBP:5153) Graduate Physiology 4 s.h.
- 099:243 (BIOC:5243) Protein Structure, Function, and Regulation: Biophysical Chemistry Module 1 1 s.h.
- 156:201 (BISC:5201) Fundamentals of Gene Expression 1 s.h.
- 156:204 (BISC:5204) Biostatistics for Biomedical Research 1 s.h.

Individual faculty research advisors may require additional courses.

During the first semester in the program, students are required to work in two different faculty laboratories before selecting a laboratory in which to pursue thesis research. Students then are expected to gain maximum laboratory research experience while completing course work. The Ph.D. comprehensive examination (written and oral) is given at the end of the fourth semester. Satisfactory preparation and oral defense of the thesis complete the program.

There is no departmental foreign language requirement.
Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. They should have a g.p.a. of at least 3.00 and a combined verbal and quantitative score of at least 312 on the Graduate Record Examination (GRE) General Test. They should have completed undergraduate courses in chemistry, biology, biochemistry, and mathematics. Admission to the graduate programs is determined by the faculty after receipt of a completed formal application and interview (if appropriate) by faculty members or other designated individuals. Each application is reviewed individually. Some standard admission criteria may be waived for applicants who possess outstanding credentials in other areas.

Financial Support

The department provides all Ph.D. students and some M.S. students with financial support in the form of stipends and tuition support. Support is renewed annually based on satisfactory progress toward meeting degree requirements.

Courses

071:105 (PCOL:8203) Pharmacology for Health Sciences: Medical 5 s.h.
Principles of pharmacology, pharmacologic actions of drugs, correlation with therapeutic uses. Offered fall semesters. Prerequisites: 050:240 (MED:8112) and 099:163 (BIOC:8103). Requirements: M.D. enrollment.

071:111 (PCOL:8240) Basic Pharmacology for Dental Students 3 s.h.
Principles of pharmacology, pharmacologic actions of drugs, correlation with therapeutic uses. Offered spring semesters. Prerequisites: 072:152 (MPB:8115) and 099:161 (BIOC:8101). Requirements: D.D.S. enrollment.

071:115 (PCOL:6204) Pharmacology for Health Sciences: Nurse Anesthetist 5 s.h.
Principles of pharmacology; pharmacologic actions of drugs, correlation with therapeutic uses. Offered fall semesters. Prerequisites: 060:270 (ACB:6000) or 096:270 (NURS:6000). Requirements: enrollment in Anesthesia Nursing Program.

071:120 (PCOL:2120) Drugs: Their Nature, Action, and Use 2 s.h.
Principles of drug action, toxicity; sedatives, stimulants, hallucinogens, narcotics, over-the-counter agents, antibiotics, oral contraceptives. Offered spring semesters. Recommendations: closed to Pharm.D. students.

071:125 (PCOL:8225) Pharmacology for Health Sciences: Physician Assistant Students 6 s.h.
Principles of pharmacology, pharmacologic actions of drugs, correlation with therapeutic uses. Offered fall semesters. Prerequisites: 099:164 (BIOC:8204). Requirements: Physician Assistant Studies and Services enrollment.

071:130 (PCOL:4130) Drug Mechanisms and Actions 3 s.h.
Introduction to principles of pharmacology, pharmacologic actions of drugs. Offered spring semesters. Requirements: undergraduate biochemistry and physiology courses.

071:135 (PCOL:5135) Principles of Pharmacology 1 s.h.
Basic pharmacological principles underlying drug absorption, distribution throughout the body, drug metabolism, and drug elimination; how these processes determine drug dosing and the means by which dosing parameters are characterized; drug receptor interactions and their quantitation. Offered spring semesters.

071:136 (PCOL:5136) Pharmacogenetics and Pharmacogenomics 1 s.h.
Impact of genetic variation on the actions and metabolism of drugs; database search techniques to identify variants. Offered spring semesters. Prerequisites: 071:135 (PCOL:5135). Recommendations: undergraduate or graduate biochemistry.

071:137 (PCOL:5137) Neurotransmitters 1 s.h.
Mechanisms of neurotransmission focusing on mechanisms of synthesis, regulation of release, mechanisms of action, means of degradation, and CNS pathways for major neurotransmitters; disease states involving various neurotransmitter systems. Offered spring semesters.

071:138 (PCOL:5138) Ion Channels 1 s.h.
A heuristic, semiquantitative approach to concepts in ion channel physiology and pharmacology; discussions on up-to-date physical principles, classification, and structure/function relationships for major voltage-gated ion channels that facilitate the application of abstract concepts to physiological, pharmacological, and general biological problems. Offered spring semesters.

071:180 (PCOL:8180) Pharmacology for Pharmacy Students I 3 s.h.
Principles of pharmacology, toxicology; drug and toxic mechanisms; systemic and organ-specific pharmacologic and toxic responses. Offered spring semesters. Requirements: first-year Pharm.D. enrollment or graduate standing.

071:181 (PCOL:8181) Pharmacology for Pharmacy Students II 3 s.h.
Continuation of 071:180 (PCOL:8180). Offered fall semesters. Requirements: second-year Pharm.D. enrollment or graduate standing.

071:199 (PCOL:4199) Undergraduate Research in Pharmacology 1 s.h.
Experimental research under faculty supervision in department laboratories.

071:203 (PCOL:6090) Graduate Research in Pharmacology 1 s.h.

071:204 (PCOL:6080) Pharmacology Seminar 1 s.h.

071:208 (PCOL:6208) G Proteins and G Protein-Coupled Receptors 1 s.h.

071:209 (PCOL:6209) Steroid Receptor Signaling 1 s.h.
Structure-function relationship and genomic and nongenomic actions of the steroid hormone receptor family; basis for actions of novel new ligands on these receptors. Offered spring semesters. Same as 072:209 (MPB:6209), 132:209 (NSCI:6209).

071:210 (PCOL:6099) Special Topics in Pharmacology arr.

071:215 (PCOL:6015) Topics in Neuropharmacology 1 s.h.
Recent advances in neuropharmacology, developmental neurobiology, neuroendocrinology, and related neurosciences. Offered fall semesters.

071:220 (PCOL:6020) Topics in Pharmacogenomics 1 s.h.
Recent advances in pharmacogenomics, pharmacogenetics, and related genetic fields. Offered fall semesters.

071:225 (PCOL:6025) Topics in Molecular Pharmacology 1 s.h.
Recent advances in molecular pharmacology; receptor, postreceptor events in stimulus coupling.

071:231 (PCOL:6030) Topics in Cardiovascular Pharmacology 1 s.h.
Recent advances in cardiovascular pharmacology, metabolic pharmacology, and related sciences. Offered spring semesters.

071:235 (PCOL:6035) Topics in Pain Analgesia 1 s.h.
Recent advances in pain research, therapy.

071:250 (PCOL:6250) Advanced Problem Solving in Pharmacological Sciences 1 s.h.
Discussion of methodologies, strategies, and approaches commonly used to solve pharmacological sciences problems; use of interpersonal problem-solving skills to develop experimental study plans for solving contemporary scientific problems in pharmacology.

071:302 (PCOL:6203) Pharmacology for Graduate Students 6 s.h.
Principles of pharmacology, pharmacologic actions of drugs, correlation with therapeutic uses. Offered fall semesters. Prerequisites: 072:153 (MPB:5153), 099:243 (BIOC:5243), 156:201 (BISC:5201), and 156:203 (BISC:5203).
Physical Therapy and Rehabilitation Science

Director
• Richard K. Shields

Professors
• Annunziato Amendola (Physical Therapy and Rehabilitation Science/Health and Human Physiology/Orthopaedics and Rehabilitation), David Asprey (Physical Therapy and Rehabilitation Science/Pediatrics/Physician Assistant Studies and Services), Thomas Cook (Occupational and Environmental Health/International Programs/Physical Therapy and Rehabilitation Science), Warren Darling (Health and Human Physiology/Physical Therapy and Rehabilitation Science), Richard K. Shields, Kathleen A. Sluka

Associate professors
• Joseph Chen (Physical Therapy and Rehabilitation Science/Orthopaedics and Rehabilitation), Kelly Cole (Health and Human Physiology/Physical Therapy and Rehabilitation Science), Laura A. Frey Law, Barbara Rakel (Physical Therapy and Rehabilitation Science/Nursing), Glenn N. Williams, Brian R. Wolf (Physical Therapy and Rehabilitation Science/Orthopaedics and Rehabilitation), H. John Yack

Assistant professors
• Darren P. Casey, Susanne M. Morton

Lecturer
• Byron Bork

Associates
• Kelly Sass, Carol Vance, David Williams

Adjunct associate professor
• Bryon Ballantyne

Adjunct assistant professors
• Pamela A. Duffy, Kim Eppen, Masaki Iguchi

Adjunct associates

Professors emeriti
• David H. Nielsen, Gary L. Smidt, Gary L. Soderberg

Graduate degrees: D.P.T.; M.A. in physical therapy; Ph.D. in physical rehabilitation science

Web site: http://www.medicine.uiowa.edu/pt/

Physical therapists provide services to patients and clients who have impairments, functional limitations, disabilities, pain, or changes in physical function resulting from injury, disease, or other causes. Physical therapists practice and collaborate with a variety of health professionals. In the area of health promotion and wellness, they provide screening examinations, prescribe fitness programs, and educate the public regarding healthy lifestyles. Research, teaching, consultation, and administration also are parts of a physical therapist’s professional role.

A wide variety of opportunities exist for professional practice in inpatient, outpatient, and community-based settings. Examples include practice in general or specialized hospitals, programs for children with disabilities, private physical therapy clinics, extended care facilities, nursing homes, community and governmental agencies, rehabilitation centers, the armed forces, foreign service, home health agencies, school systems, fitness centers, and athletic facilities. Research and teaching careers in academic institutions are available for those who earn a Ph.D. in rehabilitation science.

The Department of Physical Therapy and Rehabilitation Science is located in the Carver College of Medicine on the University of Iowa health sciences campus, which includes University of Iowa Hospitals and Clinics, one of the nation’s largest university-owned teaching hospitals. The department has eight state-of-the-art independent research laboratories and is well equipped for classroom and laboratory instruction and innovative research. Students have access to faculty members in the basic sciences and medicine, basic sciences courses, clinical specialty expertise, and innovative learning experiences associated with a medical college environment.

Graduate Programs of Study
• Doctor of Physical Therapy
• Master of Arts in physical therapy
• Doctor of Philosophy in physical rehabilitation science

The Doctor of Physical Therapy (D.P.T.) is the entry-level professional degree for physical therapists. The Master of Arts in physical therapy is granted to students working toward the Doctor of Philosophy in physical rehabilitation science. Each year 36 students are admitted to the D.P.T. program and around 20 students are enrolled in the Ph.D. program.

Doctor of Physical Therapy

The Doctor of Physical Therapy requires a minimum of 101 s.h. and is completed in two and one-half years. The program is fully accredited by the Commission on Accreditation in Physical Therapy Education. Satisfactory completion of the professional program qualifies candidates to take the National Physical Therapy Examination for licensure to practice. The minimum passing score on the exam is the same in all jurisdictions.

Technical Standards for Graduation

Doctor of Physical Therapy graduates must possess and demonstrate the physical and cognitive skills and character attributes required to provide physical therapy services in a broad variety of clinical situations and
environments. All D.P.T. candidates must perform, with or without reasonable accommodation, the following skills safely, effectively, efficiently, and in compliance with the legal and ethical standards set by the American Physical Therapy Association Code of Ethics and Standards of Practice:

- communicate effectively through appropriate verbal, nonverbal, and written communication with patients, families, and others;
- demonstrate ability to apply universal precautions;
- utilize appropriate tests and measures in order to perform a physical therapy examination; examples include, but are not limited to, examination and evaluation of cognitive/mental status, vital signs, skin and vascular integrity, wound status, endurance, segmental length, girth, volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/ play, cranial and peripheral nerve function, posture, gait, functional abilities, assistive devices fit/use, psychosocial needs, and the pulmonary system;
- demonstrate the ability to reach diagnostic and therapeutic judgments through analysis and synthesis of data gathered during patient/client examination in order to develop an appropriate plan of care;
- perform fully, or in a reasonably independent manner, physical therapy interventions appropriate to the patient’s status and desired goals;
- apply teaching/learning theories and methods in health care and community environments;
- accept criticism and respond by appropriate behavior modification;
- possess the perseverance, diligence, and consistency to complete the physical therapy curriculum and enter the practice of physical therapy.

Applicants with health conditions or disabilities who need accommodation to meet the technical standards for graduation should contact the University’s Student Disability Services office.

**Curriculum**

The Doctor of Physical Therapy degree requires the following course work (total of 101 s.h.). Students have the option to earn a total of 3 s.h. in electives.

**First Summer Session**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:140 (PTRS:5101)</td>
<td>Introduction to Physical Therapy Practice</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:141 (PTRS:5102)</td>
<td>Principles of Physical Therapy I</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:205 (PTRS:5205)</td>
<td>Health Promotion and Wellness</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**First Semester (Fall)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>060:108 (ACB:5108)</td>
<td>Human Anatomy</td>
<td>5 s.h.</td>
</tr>
<tr>
<td>069:133 (PATH:5133)</td>
<td>Introduction to Human Pathology for Graduate Students</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>101:120 (PTRS:5100)</td>
<td>Professional Issues and Ethics</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:142 (PTRS:5103)</td>
<td>Principles of Physical Therapy II</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:189 (PTRS:5790)</td>
<td>Clinical Education I</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:209 (PTRS:5209)</td>
<td>Surface Anatomy</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:210 (PTRS:5210)</td>
<td>Kinesiology and Pathomechanics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>101:235 (PTRS:5235)</td>
<td>Case-Based Learning I</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Second Semester (Spring)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>060:234 (ACB:8114)</td>
<td>Medical Neuroscience</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>101:131 (PTRS:5131)</td>
<td>Therapeutic Physical Agents</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:185 (PTRS:5201)</td>
<td>Musculoskeletal Therapeutics I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:190 (PTRS:5791)</td>
<td>Clinical Education II</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:201 (PTRS:5215)</td>
<td>Applied Clinical Medicine</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:206 (PTRS:5206)</td>
<td>Cardiopulmonary Therapeutics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:236 (PTRS:5236)</td>
<td>Case-Based Learning II</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Second Summer Session**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:143 (PTRS:6143)</td>
<td>Selected Topics in Physical Therapy Practice</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:176 (PTRS:6176)</td>
<td>Pharmacology for Physical Therapists</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:194 (PTRS:6794)</td>
<td>Clinical Internship</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Third Semester (Fall)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:122 (PTRS:6122)</td>
<td>Psychosocial Aspects of Patient Care</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:170 (PTRS:6170)</td>
<td>Prosthetics and Orthotics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:200 (PTRS:6200)</td>
<td>Pediatric Physical Therapy</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:202 (PTRS:6202)</td>
<td>Musculoskeletal Therapeutics II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:224 (PTRS:6224)</td>
<td>Movement Control Systems in Health and Disease</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>101:237 (PTRS:6237)</td>
<td>Service Learning I</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:248 (PTRS:6250)</td>
<td>Research in Physical Therapy</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

**Fourth Semester (Spring)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:121 (PTRS:6121)</td>
<td>Physical Therapy Management and Administration II</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:133 (PTRS:6133)</td>
<td>Pain Mechanisms and Treatment</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:151 (PTRS:6204)</td>
<td>Progressive Functional Exercise</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:172 (PTRS:6172)</td>
<td>Radiology/Imaging for Physical Therapists</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:173 (PTRS:6173)</td>
<td>Differential Diagnosis in Physical Therapy</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>101:191 (PTRS:6792)</td>
<td>Clinical Education III</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:203 (PTRS:6203)</td>
<td>Musculoskeletal Therapeutics III</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>101:225 (PTRS:6225)</td>
<td>Neuromuscular Therapeutics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:238 (PTRS:6238)</td>
<td>Service Learning II</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Third Summer Session**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:194 (PTRS:6794)</td>
<td>Clinical Internship</td>
<td>7 s.h.</td>
</tr>
</tbody>
</table>

**Fifth Semester (Fall)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:194 (PTRS:6794)</td>
<td>Clinical Internship</td>
<td>5 s.h.</td>
</tr>
<tr>
<td>101:252 (PTRS:6252)</td>
<td>Critical Inquiry in Physical Therapy II</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Admission**

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. They must have completed a baccalaureate degree from an accredited institution in the United States, or anticipate completing
the degree before enrolling in the D.P.T. program. They must have a cumulative g.p.a. of at least 3.00 and must have completed the following prerequisite course work, preferably with a g.p.a. of at least 3.00. All science courses must include the appropriate laboratory instruction. The prerequisite courses must have been taken for a letter grade. Credit awarded through advanced placement testing may be applied only to the mathematics requirement.

**Biological sciences**: a complete introductory course in principles of general biology or zoology and advanced course work in biology or zoology (for which an introductory course is prerequisite) equivalent to 12 s.h.

**Physics**: a complete introductory course equivalent to 8 s.h.

**Chemistry**: a complete introductory course equivalent to 8 s.h.

**Physiology**: a systemic human physiology course equivalent to 3 s.h.

**Psychology**: courses equivalent to 6 s.h.

**Mathematics**: a college-level mathematics course, at the level of trigonometry or higher, equivalent to 3 s.h.

**Statistics**: a statistical methods course equivalent to 3 s.h.

All applicants must take the Graduate Record Examination (GRE) General Test. They must take the test early enough for their scores to be received by the University in time for the November 1 application deadline.

Applications are submitted online through the Physical Therapist Centralized Application Service (PTCAS). PTCAS allows applicants to use a single application and one set of materials to apply to multiple physical therapy programs. Once the application portfolio is complete, PTCAS forwards it to The University of Iowa.

Personal interviews are required of applicants selected for consideration by the admissions committee. Interviews are conducted at The University of Iowa. The physical therapy admissions committee selects applicants who appear to be best qualified for the study and practice of the profession. Some preference is given to Iowa residents.

Applications are accepted from July 1 to November 1 for entry the following summer. Prospective students should apply as early as possible.

**EARLY ADMISSION**

The Doctor of Physical Therapy early admission plan is available to outstanding applicants. Early admission applicants must have outstanding grade-point averages, generally 3.75 or higher. They also must have Graduate Record Examination (GRE) General Test scores at or above the 50th percentile for both the verbal and the quantitative sections. Application materials are the same as those for regular admission. Application deadline for the early admission plan is September 15; applicants are notified of admission by December 1. Those who are interviewed but are not selected for early admission are automatically placed in the final general applicant pool. Contact the Department of Physical Therapy and Rehabilitation Science for more information.

**Background Checks**

Enrollment in the Doctor of Physical Therapy program is contingent on a successful criminal background check. Drug screening may be required for some clinical rotations.

**Expenses**

Applicants admitted to the D.P.T. program must make an advance tuition payment of $300, which is forfeited if the applicant does not enroll. In addition to paying University tuition and fees, students are assessed laboratory fees for the human anatomy and medical neuroscience courses and are responsible for purchasing supplies, such as lab coats, patient evaluation kits, and course syllabi.

All students are required to comply with the pre-entry and periodic health screening program developed by Student Health & Wellness in cooperation with University of Iowa Hospitals and Clinics. Students must pay for the health screenings. Students also are required to have health insurance.

**Ph.D. in Physical Rehabilitation Science**

The Doctor of Philosophy in physical rehabilitation science requires a minimum of 72 s.h. of graduate credit. The program is designed to advance the student’s ability to independently develop and carry out research that establishes the scientific basis for prevention, evaluation, and treatment of impairments, functional limitations, and disability. The curriculum is flexible enough to accommodate research focusing on basic, applied, or clinical studies in the rehabilitation sciences. Students have access to the program’s research laboratories (see "Research Facilities" later in this section).

Graduates who complete the program are prepared for academic appointments that emphasize research, scholarship, and teaching. They possess:

- theoretical and scientific knowledge to perform basic, applied, or clinical-level original research that leads to scientific presentations, publication in peer-reviewed journals, and competition for extramural funding through scientific grant writing;
- breadth of knowledge in exercise physiology, biomechanic, neuroscience, or motor control specialty areas as they relate to impairment, functional limitation, and disability; and
- theoretical and practical skills required for college or university teaching at the professional entry and advanced graduate levels.

**Curriculum**

Ph.D. students complete a minimum of 72 s.h. beyond the baccalaureate. Each student and his or her faculty advisor develop an individualized study plan. A preliminary study plan is developed within the first 9 s.h. of graduate study; a final plan is submitted to the Graduate College when the Ph.D. comprehensive examination is scheduled.

To ensure breadth of knowledge, all students complete specific core, research, and scientific specialty area content courses. Elective courses are selected to provide in-depth study of the specialty; they are complemented by an advanced seminar course specific to the student’s specialty and taken in preparation for the comprehensive examination.
Students must satisfactorily complete the comprehensive examination, which is taken after all required course work is completed. Doctoral study culminates with 12 s.h. of thesis research and an oral examination.

**GENERAL CORE REQUIREMENT**
Ph.D. students must complete the following core requirements. Exception: the capstone course 101:300 (PTRS:7900) Rehabilitation Research Capstone Project is recommended but not required for students who enter the program with a master’s or doctoral-level degree; however, it is required for all students who enter the program with a bachelor’s degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>07P:385</td>
<td>Teaching and Learning in Higher Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:212</td>
<td>Biomedical Instrumentation and Measurement</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:220</td>
<td>Seminar in Rehabilitation Science (taken twice)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:280</td>
<td>Teaching Practicum</td>
<td>arr.</td>
</tr>
<tr>
<td>101:300</td>
<td>Rehabilitation Research Capstone Project</td>
<td>arr.</td>
</tr>
<tr>
<td>101:326</td>
<td>Scientific Writing in Rehabilitation Science</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>650:270</td>
<td>Principles of Scholarly Integrity</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>650:604</td>
<td>Principles of Scholarly Integrity</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>650:614</td>
<td>Principles of Scholarly Integrity</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>171:161</td>
<td>Introduction to Biostatistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>or 225:102</td>
<td>Introduction to Statistical Methods</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:162</td>
<td>Design and Analysis of Biomedical Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>or 225:148</td>
<td>Intermediate Statistical Methods</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

**RESEARCH REQUIREMENT**
Students complete at least 24 s.h. from the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:214</td>
<td>Advanced Seminar in Rehabilitation Science</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:284</td>
<td>Practicum in Research</td>
<td>arr.</td>
</tr>
<tr>
<td>101:301</td>
<td>Thesis: Rehabilitation Science</td>
<td>12 s.h.</td>
</tr>
<tr>
<td>101:325</td>
<td>Independent Study</td>
<td>arr.</td>
</tr>
<tr>
<td>101:327</td>
<td>Research in Rehabilitation Science</td>
<td>arr.</td>
</tr>
</tbody>
</table>

**SPECIALTY CONTENT REQUIREMENT**
Each student must complete at least 9 s.h. in his or her scientific specialty area. Students may choose courses from the following list, but other courses suited to the student’s background knowledge and interest area are considered.

**Anatomy and Cell Biology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>060:232</td>
<td>Advanced Human Anatomy</td>
<td>arr.</td>
</tr>
</tbody>
</table>

**Epidemiology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>173:290</td>
<td>Design of Intervention and Clinical Trials</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Health and Human Physiology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>027:141</td>
<td>Exercise Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:145</td>
<td>Cardiovascular Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:155</td>
<td>Skeletal Muscle Physiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:160</td>
<td>Neural Control of Posture and Movement</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:197</td>
<td>Biomechanics of Human Motion</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>027:314</td>
<td>Seminar in Motor Control</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Neuroscience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>060:234</td>
<td>Medical Neuroscience</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>132:180</td>
<td>Fundamental Neurobiology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>132:235</td>
<td>Neurobiology of Disease</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Occupational and Environmental Health**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:190</td>
<td>Occupational Ergonomics I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:294</td>
<td>Occupational Ergonomics II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:295</td>
<td>Clinical Ergonomics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Pharmacology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>071:137</td>
<td>Neurotransmitters</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>071:138</td>
<td>Ion Channels</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>071:235</td>
<td>Topics in Pain Analgesia</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>071:250</td>
<td>Advanced Problem Solving in Pharmacological Sciences</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Physical Therapy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101:210</td>
<td>Kinesiology and Pathomechanics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>101:224</td>
<td>Movement Control Systems in Health and Disease</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>101:275</td>
<td>Analysis of Movement Control Systems in Health and Disease</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:285</td>
<td>Biomechanical Analysis in Rehabilitation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>101:899</td>
<td>Introduction to Pain: Overview of Theories, Concepts, and Mechanisms</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:901</td>
<td>Clinical Correlates of Pain: Syndromes and Management</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>101:902</td>
<td>Molecular, Cellular, and Neural Mechanisms of Pain</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**Admission**
Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. They should have a cumulative g.p.a. of at least 3.00 and a combined verbal and quantitative score of at least 1100 on the Graduate Record Exam (GRE) General Test. A minimum of two years of clinical experience is desirable.

Applicants whose first language is not English must not be English score at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL).

Application materials must include a complete Graduate College application form, test scores, transcripts, three letters of recommendation, and a statement of purpose. Completed applications should be sent to the Department of Physical Therapy and Rehabilitation Science.

Personal interviews are required of all applicants selected for consideration by the admissions committee. On-campus interviews are preferred, but telephone interviews may be substituted when necessary.

Application deadlines are October 15 for spring semester entry (notification by December 15); March 15 for summer entry (notification by May 15); and May 15 for fall semester entry (notification by July 15).
Financial Support

A number of research assistantships are available for Ph.D. students. Faculty advisors provide guidance for students seeking external scholarship support through foundations and federal programs that support Ph.D. training.

Research Facilities

The department’s state-of-the-art research facilities include the Orthopedic Gait Analysis Laboratory and a spinal cord research laboratory at University Hospitals and Clinics; the Human Movement Control/Performance Laboratory; the Musculoskeletal Biomechanics and Sports Medicine Research Laboratory; the Neurobiology of Pain Laboratory; the Neural Control of Movement Laboratory; and the Neuromuscular Biomechanics Laboratory. Use of other laboratories may be arranged.

Courses

The changing U.S. health care system; access to physical therapy services, reimbursement to health care providers, mechanisms for controlling costs while providing quality care; clinical vignettes, small group problem solving. 2 s.h.

101:120 (PTRS:5100) Professional Issues and Ethics
Evolution of physical therapy and rehabilitation science as a profession; contemporary issues in education and practice; ethical theory and approaches to analyzing and acting on ethical problems; professional and peer relationships. 1 s.h.

101:121 (PTRS:6121) Physical Therapy Management and Administration II
Principles of management in physical therapy practice; historical perspective, current health care environment; business principles; marketing, managing risk, medical/legal concerns, preparing for the future. Requirements: Physical Therapy and Rehabilitation Science Program enrollment. 1 s.h.

101:122 (PTRS:6122) Psychosocial Aspects of Patient Care
Emotional reactions to disability, psychosocial aspects of disability as they relate to patient-physical therapist interaction; specific problems of the angry, non-compliant, or chronic-pain patient; complementary roles of other health professionals; cultural competence in professional behavior and patient treatment; importance of holistic health care. 1 s.h.

101:131 (PTRS:5131) Therapeutic Physical Agents
Theoretical and practical applications for safe, effective use of physical agents (superficial and deep heat, cold, hydrotherapy), electrotherapeutic modalities (biofeedback, NMES, TENS, iontophoresis); massage and soft tissue mobilization; emphasis on problem solving, clinical decision making. 2 s.h.

101:133 (PTRS:6133) Pain Mechanisms and Treatment
Introduction to basic science mechanisms, assessment, and management of pain; basic science mechanism involved in transmission and perception of painful stimuli after tissue injury, assessment and physical therapy management of pain; emphasis on scientific principles and published literature to support treatment techniques. Requirements: Physical Therapy and Rehabilitation Science Program enrollment. 1-2 s.h.

Overview of physical therapy examination and management of the integumentary system; wound pathology, diagnosis associated with the integumentary system, inflammation and repair, examination and reexamination techniques, documentation, clinical decision making, lecture and laboratory formats; interventions, including patient/client information, physical agents, electrotherapy, wound dressing. 2 s.h.

101:140 (PTRS:5101) Introduction to Physical Therapy Practice
Lectures, case presentations, and group activities using the Guide to Physical Therapist Practice; elements of the patient/client management model, concepts of the disablement model, preferred practice patterns as applied in clinical problems; professionalism, professional socialization; introduction to evidence-based practice; competence in medical terminology. 2 s.h.

101:141 (PTRS:5102) Principles of Physical Therapy I
Patient management skills: interviewing, medical history taking, vital signs, positioning, draping, transfers, body mechanics, assisted gait, wheelchairs, and negotiation of architectural barriers. 2 s.h.

101:142 (PTRS:5103) Principles of Physical Therapy II
Continuation of 101:141 (PTRS:5102); expansion of existing skills and provides new learning experiences in documentation, assessment of joint range of motion/goniometry, manual muscle testing, preambulatory intervention strategies, gait analysis, musculoskeletal, neuromuscular, and integumentary systems review. Prerequisites: 101:141 (PTRS:5102). 2 s.h.

101:143 (PTRS:6143) Selected Topics in Physical Therapy Practice
Specialty topics in physical therapy; geriatrics, wheelchair seating/positioning, women’s health, home health, industrial physical therapy; alternative or new treatments; guest lectures, lab component. 2 s.h.

101:151 (PTRS:6204) Progressive Functional Exercise
Therapeutic exercise options (e.g., isometrics, isotonics, isokinetics, plyometrics, endurance exercises, stretching exercises) and training principles; application to functional activities, including those of daily living, work, recreation, and sport; laboratory component. Requirements: Physical Therapy and Rehabilitation Science Program enrollment. 2 s.h.

101:170 (PTRS:6170) Prosthetics and Orthotics
Physical therapy management and assessment of patients in need of prosthetic and orthotic devices; principles and components of prosthetic and orthotic design and use. 2 s.h.
101:172 (PTRS:6172) Radiology/Imaging for Physical Therapists
Basic principles and procedures for acquisition and interpretation of radiology and imaging in clinical practice and research; plain film radiographs, CT, MRI, other common imaging modalities; case-based, multidisciplinary approach. Requirements: Physical Therapy and Rehabilitation Science Program enrollment.

101:173 (PTRS:6173) Differential Diagnosis in Physical Therapy
Use of physical therapy examination and evaluation skills to diagnose physical therapy problems; focus on use of good clinical decision-making skills when analyzing a patient's history and administering physical therapy tests and measures to confirm or rule out differential diagnoses; components of the medical examination; importance of collaboration between therapists and other health professionals; interactive case studies presented by clinical experts. Requirements: Physical Therapy and Rehabilitation Science Program enrollment.

101:176 (PTRS:6176) Pharmacology for Physical Therapists
Contemporary pharmacology; overview of basic pharmokinetic and pharmacodynamic principles; relation of drug therapy to therapeutic interventions provided by physical therapists; small group clinical case presentations.

101:185 (PTRS:5201) Musculoskeletal Therapeutics I
Musculoskeletal techniques and biomechanical principles applied to assessment and evaluation of common orthopedic conditions of the spine; problem solving, case-study approach to clinical methods, skill acquisition.

101:189 (PTRS:5790) Clinical Education I
Integrated clinical experiences in area physical therapy clinics; overview of the diverse nature of practice through half- or full-day experience; basic skills in examination, intervention, documentation.

101:190 (PTRS:5791) Clinical Education II
Continuation of 101:189 (PTRS:5790); integrated half-day clinical experiences. Prerequisites: 101:189 (PTRS:5790). Requirements: Physical Therapy and Rehabilitation Science Program enrollment.

101:191 (PTRS:6792) Clinical Education III
Two-week, full-time clinical experience in physical therapy clinics in Iowa, under the guidance of physical therapists; theory and practice of physical therapy procedures, competence building in basic skills. Prerequisites: 101:190 (PTRS:5791). Requirements: Physical Therapy and Rehabilitation Science Program enrollment.

101:194 (PTRS:6794) Clinical Internship
Full-time clinical education divided among varied settings; development of competence in independent examination, evaluation, and treatment of patients under supervision of clinical faculty. Requirements: Physical Therapy and Rehabilitation Science Program enrollment.

101:199 (PTRS:6199) Pediatric Physical Therapy: Special Topics
Introduction to practice of physical therapy in specialized settings (NICU, school system), specific pediatric patient populations (persons with muscular dystrophy, cardiac and pulmonary disease, spina bifida), and specific treatment and adjunct treatment approaches (sensory integration, hippotherapy, aquatic therapy); emphasis on delivery of services in a family-centered and interdisciplinary manner; lectures and community-based experiences provided by pediatric clinicians. Corequisites: 101:200 (PTRS:6200).

101:200 (PTRS:6200) Pediatric Physical Therapy
Preparation for physical therapy practice in pediatric settings using interdisciplinary family-centered practice; normal and abnormal development, standardized assessment, service-delivery settings, interventions, management strategies specific to pediatrics.

101:201 (PTRS:5215) Applied Clinical Medicine
Pathological disorders frequently encountered by physical therapists in clinical practice, addressed by physicians and health professionals who are not physical therapists; physical therapy management. Requirements: Physical Therapy and Rehabilitation Science Program enrollment.

101:202 (PTRS:6202) Musculoskeletal Therapeutics II
Pathology, assessment, management of orthopedic disorders of the upper quarter; problem-solving approach to evaluation and management of patients with musculoskeletal conditions. Prerequisites: 101:185 (PTRS:5201).

101:203 (PTRS:6203) Musculoskeletal Therapeutics III

101:205 (PTRS:5205) Health Promotion and Wellness
Overview of health promotion, fitness, and wellness strategies, including information on levels of health promotion, risk assessment, applied physiology (skeletal muscle, energy metabolism, and physiological responses to exercise), exercise testing and training guidelines, body composition assessment, and development of individual weight management and exercise training programs; classroom and laboratory experiences.

101:206 (PTRS:5206) Cardiopulmonary Therapeutics
Cardiorespiratory anatomy, physiology, and application of basic concepts, techniques in management of patients with acute and chronic cardiac, pulmonary disorders; laboratories.

101:209 (PTRS:5209) Surface Anatomy
Laboratory teaching activities that parallel the human anatomy course; observation, palpation, and problem solving skills; upper- and lower-limb, head and neck, thorax, and abdomen.

101:210 (PTRS:5210) Kinesiology and Pathomechanics
Normal and pathological movement based on understanding of muscle mechanics, segment and joint mechanics, muscle function; instructor- and student-centered learning experiences; EMG laboratories.

101:212 (PTRS:7812) Biomedical Instrumentation and Measurement 3 s.h.
Introduction to biomedical instrumentation and measurement; understanding sources of error and noise in biomedical research applications; basic circuit analysis, calibration of measurement tools, A/D conversion, digital filtering; lab components. Offered fall semesters of even years.

101:214 (PTRS:7895) Advanced Seminar in Rehabilitation Science 4 s.h.
Current status of research for biological, mechanical, psychological components pertinent to cardiopulmonary, musculoskeletal, neuromuscular areas of rehabilitation science; preparation for comprehensive exam.

101:220 (PTRS:7820) Seminar in Rehabilitation Science 1 s.h.
Exploration of research related to rehabilitation science: lectures by faculty, graduate students, and guest scholars with expertise in areas relevant to rehabilitation science (e.g., neuroscience, physiology, medicine, engineering, pharmacology, integrated physiology).

101:224 (PTRS:6224) Movement Control Systems in Health and Disease 4 s.h.
Examination of neural, muscular, and skeletal plasticity to increased and decreased use in normal and pathological states (chronic inactivity, obesity, metabolic syndromes, orthopedic and neurological injuries); principles of genetic regulation with physical activity including underlying mechanisms contributing to acute and chronic adaptations of muscle, spinal circuitry, and supra-spinal centers; integration of movement control concepts through contemporary papers evaluating short and long latency reflexes, posture and balance control, spasticity, and motor learning in individuals with acute and chronic perturbations to the nervous system.

101:225 (PTRS:6225) Neuromuscular Therapeutics 3 s.h.

101:236 (PTRS:5236) Case-Based Learning II 1 s.h.

101:237 (PTRS:6237) Service Learning I 1 s.h.
Service-learning work experience with community partners; students develop individual learning goals for these experiences; classroom reflection on service activities, experiences with elderly and/or disabled, and social responsibility, advocacy, and professionalism in physical therapy: written reflection assignments. First in a two-course sequence.

101:238 (PTRS:6238) Service Learning II 1 s.h.
Service-learning work experience with community partners; students develop individual learning goals for these experiences; classroom reflection on service activities, experiences with elderly and/or disabled, and social responsibility, advocacy, and professionalism in physical therapy: written reflection assignments. Second in a two-course sequence. Prerequisites: 101:237 (PTRS:6237). Requirements: Physical Therapy and Rehabilitation Science Program enrollment.

101:244 (PTRS:5144) Quality Healthcare and Interprofessional Collaboration 4 s.h.
Development and interaction within small group of interprofessional students from physical therapy, medicine, pharmacy, dentistry, nursing, and public health; deans and faculty from each college facilitate; three-hour initial session for all disciplines followed by informal monthly electronic scenarios, second formal meeting followed by informal monthly electronic discussions.

Active involvement in integrating anatomy, kinesiology, and movement control principles as applied to a select group of pathologies with the goal of being able to teach content area; preassigned student group leaders; emphasis on student as active learner; opportunity to teach academic areas previously studied in first and second years of curriculum; may include teaching several of these musculoskeletal principles in a first-year medical student anatomy course.

101:248 (PTRS:6250) Research in Physical Therapy 2 s.h.
Topics relevant to evidence-based practice and research design; identification of appropriate questions for research and clinical applications, location and evaluation of available evidence, identification of issues that affect validity of research designs, interpretation of basic statistical analyses.

Experience conducting group research projects under faculty supervision; data collection and analysis, manuscript preparation, oral defense of research findings during a formal poster presentation. Prerequisites: 101:248 (PTRS:6250). Requirements: Physical Therapy and Rehabilitation Science Program enrollment.

101:252 (PTRS:6252) Critical Inquiry in Physical Therapy II 1 s.h.
Principles and procedures learned in 101:248 (PTRS:6250) and 101:251 (PTRS:6251) applied to a clinical setting; students write and present a case report with an evidence-based practice focus, using a clinical case from their final internships. Requirements: Physical Therapy and Rehabilitation Science Program enrollment.

101:275 (PTRS:7875) Analysis of Movement Control Systems in Health and Disease 3 s.h.
Examination of neural, muscular, and skeletal plasticity to increased/decreased use in normal and pathological states (chronic inactivity, obesity, metabolic syndromes, orthopedic and neurological injuries); genetic regulation with physical activity and underlying mechanisms contributing to acute and chronic adaptations of muscle, spinal circuitry, and supra-spinal centers; integration of movement control concepts through contemporary papers evaluating short and long latency reflexes, posture and balance control, spasticity, and motor learning in individuals with acute and chronic perturbations to the nervous system; individual research projects.

Individual instruction, observation, experimentation in teaching, guidance, analysis of evaluation processes in Physical Therapy and Rehabilitation Science Program.

Laboratory experiences connected with investigative process; individual instruction, observation, activities in methodological development, data acquisition, data analysis aspects of research.

101:285 (PTRS:7885) Biomechanical Analysis in Rehabilitation 3 s.h.
Assessment of pathological movement through human movement analysis techniques, including link segment modeling and analysis, mechanical energy and power analysis, electromyography and muscle modeling.

101:300 (PTRS:7900) Rehabilitation Research Capstone Project arr.
Specific phases of the research process; development of a research question and associated hypotheses, collection and analysis of data, interpretation and discussion of the information's meaning; presentation to sponsoring mentor's laboratory/program, and written document.


101:325 (PTRS:7925) Independent Study arr.
Problem-solving experience in physical therapy; commensurate with student's interest, ability.

101:326 (PTRS:7826) Scientific Writing in Rehabilitation Science 3 s.h.
Knowledge of and experience related to scientific writing, critical review of scientific literature, publication in the biomedical sciences, thesis/dissertation writing, grant writing, scientific presentation, writing used in academic and scientific careers.

101:327 (PTRS:7927) Research in Rehabilitation Science arr.

Placement of physical therapy on sound scientific base; therapy, initiation, refinement, establishment of methods in physical therapy evaluation, treatment; direct clinical and laboratory approach, philosophical treatise, or research proposal.

101:899 (PTRS:7899) Introduction to Pain: Overview of Theories, Concepts, and Mechanisms 1 s.h.
Overview of pain concepts and mechanisms; general overview of pain, models of pain, peripheral and central mechanisms, and pain inhibition. Requirements: prior neuroscience course.

101:901 (PTRS:7901) Clinical Correlates of Pain: Syndromes and Management 1 s.h.
Common pain conditions and management of pain using an interdisciplinary focus; lectures by University of Iowa Hospitals and Clinics clinicians on a variety of acute and chronic pain conditions and management approaches. Requirements: prior neuroscience course.

101:902 (PTRS:7902) Molecular, Cellular, and Neural Mechanisms of Pain 1 s.h.
Basic science mechanisms of pain and pain modulation; understanding molecular basis for pain in nociceptive afferents (peripheral sensitization), underlying molecular and neuronal mechanisms of central processing of pain (central sensitization), cortical pain processing, animal and human experimental pain models; readings from past and current literature. Prerequisites: 101:901 (PTRS:7901). Requirements: prior neuroscience course.
Physician Assistant Studies and Services

Chair
• David P. Asprey

Director
• Anthony Brenneman

Director, clinical education
• Carol Gorney

Director, curriculum and evaluation
• Theresa Hegmann

Medical director
• George Bergus

Professors
• David P. Asprey, George Bergus, Theresa Hegmann

Associate professor
• Anthony Brenneman

Assistant professor
• Carol Gorney

Associate
• Katie Iverson

Graduate degree: M.P.A.S.

Web site: http://www.medicine.uiowa.edu/pa/

The physician assistant profession is one of the newest and most exciting in health care. Physician assistants (PAs) are licensed to practice medicine with physician supervision. They are responsible for making medical decisions and providing a broad range of diagnostic and therapeutic services.

Physician assistants work in a variety of settings, including medical offices, hospital emergency rooms, nursing homes, rural satellite clinics, health maintenance organizations, and patients’ homes.

In the traditional office setting, PAs see patients, obtain histories, perform physical examinations, and order necessary laboratory and/or radiological studies. Based on this information, the PA establishes a diagnosis, develops an appropriate management plan, and initiates treatment that may include prescribing medications. The physician is consulted as needed and remains ultimately responsible for the care provided by the physician/PA team. PAs also are involved in both patient and community health education.

The Department of Physician Assistant Studies and Services is part of the Carver College of Medicine. It is located on the University of Iowa health sciences campus, which includes University of Iowa Hospitals and Clinics, one of the nation’s largest university-owned teaching hospitals.

Graduate Program of Study
• Master of Physician Assistant Studies

The Master of Physician Assistant Studies (M.P.A.S.) program emphasizes primary care medicine, particularly family medicine. It also offers elective clinical rotations in selected medical subspecialties. Students who complete the program are eligible to take the National Certifying Examination for Primary Care Physician Assistants, which they must complete successfully in order to register as physician assistants in the United States.

The Department of Physician Assistant Studies and Services is accredited by the Accreditation Review Commission on Education for the Physician Assistant and is a member of the Physician Assistant Education Association.

Master of Physician Assistant Studies

The Master of Physician Assistant Studies requires a minimum of 104 s.h. The curriculum spans 25 months and is divided into two phases, didactic and clinical. Both phases emphasize primary health care delivery and the physician assistant’s role as a member of the health care team. The program is integrated with teaching at the Carver College of Medicine, permitting interdisciplinary activities between Doctor of Medicine and health care professions students. Physician assistant students complete approximately 60 percent of the curriculum’s didactic phase with second-year M.D. students; see Doctor of Medicine (p. 1019) in the Catalog.

The first phase is conducted on the University’s health sciences campus. It begins in mid-May with seven months of course work in a number of basic science areas, including anatomy, biochemistry, infectious disease, pathology, pharmacology, and physiology. Whenever appropriate, related subjects are integrated to provide sequential lecture and laboratory experience. The first phase also includes 050:174 (MED:7205) Foundations of Clinical Practice for Physician Assistants as well as courses in clinical decision making and an introductory course on taking a medical history and performing a physical examination.

The program’s patient assessment curriculum couples a sequence of didactic instruction with practical experiences involving simulated and real patients. The level and intensity of patient interactions increase throughout the curriculum as the student gains confidence and clinical competence.

The spring semester of the first phase consists of 050:175 (MED:7215) Foundations of Clinical Practice IV for Physician Assistants, an 18-week course. Three interrelated courses focus on the application of basic science knowledge to understanding clinical-pathologic correlations of common and/or catastrophic disorders encountered in clinical medicine’s major disciplines. The courses continue with instruction in obtaining a problem-oriented medical history and performing a physical examination. The semester also includes continuation of the clinical decision-making course and a short course in clinical pathology.

Before clinical rotations begin, students complete 117:110 (PA:8302) Introduction to Clinical Skills, which includes instruction in several skill areas (e.g., suturing, injections, prescription writing, medical orders, Advanced Cardiac Life Support).
The program’s second phase concentrates on clinical education. In 117:201 (PA:8303) Clinical Decision Making III, students select a pertinent health question and apply an evidence-based medicine review of the data. They give a PowerPoint presentation of their findings to their colleagues, write a paper for submission to a journal, or prepare a poster presentation for a conference. They also complete 117:107 (PA:8301) Seminar for Physician Assistant Students, in which they research and discuss professional issues that will affect their practice as physician assistants.

Students complete a 40-week core of required primary care clinical rotations, including six weeks each of general internal medicine and surgery and four weeks each of family medicine I, family medicine II, pediatrics, emergency medicine, gynecology, and psychiatry. Students also select 12 weeks of electives, which may include rotations such as geriatrics, cardiology, dermatology, and orthopaedics.

The primary care clinical rotations are designed to provide instruction and experience in caring for patients in a way that enables students to integrate the knowledge, skills, behaviors, and attitudes they learned in the program’s didactic phase. Clinical training is provided at University of Iowa Hospitals and Clinics, the Iowa City Veterans Affairs Medical Center, the Veterans Affairs Central Iowa Health Care System and Broadlawns Medical Center in Des Moines, and other affiliated hospitals throughout Iowa. In elective rotations, students gain additional clinical experience through placement with selected preceptors involved in office-based practices, typically in medically underserved rural areas.

The Master of Physician Assistant curriculum is as follows.

**FIRST YEAR (PHASE I)**

**Summer and Fall**

- 050:174 (MED:7205) Foundations of Clinical Practice for Physician Assistants 5 s.h.
- 060:111 (ACB:8201) Gross Human Anatomy for Physician Assistant Students 6 s.h.
- 061:103 (MICR:8202) Principles of Infectious Diseases 5 s.h.
- 069:133 (PATH:8133) Introduction to Human Pathology for Graduate Students 4 s.h.
- 071:125 (PCOL:8225) Pharmacology for Health Sciences: Physician Assistant Students 6 s.h.
- 099:164 (BIOC:8204) Biochemistry for Physician Assistant Students 3 s.h.
- 117:101 (PA:8209) Introduction to Medical History and Physical Examination for Physician Assistant Students 3 s.h.
- 117:103 (PA:8210) Clinical Decision Making I 1 s.h.

**Spring**

- 050:175 (MED:7215) Foundations of Clinical Practice IV for Physician Assistants 13 s.h.
- 050:183 (MED:8213) Healthcare Ethics, Law, and Policy 2 s.h.
- 069:130 (PATH:7207) Clinical Laboratory Medicine for Physician Assistants 1 s.h.
- 117:104 (PA:8211) Clinical Decision Making II 1 s.h.

**SECOND YEAR (PHASE II)**

- 117:107 (PA:8301) Seminar for Physician Assistant Students 1 s.h.
- 117:110 (PA:8302) Introduction to Clinical Skills 1 s.h.
- 117:201 (PA:8303) Clinical Decision Making III 1 s.h.

The following clinical rotations are required.

- 117:300 (PA:8304) Emergency Medicine for Physician Assistant Students 4 s.h.
- 117:301 (PA:8305) Gynecology for Physician Assistant Students 4 s.h.
- 117:302 (PA:8306) Family Practice I for Physician Assistant Students 4 s.h.
- 117:303 (PA:8307) Family Practice II for Physician Assistant Students 4 s.h.
- 117:304 (PA:8308) General Surgery for Physician Assistant Students 6 s.h.
- 117:305 (PA:8309) Internal Medicine for Physician Assistant Students 6 s.h.
- 117:306 (PA:8310) Pediatrics for Physician Assistant Students 4 s.h.
- 117:307 (PA:8311) Psychiatry for Physician Assistant Students 4 s.h.

Elective clinical rotations are selected from the following.

- 117:325 (PA:8324) Otolaryngology Elective for Physician Assistant Students arr.
- 117:328 (PA:8327) Pediatric Elective (Bone Marrow Transplant) for Physician Assistant Students arr.
- 117:331 (PA:8330) Surgery Elective for Physician Assistant Students arr.
- 117:332 (PA:8331) Surgery Elective (Transplant/Organ Retrieval) for Physician Assistant Students arr.
- 117:333 (PA:8332) Surgery Elective (Burn Unit) for Physician Assistant Students arr.
- 117:334 (PA:8333) Surgery Elective (Cardiac Surgery) for Physician Assistant Students arr.
- 117:335 (PA:8334) Orthopedics Elective for Physician Assistant Students arr.
- 117:336 (PA:8335) Internal Medicine Elective for Physician Assistant Students arr.
- 117:337 (PA:8336) Internal Medicine (Cardiology) Elective for Physician Assistant Students arr.
- 117:338 (PA:8337) Internal Medicine (EKG) Elective for Physician Assistant Students arr.
- 117:339 (PA:8338) Internal Medicine (Gastroenterology) Elective for Physician Assistant Students arr.
- 117:340 (PA:8339) Internal Medicine (Oncology) Elective for Physician Assistant Students arr.
- 117:341 (PA:8340) Internal Medicine (Geriatrics) Elective for Physician Assistant Students arr.
- 117:342 (PA:8341) Internal Medicine (Pulmonary) Elective for Physician Assistant Students arr.
- 117:343 (PA:8342) Internal Medicine (Hospice) Elective for Physician Assistant Students arr.
- 117:344 (PA:8343) Internal Medicine (Infectious Disease) Elective for Physician Assistant Students arr.
both cumulative and in science; up to 141 s.h. of college successful applicants have had a g.p.a. of at least 3.70, applicants' performance in science courses. Some

The admissions committee gives special attention to patient health care experience.

 Applicants must have at least 1,000 clock hours of direct biochemistry courses do not satisfy this requirement). an introductory biochemistry course (combined organic/neurobiology, histology, and/or related disciplines; and

histology, immunology, microbiology, molecular biology, neurobiology, histology, and/or related disciplines; and

an introductory biochemistry course (combined organic/biochemistry courses do not satisfy this requirement).

Applicants must have completed an upper-level course in human zoology, and general statistics or biostatistics. They also completed preparatory science courses in organic and inorganic chemistry, introductory animal biology or zoology, and general statistics or biostatistics. They also must have completed an upper-level course in human or animal physiology (lower-level combined anatomy/physiology courses do not satisfy this requirement); a minimum of three upper-level natural science courses such as cell biology, cell physiology, endocrinology, genetics, histology, immunology, microbiology, molecular biology, neurobiology, histology, and/or related disciplines; and

an introductory biochemistry course (combined organic/biochemistry courses do not satisfy this requirement).

Applicants must have at least 1,000 clock hours of direct patient health care experience.

The admissions committee gives special attention to applicants' performance in science courses. Some successful applicants have had a g.p.a. of at least 3.70, both cumulative and in science; up to 141 s.h. of college

credit, including at least 81 s.h. in the sciences; and more than 3,000 hours of clinical and/or research experience.

Satisfaction of the basic admission requirements does not ensure acceptance to the program. The admissions committee selects the applicants it considers best qualified. Previous health care experience involving direct patient contact is preferred. The committee requests interviews with the most qualified applicants.

Applications are accepted from April 15 to November 1 for entry the following May. Each applicant must complete the Physician Assistant Education Association centralized application, which includes three letters of recommendation, GRE or MCAT scores, and transcripts. The majority of prerequisite course requirements must be completed by the November 1 application deadline.

**Expenses**

In addition to University of Iowa tuition and fees, students in the Department of Physician Assistant Studies and Services must purchase their medical uniforms and diagnostic equipment, an expense of approximately $1,700. Microscopes are not required.

**Courses**

117:001 (PA:8300) Physician Assistant Clinical Second Year

117:101 (PA:8210) Introduction to Medical History and Physical Examination for Physician Assistant Students

Development of skills vital to taking a comprehensive medical history, psychomotor skills, and physical examination techniques necessary for conducting a comprehensive physical exam.

117:103 (PA:8210) Clinical Decision Making I

Review of basic concepts of research design and statistics as they apply to medical research literature; formation of a basis for sound, evidence-based, clinical decision making.

117:104 (PA:8211) Clinical Decision Making II

Core concepts of evidence-based medicine; development of the knowledge and practical skills to search the medical literature for answers to clinical questions and critically appraise the evidence found.

117:107 (PA:8301) Seminar for Physician Assistant Students

Professional issues that affect the physician assistant's practice of medicine.

117:110 (PA:8302) Introduction to Clinical Skills

Suturing, injections, prescription and order writing, medical records, patient confidentiality, Iowa Law governing physician assistant practice, completion of the American Heart Association's Advanced Cardiac Life Support Program. Requirements: completion of physician assistant curriculum phase I.
117:201 (PA:8303) Clinical Decision Making III  1 s.h.
Physician Assistant Students
Asking appropriate clinical questions in the course of patient care; gathering information from multiple sources to answer questions.

117:300 (PA:8304) Emergency Medicine for Physician Assistant Students
1 s.h.
Obtaining and recording pertinent historical data, obtaining indicated laboratory studies, assessing the results, arriving at a diagnosis, formulating a treatment plan, implementing appropriate therapy.

117:301 (PA:8305) Gynecology for Physician Assistant Students
4 s.h.
Opportunity to develop proficiency in history and physical exams of gynecological patients; outpatient, family planning, gynecological cancer, concepts of diagnostic techniques and therapy.

117:302 (PA:8306) Family Practice I for Physician Assistant Students
4 s.h.
Obtaining and recording complete history and physical exams; formulation of differential diagnosis and problem list; ordering, obtaining, and interpreting lab and diagnostic studies; implementation of therapeutic procedures and treatment plans.

117:303 (PA:8307) Family Practice II for Physician Assistant Students
4 s.h.
Opportunity to participate in delivery of ambulatory primary care; at a different site from 117:302 (PA:8306).

117:304 (PA:8308) General Surgery for Physician Assistant Students
6 s.h.
Preparation for work as an assistant to the generalist; outpatient and inpatient surgical services, including surgical procedures and management of postoperative course.

117:305 (PA:8309) Internal Medicine for Physician Assistant Students
6 s.h.
Eliciting a medical history, doing a pertinent physical exam, obtaining indicated lab studies, assessment of results, formulation of management plan and implementation of appropriate therapy for common internal medicine problems.

117:306 (PA:8310) Pediatrics for Physician Assistant Students
arr.
Knowledge and skills required for providing appropriate medical care to infants, children, and adolescents; initiation and promotion of interpersonal relationships.

117:307 (PA:8311) Psychiatry for Physician Assistant Students
4 s.h.
Training in history and physical exams of psychiatry patients, including individual and family therapy, vocational testing and guidance, development of interviewing skills.

117:308 (PA:8312) Long-Term Care for Physician Assistant Students
arr.
Development of clinical knowledge and skill in diagnosing, treating, and performing procedures for patients of long-term care settings; knowledge of relevant conditions.

117:320 (PA:8320) Dermatology Elective for Physician Assistant Students
arr.
Recognizing dermatologic diseases and disorders, instituting appropriate management of patients with dermatologic problems.

117:322 (PA:8321) Neurology Elective for Physician Assistant Students
arr.
Performing general and neurological exams, establishing diagnosis, recommending lab studies, instituting appropriate management of common neurological diseases and disorders, recognizing the need for urgent treatment.

117:323 (PA:8322) Obstetrics for Physician Assistant Students
arr.
Proficiency in physical exam of OB patients; applying concepts of diagnostic techniques and therapy; following patients' course, including labor, delivery, and postpartum care.

117:324 (PA:8323) Ophthalmology Elective for Physician Assistant Students
arr.
Proficiency in recognizing ophthalmology problems; how to institute appropriate management of these conditions.

117:325 (PA:8324) Otolaryngology Elective for Physician Assistant Students
arr.
Proficiency in recognizing otolaryngology problems; how to institute appropriate management of these conditions; opportunity for involvement in varied surgical procedures.

117:326 (PA:8325) Pediatric Elective for Physician Assistant Students
arr.
Experience working with children and adolescents.

117:327 (PA:8326) Radiology Elective for Physician Assistant Students
arr.
Proficiency in systematic evaluation of normal and abnormal routine radiologic examinations; listing indications for special exam procedures, including details of prepping the patient.

117:328 (PA:8327) Pediatric Elective (Bone Marrow Transplant) for Physician Assistant Students
arr.
Basic clinical knowledge and skills for diagnosis, treatment, and management of pre- and post-bone-marrow transplant patients.

117:329 (PA:8328) Pediatric (Cardiology) Elective for Physician Assistant Students
arr.
Cardiovascular assessment and problem management of pediatric patients; experience with a range of acute, chronic, common, and rare cardiology diseases.

117:330 (PA:8329) Psychiatry Elective for Physician Assistant Students
arr.
Training in evaluation and treatment of psychiatry patients.

117:331 (PA:8330) Surgery Elective for Physician Assistant Students
arr.
Experience in a wide range of surgical problems, procedures, and treatments, including diagnosis, care and treatment, and postoperative courses of surgical patients.

117:332 (PA:8331) Surgery Elective (Transplant/Organ Retrieval) for Physician Assistant Students
arr.
Extensive experience in care of patients with end-stage organ failure; evaluation of potential transplant candidates, participation in surgical procedures on transplant service.

117:333 (PA:8332) Surgery Elective (Burn Unit) for Physician Assistant Students
Involvement in care on burn unit and in operating room; skills in burn debridement, grafting techniques, skin storage techniques, dressing changes, tub baths, and physical therapy procedures.

117:334 (PA:8333) Surgery Elective (Cardiac Surgery) for Physician Assistant Students
Development of technical skills in operating room; essentials of preoperative evaluation and postoperative management of cardiac surgical patient.

117:335 (PA:8334) Orthopedics Elective for Physician Assistant Students
Recognition of varied orthopedic problems and treatments; musculoskeletal diseases and disorders, both emergencies and common conditions, and how to establish appropriate management.

117:336 (PA:8335) Internal Medicine Elective for Physician Assistant Students
Training in varied internal medicine problems; recognition, appropriate treatment.

117:337 (PA:8336) Internal Medicine (Cardiology) Elective for Physician Assistant Students
Cardiovascular assessment and problem management; experience with wide range of acute, chronic, common, and rare diseases.

117:338 (PA:8337) Internal Medicine (EKG) Elective for Physician Assistant Students
Experience reading electrocardiograms, interpreting cardiac arrhythmias, performing and evaluating EKG stress tests.

117:339 (PA:8338) Internal Medicine (Gastroenterology) Elective for Physician Assistant Students
Experience with a wide range of gastrointestinal pathology; history and physical exams of gastrointestinal diagnostic procedures, follow-up care of patients through outpatient clinics.

117:340 (PA:8339) Internal Medicine (Oncology) Elective for Physician Assistant Students
Experience to develop diagnostic skills in clinical oncology and gain familiarity with methods of staging common cancers; assistance in therapy and outpatient management of cancer patients.

117:341 (PA:8340) Internal Medicine (Geriatrics) Elective for Physician Assistant Students
Familiarity with broad spectrum of medical conditions among the elderly; experience in history and physical exams, diagnosis of geriatric patients along with follow-up visits.

117:342 (PA:8341) Internal Medicine (Pulmonary) Elective for Physician Assistant Students
Development of basic clinical knowledge and skills for diagnosis, treatment, and management of pulmonary diseases.

117:343 (PA:8342) Internal Medicine (Hospice) Elective for Physician Assistant Students
Work on a hospice care team performing evaluation, treatment, and education of patients with terminal illnesses; dealing with the prospect of death.

117:344 (PA:8343) Internal Medicine (Infectious Disease) Elective for Physician Assistant Students
Development of basic clinical knowledge and skills for diagnoses, treatment, and management of infectious diseases.

117:347 (PA:8345) Urology Elective for Physician Assistant Students
Proficiency in managing patients with urologic conditions; skill in taking a urologic history, performing physical exams, interpreting laboratory studies and data.

117:348 (PA:8346) Family Practice Elective for Physician Assistant Students
Proficiency in delivering ambulatory primary care.

117:349 (PA:8347) Gynecology Elective (Women's Health) for Physician Assistant Students
Experience in annual gynecologic exams, PAP screening, gynecology problems, contraception issues, STD screening and counseling, common gynecologic procedures.

117:350 (PA:8348) Migrant Health Elective for Physician Assistant Students
Basic clinical knowledge and skills for diagnosis, treatment, and prevention of diseases, injuries, and conditions related to environmental exposure in migrant worker populations.

117:351 (PA:8349) Occupational Medicine Elective for Physician Assistant Students
Basic clinical knowledge and skills for diagnosis, treatment, and prevention of work-related diseases, injuries, and conditions related to environmental exposure.

117:352 (PA:8350) Pediatrics (Neonatology) Elective for Physician Assistant Students
Basic clinical knowledge and skill for diagnosis, treatment, and management of critically ill infants.

117:353 (PA:8351) Internal Medicine (Rheumatology) for Physician Assistant Students
Basic clinical knowledge and skills for diagnosis, treatment, and management of rheumatologic diseases.

117:354 (PA:8352) Medical Intensive Care for Physician Assistant Students
Basic clinical knowledge and skills for diagnosis, treatment, and management of critically ill patients.

117:355 (PA:8353) International Medicine for Physician Assistant Students
Basic clinical knowledge and skills for diagnosis, treatment, and prevention of diseases, injuries, and conditions relevant to international medicine.

117:356 (PA:8354) Interventional Radiology for Physician Assistant Students
Basic clinical knowledge and skills for diagnosis and treatment of conditions requiring interventional therapy.

117:357 (PA:8355) Gynecologic Oncology Elective for Physician Assistant Students
Experience developing diagnostic skills in clinical gynecologic oncology, learning methods of staging specific cancers; and assisting in therapy and outpatient management of patients with varied cancers.

117:358 (PA:8356) Wilderness Medicine for Physician Assistant Students
Four-week emergency medicine elective taken in conjunction with Carver College of Medicine; mix of didactic and experiential learning; ten-day trip to Colorado to learn about hypothermia, altitude medicine, search and rescue, field evaluation, treatment and evacuation of common back country injuries; lectures and simulations.
Psychiatry

Chair
- James Potash

Professors

Associate professors

Assistant professors

Adjunct associate professors
- Tracy Gunter, Janeta Tansey, Kevin Took

Adjunct assistant professors
- Dew Abramoff, Raja Argo, Tami Argo, Eric Barlow, Bridgit Buck, Martin Carpenter, Donner Dewdney, Jason Gucfa, Michael Hall, John Hartson, Adnan Iqbal, Kent Kunze, Leenu Mishra, Polly Nichols, Mark Preston, Larry Richards, Ara Robinson, Kevin Satisky, Bruce Sieleni, Manmohan Singh, Douglas Steenblock, William Warnes

Adjunct instructors
- Nancee Blum, Dan Grinstead, Bev Klug, Betty Moore, Marguerite Moore

Professors emeriti
- Bruce Alexander, Arnold Andersen, Arthur Canter, Raymond Crowe, Michael Garvey, Russell Noyes, Paul Perry, Robert Smith

Web site: http://www.medicine.uiowa.edu/psychiatry/

The Department of Psychiatry teaches M.D. students, principally during their third year, and trains resident physicians for academic and clinical careers in psychiatry.

Residency Programs

The department offers a four-year training program approved by the Residency Review Committee of the American Medical Association. Training experiences are available at University of Iowa Hospitals and Clinics and at the Iowa City Veterans Affairs Medical Center. Additional experiences are available at affiliated institutions: Broadlawns Medical Center in Des Moines, the Iowa Medical and Classification Center at Oakdale, the Community Mental Health Center for Mid-Eastern Iowa in Iowa City, and the Independence Mental Health Institute (Iowa Department of Human Services).

The department also offers an approved two-year residency in child psychiatry. Fellowships in geriatrics and psychosomatic medicine are available after residency training.

Research

Department of Psychiatry staff members are involved in genetic and family studies of psychiatric disorders and research in genetic and biological psychiatry, neurochemistry, neuroimaging, neurophysiology, neuropsychiatry, and psychosocial aspects of behavior.

The department’s students and residents have many research opportunities in psychiatry and in the basic science areas of neurochemistry, neurophysiology, and electrophysiology. The clinical areas of psychology, child psychiatry, and psychotherapy also offer opportunities for research and further study to a limited number of students.

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>073:255</td>
<td>Psychiatric Epidemiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>073:005</td>
<td>Clinical Psychiatry</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>073:333</td>
<td>Adult Psychiatry, Pappajohn Pavilion</td>
<td>arr.</td>
</tr>
<tr>
<td>073:045</td>
<td>Adult Outpatient Psychiatry and Psychotherapy</td>
<td>2.4 s.h.</td>
</tr>
<tr>
<td>073:047</td>
<td>Women’s Wellness and Counseling Service</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

For M.D. Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>073:005</td>
<td>Clinical Psychiatry</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

Requirements: third-year M.D. enrollment.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>073:033</td>
<td>Adult Psychiatry, Pappajohn Pavilion</td>
<td>arr.</td>
</tr>
</tbody>
</table>

Requirements: M.D. enrollment.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Roles of child psychiatry as a consultation service. Requirements: M.D. enrollment.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>073:045</td>
<td>Adult Outpatient Psychiatry and Psychotherapy</td>
<td>2.4 s.h.</td>
</tr>
</tbody>
</table>

Diagnostic assessment, evaluation, treatment of psychiatric patients; exposure to both psychotherapeutic, psychopharmacologic treatments. Requirements: M.D. enrollment.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>073:047</td>
<td>Women’s Wellness and Counseling Service</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>
Experience evaluating and treating women with mental illness, with some emphasis on practitioner’s autonomy; four-week rotation. Requirements: psychiatry clerkship.

073:049 (PSYC:8409) Eating Disorders 4 s.h.
Inpatient rotation; emphasis on co-occurring psychiatric and comorbid medical conditions associated with eating disorders; patient assessment and management at an advanced level; direct patient care and engagement in clinical decision making for complex patients with substantial comorbidity; call is required; student experience maximizes autonomy and responsibility; didactic curriculum; focus on critical appraisal of relevant medical literature. Prerequisites: 073:005 (PSYC:8301). Requirements: fourth-year M.D. enrollment.

073:050 (PSYC:8410) Intellectual Disability 2,4 s.h.
In-depth two week clinical experience in the interdisciplinary approach to assessment and management of individuals with intellectual disability. Requirements: M.D. enrollment.

073:051 (PSYC:8411) Substance Abuse 2,4 s.h.
In-depth clinical experience in assessment and management of individuals with alcohol and drug abuse. Requirements: M.D. enrollment.

073:052 (PSYC:8412) Emergency Psychiatry 2,4 s.h.
In-depth clinical experience in assessment and management of acute psychiatric illness under supervision of faculty with expertise in care within this setting; clinical experiences centered in emergency department at University of Iowa Hospitals and Clinics. Prerequisites: 073:005 (PSYC:8301). Requirements: third- or fourth-year M.D. enrollment.

073:053 (PSYC:8407) Advanced Clinical Psychiatry, Des Moines 4 s.h.
Work in adult psychiatry setting and/or child-adolescent psychiatry setting for a four-week rotation; optional participation in psychiatric emergency/crisis care team, substance abuse clinics, and/or ECT treatment sessions.

073:055 (PSYC:8408) Subinternship in Mood/Psychotic Disorders 4 s.h.
Hands-on experience in evaluation and treatment of patients with combined medical and psychiatric disease; decisions regarding appropriate consultations, diagnostic tests, treatment; etiology and pathophysiology. Requirements: M.D. enrollment.

Experience, training in practical application of scientific methodology; work with research project at Psychiatric Service or affiliated cooperating research centers. Requirements: fourth-year M.D. enrollment.

073:998 (PSYC:8498) Psychiatry on Campus arr.
Arranged by student with departmental approval. Requirements: M.D. enrollment.

073:999 (PSYC:8499) Psychiatry off Campus arr.
Requirements: M.D. enrollment.
Radiation Oncology

Chair
• John M. Buatti

Professors

Associate professors

Assistant professors

Associates
• Michelle Krupp, Earl Nixon, Edward Pennington, Timothy J. Waldron

Adjunct professor
• Geraldine M. Jacobson

Adjunct associate professors
• Sanford Meeks, Timothy C. Ryken

Adjunct assistant professors
• Nukhet Aykin-Burns, Andrian L. Burnett, Melissa E. Fath, Michael L. McCormick, Ehab Sarsour

Adjunct instructor
• Mindi J. Tennapel

Professor emeritus
• James W. Osborne

Associate professor emeritus
• J. Fred Doornbos

Web site: http://www.medicine.uiowa.edu/radiationoncology/

Radiation oncology specializes in the delivery of radiation treatments for cancer patients. It includes treatments with linear accelerators as well as isotopes and temporary and permanent surgically implanted sources. Radiation oncologists also use these methods to treat some benign diseases, such as Graves’ ophthalmopathy and trigeminal neuralgia.


The department’s professional staff provides training in radiation therapy technology for undergraduate students in the Radiation Sciences (p. 1090) Program by teaching courses 672:803 (RSTH:4100) Radiation Therapy I and 672:804 (RSTH:4200) Radiation Therapy II.

The department provides a four-year physician residency training program in radiation oncology that includes clinical care and education. It also has a residency program in medical physics. M.D. students can elect a two- or four-week radiation oncology rotation and/or a two-week multidisciplinary cancer care elective. Nursing students, dental residents, and fellows in gynecologic oncology and in adult and pediatric hematology and oncology do rotations in the department.

The department also offers specialized research projects and sponsors postdoctoral students in biology, physics, and clinical disciplines by arrangement with the instructor or mentor.

Courses

186:202 (RADO:8401) Radiation Oncology 2,4 s.h.
Integration of clinical oncology, physics, and cancer biology; clinical work with faculty mentors; experience in clinical evaluation, technical physics, biological application.

186:998 (RADO:8498) Radiation Oncology on Campus arr.
Development of new markers for normal tissue toxicity following radiation treatment.

186:999 (RADO:8499) Radiation Oncology off Campus arr.
Arranged by the student with department approval.
Radiation Sciences

Interim director
- Anthony Knight

Assistant director
- Jennifer Maiers

Director, radiologic technology program
- Kathy Martensen

Director, diagnostic medical sonography program
- Stephanie Ellingson

Director, radiation therapy program
- Mindi TenNapel

Undergraduate major: radiation sciences (B.S.)
Web site: http://www.medicine.uiowa.edu/radsci/

Radiation sciences professionals work with physicians to gather accurate patient information for diagnosis, treatment, and/or research of disease and injury. They provide direct patient care, produce quality images, and deliver treatment using a variety of radiation sources. The radiation sciences professional must apply knowledge, skill, and mature judgment while operating complex equipment safely and efficiently.

The University of Iowa’s radiation sciences educational programs are designed to provide students with opportunities for intellectual, professional, and social growth. Students learn with faculty members and instructors who are committed to radiation sciences education.

Radiation sciences is one of two undergraduate majors in the field of medical imaging offered by the Carver College of Medicine. It encompasses radiologic technology, computed tomography, magnetic resonance imaging, cardiovascular interventional, diagnostic medical sonography, and radiation therapy programs. The other undergraduate major in medical imaging is nuclear medicine technology; see Nuclear Medicine Technology (p. 1052) in the Catalog.

The Carver College of Medicine is located on the University of Iowa health sciences campus, which includes University of Iowa Hospitals and Clinics, one of the nation’s largest university-owned teaching hospitals. For information about the college’s academic programs and resources, see Carver College of Medicine (p. 993) in the Catalog.

Undergraduate Program of Study

- Major in radiation sciences (Bachelor of Science)
Undergraduate study in radiation sciences is guided by the academic rules and procedures outlined under "Undergraduate Programs" in the Carver College of Medicine (p. 993) section of the Catalog.

Requirements for the major in radiation sciences have changed. Students who enter the University in or after fall 2012 and those who have not completed a radiation sciences professional program must fulfill the requirements stated below. Students who have completed or who will complete a radiologic technology program before fall 2014 fulfill the requirements stated in the Radiation Sciences section of the 2011-12 General Catalog.

University of Iowa Hospitals and Clinics no longer offers the two-year certificate program in radiologic technology.

Bachelor of Science

The Bachelor of Science with a major in radiation sciences requires a minimum of 120 s.h. Work for the degree includes a set of courses that are prerequisite to entering the radiation sciences major, completion of one of several radiation sciences professional programs, and elective course work sufficient to complete the minimum of 120 s.h. required for graduation. Students must complete the radiation sciences professional program at The University of Iowa.

Admission to the radiation sciences major is competitive. Students who wish to enter the major must first be admitted to The University of Iowa as College of Liberal Arts and Science (CLAS) students with a radiation sciences interest. As CLAS students, they must apply to the radiation sciences professional program of their choice by January 15 of the year in which they wish to enter it (see “Radiation Sciences Professional Programs” below). Students who are accepted enter the professional program, the radiation sciences major, and the Carver College of Medicine the following fall semester.

Applicants for admission to The University of Iowa whose first language is not English must submit a score of at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Those who do not meet this requirement must take the on-campus English Proficiency Evaluation and must complete English as a Second Language (ESL) courses required as a result of the evaluation. They must be able to satisfy the University’s English language proficiency requirement before they may be admitted to a radiation sciences professional program.

For additional information on UI admission requirements, contact the University’s Office of Admissions.

First-year and transfer applicants who are admitted to CLAS as radiation sciences interest students must complete all courses that are prerequisite to the radiation sciences major (including approved transfer equivalents) before they may begin one of the radiation sciences professional programs and enter the major. Prerequisite courses vary slightly depending on which professional program the student wishes to enter.

Students who have declared a radiation sciences interest but have not yet applied and been accepted to a professional program are advised at the University’s Academic Advising Center. After they have been accepted to a professional program, they are advised by the Radiation Sciences Program.

When students complete the professional multimodality program, they are eligible to take national certification exams for their program’s specialty areas. Once they have completed the professional program and all other requirements for graduation, they are granted a Bachelor of Science degree.

The Bachelor of Science with a major in radiation sciences requires the following work.
PREREQUISITES TO THE RADIATION SCIENCES MAJOR

All students must complete the following prerequisite courses before they may enter a radiation sciences professional program and the major. Students who wish to enter the radiation therapy professional program must complete a total of 60 s.h. of college course work, including the following prerequisites, before they may enter the program and the major.

Rhetoric:
010:003 (RHET:1030) Rhetoric 4 s.h.

Anatomy—one of these:
027:053 (HHP:1100) Human Anatomy 3 s.h.
060:099 (ACB:1199) Human Anatomy and Basic Physiology for Radiation Science 4 s.h.
060:110 (ACB:3110) Principles of Human Anatomy 3 s.h.
060:113 (ACB:3113) Human Anatomy Online 4 s.h.

Natural sciences—one of these [students who wish to enter a diagnostic medical sonography program or the radiation therapy program must choose 029:008 (PHYS:1400) or 029:011 (PHYS:1511)]:
002:021 (BIOL:1140) Human Biology 4 s.h.
004:007 (CHEM:1070) General Chemistry I 3 s.h.
004:011 (CHEM:1110) Principles of Chemistry I 4 s.h.
027:050 (HHP:1300) Fundamentals of Human Physiology 3 s.h.
027:130 (HHP:1350) Human Physiology 3 s.h.
029:008 (PHYS:1400) Basic Physics 3-4 s.h.
029:011 (PHYS:1511) College Physics I 4 s.h.

Quantitative or formal reasoning—one of these:
22M:009 (MATH:1020) Elementary Functions 4 s.h.
22M:015 (MATH:1440) Mathematics for the Biological Sciences 5 s.h.

Social science:
031:001 (PSY:1001) Elementary Psychology 3 s.h.

Medical terminology:
20E:103 (CLSA:3750) Medical and Technical Terminology 2 s.h.

Culture, society, and the arts—3 s.h. in each of two of these (total of 6 s.h.):
Historical Perspectives approved course work 3 s.h.
International and Global Issues approved course work 3 s.h.
Literary, Visual, and Performing Arts approved course work 3 s.h.
Values, Society, and Diversity approved course work 3 s.h.

See General Education Program (p. 306) (College of Liberal Arts and Sciences) in the Catalog for approved courses in the culture, society, and arts areas.

RECOMMENDED PRE-MAJOR WORK

The Radiation Sciences Program recommends that before students enter a radiation sciences professional program and the major, they job-shadow a professional who works in their area of interest, gain hands-on experience with patient care, and complete the following additional preparatory courses.

680:010 (RSP:1100) Introduction to the Radiation Sciences 1 s.h.

One of these:

22C:001 (CS:1020) Principles of Computing 3 s.h.
22C:005 (CS:1110) Introduction to Computer Science 3 s.h.

One of these:
22S:025 (STAT:1020) Elementary Statistics and Inference 3 s.h.
22S:101 (STAT:3510) Biostatistics 3 s.h.
22S:102 (STAT:5543) Introduction to Statistical Methods 3 s.h.

For students interested in entering the radiation therapy professional program, one of these sequences:
004:007 (CHEM:1070)-004:008 (CHEM:1080) General Chemistry I-II 6 s.h.

ELECTIVES

In order to earn the minimum of 120 s.h. required for graduation, students may need to complete elective course work in addition to the prerequisite course work listed above and one of the professional programs in medical imaging described below. They should plan their elective courses in consultation with their advisor.

RADIATION SCIENCES PROFESSIONAL PROGRAMS

Students must complete one of the following radiation sciences professional programs at University of Iowa Hospitals and Clinics. Each program offers modality-specific didactic and supervised clinical education courses. Graduates of the professional programs and associated internships are eligible to take one or more certification exams.

The radiologic technology programs and diagnostic medical sonography programs last three years, and the radiation therapy program lasts two years. Each program begins in fall.

Students must apply to the program of their choice by January 15 of the year in which they intend to enter the program.

Admission to all radiation sciences professional programs is competitive; each program accepts a limited number of students. To apply, students must have a cumulative g.p.a. of at least 2.50 in college course work.

Radiologic Technology and Computed Tomography

The radiologic technology component of this program provides education in pathology, radiation biology, radiation protection, patient care, and ethics. Students learn about radiographic procedures, imaging, and evaluation. They become acquainted with imaging equipment, study quality assurance, and participate in supervised clinical education in radiography and computed tomography (CT). The computed tomography component concentrates on sectional anatomy, single and multislice CT, electron beam CT, physiologic and 3-D imaging, CT simulation, physics and imaging, and procedures and pathology.

Upon completing the program, graduates are eligible to take the national certification exams in radiography and computed tomography.

Students typically apply to this three-year program during their first year and begin it in fall of their sophomore year. Application deadline is January 15.
Radiologic Technology and Magnetic Resonance Imaging

The radiologic technology component of this program provides education in pathology, radiation biology, radiation protection, patient care, and ethics. Students learn about radiographic procedures, imaging, and evaluation. They become acquainted with imaging equipment, study quality assurance, and participate in supervised clinical education in radiography and magnetic resonance imaging (MRI). The magnetic resonance imaging component offers intensive study and practice in MRI, including patient care procedures, pathophysiology, physics, sectional anatomy, and instrumentation.

Upon completing the program, graduates are eligible to take the national certification exams in radiography and magnetic resonance imaging.

Students typically apply to this three-year program during their first year and begin it in fall of their sophomore year. Application deadline is January 15.

Radiologic Technology and Cardiovascular Interventional

The radiologic technology component of this program provides education in pathology, radiation biology, radiation protection, patient care, and ethics. Students learn about radiographic procedures, imaging, and evaluation. They become acquainted with imaging equipment, study quality assurance, and participate in supervised clinical education in radiography, cardiac interventional, and peripheral/neurological interventional. The cardiovascular interventional component concentrates on imaging equipment; pharmacology; sterile techniques; cardiac monitoring; vascular anatomy and physiology; cardiovascular, peripheral, and neurological procedures and pathology; therapeutic intervention techniques; and digital angiography.

Upon completing the program, graduates are eligible to take the national certification exams in radiography, vascular interventional technology, and cardiac interventional technology.

Students typically apply to this three-year program during their first year and begin it in fall of their sophomore year. Application deadline is January 15.

Diagnostic Medical Sonography in General and Vascular Sonography

The diagnostic medical sonography program in general and vascular sonography provides a multispecialty education in obstetric, abdominal, and vascular sonography (ultrasound imaging). Students learn about sonographic imaging and evaluation, hemodynamics and Doppler evaluation, sonography equipment, sectional anatomy, pathology, patient care, medical ethics, and quality assurance methods. They become proficient in using sonographic imaging equipment and in performing cardiac and vascular sonographic procedures, including invasive procedures, emergency exams, and 3-D imaging. They also participate in supervised clinical education. Elective courses are available in neurosonography and breast sonography.

Upon completing the program, graduates are eligible to take the national certification exams in diagnostic medical sonography and in the specialty areas of cardiac (echocardiography) and vascular technology.

Students typically apply to this three-year program during their first year and begin it in fall of their sophomore year. Application deadline is January 15.

Radiation Therapy and Computed Tomography

The radiation therapy professional program teaches theory and techniques of radiation therapy technology, with emphasis on competence in areas of oncology treatment planning, treatment delivery, dosimetry, and use of megavoltage radiation-producing equipment to administer treatment. Students participate in clinical education in radiation therapy. The computed tomography (CT) portion of this program concentrates on sectional anatomy, single and multislice CT, electron beam CT, physiologic and 3-D imaging, CT simulation, physics and imaging, and procedures and pathology.

Upon completing the program, graduates are eligible to take the national certification exam in radiation therapy. Students will have completed the course work but not the clinical component to take the national certification exam in computed tomography.

Students typically apply to this two-year program during their sophomore year and begin it in fall of their junior year. Application deadline is January 15.

Courses

670:110 (RSRT:2110) Radiographic Procedures and Analysis I

Introduction to radiographic positioning principles; technical, positioning, and analysis information needed to perform and evaluate images of chest and abdomen on adult and pediatric patients; emphasis on quality patient care and adaptation to a variety of client conditions; labs. Prerequisites: 027:053 (HHP:1100), 060:099 (ACB:1199), 060:113 (ACB:3113) or 060:110 (ACB:3110), and 20E:103 (CLSA:3750). Requirements: acceptance to RSRT/CT, CVI, or MRI degree track.

670:112 (RSRT:2215) Radiographic Procedures and Analysis II

4 s.h.
Technical, positioning, and analysis information needed to perform and evaluate images of upper and lower extremity, shoulder, and gastrointestinal and biliary radiographic procedures; emphasis on quality patient care and adaptation to a variety of client conditions; labs. Prerequisites: 670:110 (RSRT:2110).

670:115 (RSRT:3115) Radiographic Procedures and Analysis III
Technical, positioning, and analysis information needed to perform and evaluate images of hip, pelvis, spine, thorax, skull, and GU system radiographic procedures; emphasis on quality patient care and adaptation to a variety of client conditions; labs. Prerequisites: 670:112 (RSRT:2215).

670:118 (RSRT:3215) Radiographic Procedures IV
Technical, positioning, and analysis information needed to perform and evaluate images performed in advanced radiographic procedures; emphasis on quality patient care and adaptation to a variety of client conditions. Prerequisites: 670:115 (RSRT:3115).

670:120 (RSRT:2120) Radiologic Technology Clinical Internship I
Student rotations through different radiography-related areas of University of Iowa Hospitals and Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Requirements: acceptance to RSRT/CT, CVI, or MRI degree track.

670:130 (RSRT:2225) Radiologic Technology Clinical Internship II
Student rotation through different radiography-related areas of University of Iowa Hospitals and Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 670:120 (RSRT:2120).

670:135 (RSRT:2325) Radiologic Technology Clinical Internship III
Student rotation through different radiography-related areas of University of Iowa Hospitals and Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 670:130 (RSRT:2225).

670:140 (RSRT:3140) Radiographic and Digital Imaging
Factors that govern and influence production of radiographic image; X-ray and scatter production; patient interactions; function of kVp, mAs, and distance as applied to contrast and spatial resolution; practical issues concerning automatic exposure control and grid usage; labs to practice and apply theoretical principles associated with production of quality images. Prerequisites: 22M:009 (MATH:1020) or 22M:015 (MATH:1440). Requirements: acceptance to RSRT/CT, CVI or MRI degree track.

670:145 (RSRT:3125) Radiologic Technology Clinical Internship IV
Student rotation through different radiography-related areas of University of Iowa Hospitals and Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 670:135 (RSRT:2325).

670:155 (RSRT:3225) Radiologic Technology Clinical Internship V
Student rotation through different radiography-related areas of University of Iowa Hospitals and Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 670:145 (RSRT:3125).

670:165 (RSRT:3325) Radiologic Technology Clinical Internship VI
Student rotation through different radiography-related areas of University of Iowa Hospitals and Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 670:155 (RSRT:3225).

670:175 (RSRT:4125) Radiologic Technology Clinical Internship VII
Student rotation through different radiography-related areas of University of Iowa Hospitals and Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 670:165 (RSRT:3325).

670:185 (RSRT:4225) Radiologic Technology Clinical Internship VIII
Student rotation through different radiography-related areas of University of Iowa Hospitals and Clinics; assist, practice, and test radiographic examinations learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 670:175 (RSRT:4125).

670:210 (RSRT:3210) Radiographic and Digital Quality Control Lab
Exploration and performing radiographic and digital quality control tests.

670:230 (RSRT:3230) Radiographic Physics and Imaging Equipment
4 s.h.
Characteristics of atomic structure, electricity, and X-ray machines; properties of X-rays and their interaction with matter; measurement of radiation exposure; construction principles and theories of operation of specialized imaging equipment, including fundamentals of acquisition for imaging intensification, geometric tomography, mobile/ portable radiography, and magnification principles. Prerequisites: 22M:009 (MATH:1020) or 22M:015 (MATH:1440).

670:901 (RSRT:2100) Radiologic Technology I 0 s.h.
Patient care and ethics, radiographic positioning, radiographic critique, medical terminology, radiologic physics, anatomy and physiology, radiographic technique, computer technology, radiation biology, radiographic processing, imaging equipment, quality assurance; supervised clinical education; two-year program; national board examination required at completion.

670:902 (RSRT:3100) Radiologic Technology II 0 s.h.
Prerequisites: 670:901 (RSRT:2100).

672:100 (RSRT:3100) Introduction to Radiation Therapy 2 s.h.
Introduction to cancer as a disease; defining methods to treat cancer with emphasis on radiation therapy; simulation, planning, and treatment delivery of radiation therapy. Prerequisites: 060:099 (ACB:1199) and 20E:103 (CLSA:3750). Requirements: acceptance to radiation sciences therapy program.

672:101 (RSRT:3205) Principles of Radiation Therapy I 2 s.h.
Didactic and laboratory work in principles of radiation therapy; historic and current aspects of cancer treatment; role of radiation therapist; patient care, treatment delivery accessories, tumor localization treatment delivery protocols. Prerequisites: 672:100 (RSRT:3100). Requirements: enrollment in radiation sciences therapy program.

672:102 (RSRT:4105) Principles of Radiation Therapy II 2 s.h.
Evaluation and management of neoplastic disease using knowledge in arts and sciences; critical thinking and basis of ethical clinical decision making; epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease. Prerequisites: 672:100 (RSRT:3100) and 672:101 (RSRT:3205). Requirements: enrollment in radiation sciences therapy program.

672:110 (RSRT:3110) Medical Physics I 2 s.h.
Introduction to radiation used in clinical setting; fundamental physical units, measurements, principles, atomic structure and types of radiation; X-ray generating equipment, X-ray production, and its interaction with matter. Requirements: acceptance to radiation sciences therapy program, and maxillofacial or radiation oncology resident. Same as 077:110 (FRRR:3110).

672:115 (RSRT:3215) Medical Physics II 2 s.h.
Treatment units used in external radiation therapy; beam calculations, isodose distributions, brachytherapy, quality assurance and quality management, protection and safety. Prerequisites: 672:110 (RSRT:3110). Requirements: acceptance to radiation sciences therapy program. Same as 077:121 (FRRR:3215).

672:120 (RSRT:3120) Radiation Therapy Clinical Internship I 3 s.h.
Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Requirements: acceptance to radiation sciences therapy program.

672:130 (RSRT:3225) Radiation Therapy Clinical Internship II 3 s.h.
Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Requirements: acceptance to radiation sciences therapy program.

672:140 (RSRT:3325) Radiation Therapy Clinical Internship III 6 s.h.
Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Requirements: acceptance to radiation sciences therapy program.

672:150 (RSRT:4125) Radiation Therapy Clinical Internship IV 4 s.h.
Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Requirements: acceptance to radiation sciences therapy program.

672:160 (RSRT:4225) Radiation Therapy Clinical Internship V 4 s.h.
Student rotations through different radiation therapy related areas; assist, practice, and test radiation therapy principles learned in didactic setting; skill building for care and management of patients; conduction of performance assessments and completion of guideline objectives for each rotation; performance expectations become progressively higher as students gain experience and skills. Requirements: acceptance to radiation sciences therapy program.

672:170 (RSRT:4230) Radiation Therapy Capstone 3 s.h.
Professional development; review of concepts. Requirements: acceptance to radiation sciences therapy program.

672:803 (RSRT:4100) Radiation Therapy I 0,12 s.h.
Theory and techniques of radiation therapy technology; emphasis on areas of oncology treatment planning, treatment set-up, dosimetry, use of megavoltage radiation-producing equipment to administer treatments. Requirements: completion of radiologic technology program and eligibility for registration with a national certification program.
672:804 (RSTH:4200) Radiation Therapy II 3 s.h.
Theory and techniques of radiation therapy technology; emphasis on areas of oncology treatment planning, treatment set-up, dosimetry, use of megavoltage radiation-producing equipment to administer treatment; one-year program ending in eligibility for national certification examination in radiation therapy. Prerequisites: 672:803 (RSTH:4100). Requirements: graduation from an accredited radiography program and eligibility for registration with a national certification program.

672:805 (RSTH:4300) Radiation Therapy III 0.6 s.h.
Prerequisites: 672:804 (RSTH:4200).

673:101 (RSMS:3115) Diagnostic Medical Sonography Clinical Internship I 2 s.h.
Development of basic understanding of sonography clinical environment and professional practice standards; experience in health care setting. Requirements: acceptance to RSMS degree track.

673:102 (RSMS:3215) Diagnostic Medical Sonography Clinical Internship II 3 s.h.
Development of basic skills for sonographic imaging and physiologic vascular testing in health care setting. Prerequisites: 673:101 (RSMS:3115). Requirements: acceptance to RSMS degree track.

673:103 (RSMS:3315) Diagnostic Medical Sonography Clinical Internship III 4 s.h.
Development of skills for sonographic imaging and physiologic vascular testing in health care setting. Prerequisites: 673:102 (RSMS:3215). Requirements: acceptance to RSMS degree track.

673:104 (RSMS:4115) Diagnostic Medical Sonography Clinical Internship IV 5 s.h.
Development of high-level skills for sonographic imaging and physiologic vascular testing in health care setting. Prerequisites: 673:103 (RSMS:3315). Requirements: acceptance to RSMS degree track.

673:105 (RSMS:4215) Diagnostic Medical Sonography Clinical Internship V 5 s.h.
Development of advanced skills for sonographic imaging and physiologic vascular testing in health care setting. Prerequisites: 673:104 (RSMS:4115). Requirements: acceptance to RSMS degree track.

673:110 (RSMS:3110) Foundations of Sonography 3 s.h.
Sonography history, ergonomics, terminology, image orientation; basic theories of sound waves, echo production, transducers, equipment operation, body imaging, Doppler, hemodynamics. Requirements: 029.008 (PHYS:1400) or radiologic technology program physics course or diagnostic medical sonography physics course.

673:111 (RSMS:3111) Foundations of Sonography Lab 1 s.h.
Sonography history, ergonomics, terminology, image orientation, basic theories of sound waves, echo production, transducers, equipment operation, body imaging, Doppler, and hemodynamics. Corequisites: RSMS:3110 (673:110 (RSMS:3110)).

673:112 (RSMS:4110) Advanced Sonography 3 s.h.
Exploration of advanced sonographic imaging techniques and new technologies. Prerequisites: 673:145 (RSMS:3240) and 673:150 (RSMS:3250).

673:113 (RSMS:4111) Advanced Sonography Lab 1 s.h.
Simulated application of advanced sonographic imaging techniques and new technologies. Prerequisites: 673:112 (RSMS:4110). Requirements: acceptance to RSMS degree track.

673:115 (RSMS:3120) Abdominal Sonography I 3 s.h.
Embryology, anatomy, and physiology of various abdominal structures imaged sonographically; abdominal vasculature, hepatobiliary system, pancreas, urinary system, adrenals, spleen, male anatomy; proper sonographic imaging techniques, including appearance of normal anatomy, imaging protocol, proper instrument settings. Prerequisites: 676:100 (RSCT:4100). Corequisites: 673:110 (RSMS:3110), if not taken as a prerequisite. Requirements: successful completion of a two-year radiologic technology or diagnostic medical sonography program.

673:116 (RSMS:3121) Abdominal Sonography I Lab 1 s.h.

673:120 (RSMS:3130) Obstetrical and Gynecological Sonography I 3 s.h.
Embryology, anatomy, and physiology of the female reproductive system and developing fetus; proper sonographic imaging techniques, including appearance of normal anatomy, imaging protocol, proper instrument settings. Prerequisites: 676:100 (RSCT:4100). Corequisites: 673:110 (RSMS:3110), if not taken as a prerequisite. Requirements: successful completion of a two-year radiologic technology or diagnostic medical sonography program.

673:122 (RSMS:4120) Advanced Cardiac Sonography 3 s.h.
Advanced cardiac sonographic imaging techniques, quantifications, and new technologies. Prerequisites: 673:145 (RSMS:3240) and 673:150 (RSMS:3250).

673:123 (RSMS:4121) Advanced Cardiac Sonography Lab 1 s.h.

673:125 (RSMS:3140) Vascular Sonography I 3 s.h.
Embryology, anatomy, and physiology of peripheral and cerebral vascular system; normal and abnormal hemodynamics, Doppler waveforms, pressure measurements, plethysmography, sonographic appearance, scanning techniques; common types of pathology of the lower extremity arterial and venous system, cerebrovascular system. Prerequisites: 675:110 (RSCI:4110). Corequisites: 673:110 (RSMS:3110), if not taken as a prerequisite. Requirements: successful completion of a two-year radiologic technology or diagnostic medical sonography program.
673:126 (RSMS:3141) Vascular Sonography I Lab 1 s.h.
Simulated application of basic sonographic vascular imaging, vascular physiologic testing, and clinical history analysis. Corequisites: 673:125 (RSMS:3140). Requirements: acceptance to RSMS degree track.

673:131 (RSMS:3131) Obstetrical and Gynecological Sonography I Lab 1 s.h.
Simulated application of basic sonographic obstetrical and gynecological imaging; clinical history analysis. Corequisites: 673:120 (RSMS:3130). Requirements: acceptance to RSMS degree track.

673:140 (RSMS:3230) Sonography Principles, Physics, and Instrumentation 3 s.h.
Physical principles of sound waves, their applications to imaging of the human body, operation and physical characteristics of various ultrasound transducers, method by which the sound wave is converted into a visual image, instrumentation components and their functions, Doppler principles, image artifacts, advanced hemodynamics, and spectral Doppler waveform analysis. Prerequisites: 673:110 (RSMS:3110).

673:141 (RSMS:3231) Sonography Principles, Physics, and Instrumentation Lab 1 s.h.
Simulated application of sonographic imaging; emphasis on physics principles; instrumentation and quality assurance testing. Corequisites: 673:140 (RSMS:3230). Requirements: acceptance to RSMS degree track.

673:145 (RSMS:3240) Abdominal Sonography II 3 s.h.
Pathophysiology of abdominal structures imaged sonographically, including the GI system, abdominal wall, peritoneal, retroperitoneal, and superficial structures from 673:115 (RSMS:3120); intervention sonographic procedures (aspirations, biopsies, intraoperative procedures, sterile technique, needle-guide use); post-procedure protocol; clinical findings, laboratory studies, prognosis correlated with sonographic findings; appropriate image analysis and documentation of pathology. Prerequisites: 673:115 (RSMS:3120).

673:146 (RSMS:3325) Abdominal Sonography II Lab 1 s.h.
Simulated application of advanced sonographic abdominal imaging and clinical history analysis. Corequisites: 673:145 (RSMS:3240), if not taken as prerequisite. Requirements: acceptance to RSMS degree track.

673:150 (RSMS:3250) Obstetrical and Gynecological Sonography II 3 s.h.
Sonographically-related pathological and abnormal congenital conditions of gynecology and obstetrics, infertility, assisted reproductive therapy, invasive procedures in obstetrics and gynecology, postpartum complications and maternal-fetal bonding; clinical findings, laboratory studies, and prognosis correlated with sonographic findings; appropriate image analysis and documentation of pathology. Prerequisites: 673:120 (RSMS:3130).

673:152 (RSMS:3260) Breast Sonography 2 s.h.
Embryology, anatomy, physiology, and pathophysiology of the breast as it relates to sonographic imaging; proper sonographic imaging techniques, including appearance of normal anatomy, imaging protocol, proper instrument settings; sonographic findings of diseases involving the breast. Prerequisites: 673:110 (RSMS:3110). Requirements: successful completion of a two-year radiologic technology or diagnostic medical sonography program.

673:155 (RSMS:3270) Vascular Sonography II 3 s.h.
Pathophysiology of peripheral, cerebral, and abdominal vascular systems as evaluated sonographically; normal and abnormal hemodynamics, Doppler waveforms, pressure measurements, plethysmography, sonographic appearance, scanning techniques; sonographic findings of diseases involving the lower extremity arterial and venous system, upper extremity arterial and venous system, cerebrovascular system, and abdominal vascular system. Prerequisites: 673:125 (RSMS:3140).

673:156 (RSMS:3376) Vascular Sonography II Lab 1 s.h.
Simulated application of advanced sonographic vascular imaging; non-imaging vascular physiologic testing; clinical history analysis. Corequisites: 673:155 (RSMS:3270), if not taken as prerequisite. Requirements: acceptance to RSMS degree track.

673:160 (RSMS:3100) Cardiac Sonography I 3 s.h.
Normal sonographic anatomy, exam protocols, imaging techniques, and basic pathology of human heart. Prerequisites: 676:100 (RSCI:4100). Corequisites: 673:110 (RSMS:3110), if not taken as prerequisite. Requirements: acceptance to RSMS degree track or successful completion of two-year radiologic technology or diagnostic medical sonography program.

673:161 (RSMS:3101) Cardiac Sonography I Lab 1 s.h.
Simulated application of basic sonographic cardiac imaging; clinical history analysis. Corequisites: 673:160 (RSMS:3100). Requirements: acceptance to RSMS degree track.

673:163 (RSMS:3150) Cardiac Physiology and Hemodynamics 3 s.h.
Analysis of cardiac physiology, hemodynamics, diagnostic testing, and evaluation techniques specifically related to sonographic imaging. Prerequisites: 676:130 (RSCI:4130). Corequisites: 673:110 (RSMS:3110), if not taken as prerequisite. Requirements: acceptance to RSMS degree track or successful completion of two-year radiologic technology or diagnostic medical sonography program.

673:165 (RSMS:3205) Cardiac Sonography II 3 s.h.
Sonographic evaluation of advanced pathophysiology of human heart; sonographic appearance, imaging techniques, and exam modification. Prerequisites: 673:160 (RSMS:3100).

673:166 (RSMS:3206) Cardiac Sonography II Lab 1 s.h.
673:170 (RSMS:3300) Neurosonography 2 s.h.
Normal sonographic anatomy, exam protocols, imaging techniques, and pathology of neonatal brain and pediatric spinal cord. Prerequisites: 673:110 (RSMS:3110). Requirements: acceptance to a Radiation Sciences degree track or successful completion of two-year radiologic technology or diagnostic medical sonography program.

673:190 (RSMS:4220) Multidisciplinary Capstone Seminar 3 s.h.
Completion of student preparation for professional work environment; case-based learning. Prerequisites: 673:112 (RSMS:4110) or 673:122 (RSMS:4120).

673:803 (RSMS:4100) Diagnostic Medical Sonography I 0,9 s.h.
Principles and methods in using ultrasound as an imaging modality; abdomen, obstetrics and gynecology, neurosonography, and vascular technology specialties; 18-month program; national certification required at completion. Prerequisites: 673:803 (RSMS:4100). Requirements: completion of an allied health program or bachelor’s degree with course work in physics, anatomy, patient care, and algebra.

673:804 (RSMS:4200) Diagnostic Medical Sonography II 0,9 s.h.
Principles and methods in using ultrasound as an imaging modality; abdomen, obstetrics and gynecology, neurosonography, and vascular technology specialties; 18-month program; national certification required at completion. Prerequisites: 673:803 (RSMS:4100). Requirements: completion of an allied health program or bachelor’s degree with course work in physics, anatomy, patient care, medical technology, and algebra.

673:805 (RSMS:4300) Diagnostic Medical Sonography III 0,3 s.h.
Prerequisites: 673:804 (RSMS:4200). Requirements: completion of an allied health program or bachelor’s degree with course work in physics, anatomy, patient care, medical technology, and algebra.

673:806 (RSMS:4400) Diagnostic Medical Sonography IV 0,9 s.h.
Principles and methods in using ultrasound as an imaging modality; specialties including abdomen, pediatrics, obstetrics, gynecology, interventional procedures, vascular imaging, neurosonography; 18-month program; national certification examination required at completion. Prerequisites: 673:805 (RSMS:4300). Requirements: completion of an allied health program or bachelor’s degree with course work in physics, anatomy, patient care, medical technology, and algebra.

673:807 (RSMS:4500) Diagnostic Medical Sonography V 0,6 s.h.
Prerequisites: 673:806 (RSMS:4400). Requirements: completion of an allied health program or bachelor’s degree with course work in physics, anatomy, patient care, medical technology, and algebra.

673:911 (RSMS:4150) Diagnostic Cardiac Sonography 0 s.h.
Principles, methods in using ultrasound; specialties including adult and stress echocardiography; six-month program; national certification examination required at completion of program. Requirements: completion of an accredited medical sonography or vascular technology program.

673:912 (RSMS:4250) Cardiac Sonography Clinical Course 0 s.h.
Using ultrasound as an imaging modality; specialties, including adult echocardiography, stress echocardiography; six-month program; national certification examination required at completion. Requirements: completion of an accredited medical sonography or vascular technology program.

674:110 (RSMR:4110) Fundamentals for the MRI Technologist 3 s.h.
Care-giving skills specific to patients undergoing MRI examinations; techniques in effectively communicating for safety and comfort; maintaining patient and personnel safety; patient preparation, monitoring, and venipuncture; technologist’s role in a wide variety of MRI examinations and patient conditions. Requirements: ARRT primary certification in radiologic technology, nuclear medicine, sonography, or radiation therapy.

674:120 (RSMR:4120) MRI Procedures I 4 s.h.
Imaging techniques related to central nervous and musculoskeletal systems; specific clinical applications; available coils and their use; considerations in imaging parameters; specific choices in protocols and positioning criteria; anatomical structures and the plane that best demonstrates anatomy; signal characteristics of normal and abnormal structures. Prerequisites: 676:100 (RSCT:4100). Requirements: concurrent registration in 674:110 (RSMR:4110), if not taken as a prerequisite; or three months MRI experience.

674:130 (RSMR:4130) MRI Procedures II 3 s.h.
MRI techniques related to neck, thorax, breast, abdomen, and pelvis; specific clinical applications; available coils and their use; considerations in imaging parameters; specific choices in protocols and positioning criteria. Prerequisites: 674:120 (RSMR:4120).

674:140 (RSMR:4140) MRI Acquisition and Principles I 3 s.h.
Physics and hardware used in obtaining a magnetic resonance signal, including magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters and options, and special applications; exploration of skills useful in maximizing MR image quality. Requirements: concurrent registration in 674:110 (RSMR:4110), if not taken as a prerequisite; or three months MRI experience.

674:150 (RSMR:4150) MRI Acquisition and Principles II 3 s.h.
Advanced MRI techniques; MR angiography and further investigation of fast image acquisition sequences; overview of MR magnets, installation, operation, and facility design; computers and digital image acquisition as they apply to MR; outline of quality assurance procedures. Prerequisites: 674:140 (RSMR:4140).

674:160 (RSMR:4160) MRI Clinical Internship I 3,6 s.h.
Work in UI Healthcare’s MRI department, completing clinical documentation needed to take the ARRT certification examination in MRI; 36 hours per week. Prerequisites: 674:110 (RSMR:4110). Corequisites: 674:120 (RSMR:4120) and 674:140 (RSMR:4140), if not taken as prerequisites. Requirements: pre-acceptance to MRI clinical internship.
674:170 (RSMR:4170) MRI Clinical Internship II 3.6 s.h.
Work in UI Healthcare’s MRI department, completing clinical documentation needed to take the ARRT certification examination in MRI; 36 hours per week. Prerequisites: 674:160 (RSMR:4160). Corequisites: 674:140 (RSMR:4140), if not taken as a prerequisite.

674:175 (RSMR:4175) MRI Clinical Internship III 4 s.h.
Rotation through MRI department scanning rooms at University of Iowa Hospitals and Clinics; competency and objective-based education with required clinical performance evaluations; clinical preceptor facilitates schedules, rotations, learning objectives, evaluations, and competencies; experience facilitated by MRI technologists, radiologists, residents, and preceptor; participation in routine and advanced MRI scans; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 674:170 (RSMR:4170).

675:110 (RSCI:4110) Vascular Anatomy 3 s.h.
Normal arterial and venous anatomy of the circulatory system, illustrated through angiographic, magnetic resonance imaging (MRI), and computed tomography (CT) images; common variants. Prerequisites: 027:053 (HHP:1100) or 060:110 (ACB:3110) or 060:113 (ACB:3113).

675:120 (RSCI:4120) CVI Principles 4 s.h.
Imaging and accessory equipment for vascular interventional and cardiac interventional procedures; imaging equipment quality control; fundamental principles of vascular and cardiac procedures, including patient preparation and care, radiation safety, contrast medium, pharmacology, and sedation. Corequisites: 675:110 (RSCI:4110). Requirements: ARRT primary certification in radiologic technology.

675:130 (RSCI:4130) Electrocardiogram and Hemodynamics 3 s.h.
ECG analysis, hemodynamic principles and waveform analysis, cardiac output, vascular resistance, calculations of stenotic valves. Prerequisites: 027:053 (HHP:1100), 060:110 (ACB:3110), or 060:113 (ACB:3113).

675:140 (RSCI:4140) CVI Peripheral Procedures and Pathology 3 s.h.
Angiographic and interventional procedures of the abdomen, thorax, and upper and lower extremities; associated pathologies. Corequisites: 675:120 (RSCI:4120), if not taken as a prerequisite. Requirements: 675:110 (RSCI:4110) or three months CVI experience.

675:150 (RSCI:4150) CVI Neurology and Nonvascular Procedures and Pathology 3 s.h.
Angiographic and interventional procedures of the head and neck; associated pathologies. Corequisites: 675:120 (RSCI:4120), if not taken as a prerequisite. Requirements: 675:110 (RSCI:4110) or three months CVI experience.

675:160 (RSCI:4160) CVI Cardiac Procedures and Pathology 4 s.h.
Cardiac diagnostic and interventional procedures; associated pathologies. Corequisites: 675:120 (RSCI:4120) and 675:130 (RSCI:4130), if not taken as prerequisites. Requirements: 675:110 (RSCI:4110) or three months CVI experience.

675:170 (RSCI:4170) Cardiac Intervventional Clinical Internship 6 s.h.
Thirty-six hours per week in the CI clinical setting; practical experience on CI exams. Corequisites: 675:130 (RSCI:4130) and 675:160 (RSCI:4160), if not taken as prerequisites. Requirements: ARRT primary certification in radiologic technology and acceptance to UI Hospitals and Clinics CVI internships.

675:180 (RSCI:4180) Vascular Interventional Clinical Internship 6 s.h.
Thirty-six hours per week in the vascular interventional (VI) clinical setting; practical experience on VI exams. Corequisites: 675:140 (RSCI:4140) and 675:150 (RSCI:4150), if not taken as prerequisites. Requirements: ARRT primary certification in radiologic technology and acceptance to UI Hospitals and Clinics CVI internships.

675:190 (RSCI:4190) CVI Clinical Internship 2 s.h.
Introduction to VI and CI labs, including basic set up, equipment, and procedures; preparation to spend more concentrated time in each area for future internships; provides 192 hours of clinical experience over a 12-week period. Requirements: acceptance to RSRT/CVI degree track or CVI clinical internship.

676:100 (RSCT:4100) Sectional Anatomy for Imaging Sciences 3 s.h.
Sectional anatomy identifiable on computed tomography and magnetic resonance imaging, including transverse, coronal, and sagittal planes. Prerequisites: 027:053 (HHP:1100) or 060:110 (ACB:3110) or 060:113 (ACB:3113).

676:105 (RSCT:4105) Computed Tomography Clinical Internship I 1 s.h.
CT scanners, 3-D lab, and radiation therapy department rotation at UI Healthcare; competency and objective-based education with required clinical performance evaluations; clinical coordinator facilitates schedule, rotations, learning objectives, evaluations, and competencies; experience facilitated by CT technologists, radiologists, residents, and coordinator; participation becomes progressively higher as students gain experience and skills.

676:110 (RSCT:4110) CT/MRI Pathology 3 s.h.
Common pathological conditions found in CT and MRI images; protocol appearance variations; units of CNS, musculoskeletal, head/neck/thorax, and abdominopelvic pathology; textbook readings, in-class discussions, special projects including case studies and presentations. Requirements: concurrent enrollment in 676:100 (RSCT:4100), if not taken as a prerequisite, or at least 3 months fulltime CT/MRI clinical experience.

676:115 (RSCT:4115) Computed Tomography Clinical Internship II 3 s.h.
CT scanners, 3-D lab, and radiation therapy department rotation at University of Iowa Hospitals and Clinics; competency and objective-based education with required clinical performance evaluations; clinical coordinator facilitates schedule, rotations, learning objectives, evaluations, and competencies; experience facilitated by CT technologists, radiologists, residents, and coordinator; participation in routine and advanced CT scans; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 676:140 (RSCT:4140).

676:120 (RSCT:4120) Computed Tomography Procedures I 3 s.h.
Computed tomography procedures of the head, neck, thorax, mediastinum, abdomen, and pelvis; positioning techniques, patient preparation, monitoring and care, indications and contraindications for procedures, contrast media usage; basic protocol information and adjustments to tailor procedures for patients' indications; patient care topics relevant to CT patients and procedures; CT parameters and equipment. Corequisites: 676:100 (RSCT:4100). Requirements: ARRT primary certification in radiologic technology, nuclear medicine, or radiation therapy.

676:125 (RSCT:4125) Computed Tomography Procedures II
3 s.h.
Imaging information in musculoskeletal exams, 3-D reconstruction, CTAs; cardiac, including gating, biopsies, drains, post-myelography, radiation therapy planning, and 4-D imaging; CT arthrography, PET/CT, SPECT/CT, virtual colonoscopy; procedure indications and contraindications, patient and room preparation, positioning techniques, contrast media usage, and scan parameters; basic protocol information and how to tailor procedures to a patient's indications. Prerequisites: 676:120 (RSCT:4120). Corequisites: 675:110 (RSCI:4110), if not taken as a prerequisite.

676:130 (RSCT:4130) Computed Tomography Physical Principles and QC
4 s.h.
Historical development and evolution of computed tomography; characteristics of x-ray, beam attenuation, linear attenuation coefficients, tissue characteristics, Hounsfield numbers; application, data acquisition, image reconstruction, image manipulation techniques, tube configuration, collimator design and function, detector type; characteristics, image quality factors, and functions of CT computer and array processor; CT image processing and display examined from data acquisition through post-processing and archiving; radiation protection practices and QC. Requirements: ARRT primary certification in radiologic technology, nuclear medicine, or radiation therapy.

676:140 (RSCT:4140) Computed Tomography Clinical Internship
6 s.h.
Completion of clinical documentation needed to take the ARRT certification examination in computed tomography; 32 hours per week in UI Healthcare's computed tomography department. Corequisites: 676:120 (RSCT:4120) and 676:130 (RSCT:4130), if not taken as prerequisites. Requirements: ARRT primary certification in radiologic technology, nuclear medicine, or radiation therapy; and acceptance into the CT internship.

676:215 (RSCT:4215) Computed Tomography Clinical Internship III
3 s.h.
CT scanners, 3-D lab, and radiation therapy department rotation at University of Iowa Hospitals and Clinics; competency and objective-based education with required clinical performance evaluations; clinical coordinator facilitates schedule, rotations, learning objectives, evaluations, and competencies; experience facilitated by CT technologists, radiologists, residents, and coordinator; participation in routine and advanced CT scans; performance expectations become progressively higher as students gain experience and skills. Prerequisites: 676:115 (RSCT:4115).

680:010 (RSP:1100) Introduction to the Radiation Sciences
1 s.h.
Exploration of radiation sciences field (radiologic technology, nuclear medicine and PET, diagnostic medical sonography, radiation therapy, computed tomography, magnetic resonance imaging, cardiovascular interventional); introduction to basic principles and modalities associated with the field in preparation for application to radiation sciences or nuclear medicine technology major.

680:110 (RSP:2110) Pathology for Radiation Sciences
2 s.h.
General pathologic processes; introduction to imaging modalities; pathological terms that describe the body's response to stress and disease; how the body responds to and forms pathological diseases (e.g., infectious and parasitic diseases, inflammation and repair, immunopathology, neoplasia, genetic disorders, dietary deficiencies and excesses, hemodynamic disorders, trauma and emergencies). Requirements: acceptance to radiation science degree track.

680:111 (RSP:4110) Research Methodology for Radiation Sciences
3 s.h.
Introduction to research concepts and methods for the radiation science professional. Requirements: radiation sciences or nuclear medicine technology major.

680:120 (RSP:2120) Patient Care for the Radiation Sciences
3 s.h.
Foundation for providing care to clients during radiographic examinations; taking medical histories, basic life support, medical emergencies, vital sign assessment, body mechanics, radiation protection; characteristics and biological effects of ionizing radiations, properties and uses of radioisotopes, medical applications, and biological basis for protection procedures. Requirements: enrollment in radiation sciences program. Same as 077:120 (FRRB:3130).

680:130 (RSP:3130) Radiation Safety and Radiobiology
2 s.h.
Instruction on safe operation of radiation producing equipment and handling of radioactive materials; origin and/or derivation of certain formulae and techniques useful in radiation protection programs; regulatory agencies, regulations, and regulatory guides pertinent to student's field; emphasis on applied aspects of radiation protection; characteristics and biological effects of ionizing radiations, properties and uses of radioisotopes, medical applications, and biological basis for protection procedures. Requirements: acceptance to radiation science degree track.

680:150 (RSP:4101) Medical Imaging and Radiology Informatics
3 s.h.
Issues in informatics used in medical imaging and radiology; basic concepts, principles, terminology, and technology in medical imaging informatics; PACS operation, design, implementation; digitalization and acquisition of medical images; storage retrieval; image data formation and conversion, image data communication, workflow, visualization and display; medical imaging informatics; web application/services-based telemedicine and teleradiology.
680:210 (RSP:3210) Medical Ethics and Law    2 s.h.
Introduction to ethical reasoning and problem solving; integration of knowledge about patient care and ethical/legal issues which occur in process of providing care; ethical principles of autonomy, beneficence, justice, nonmaleficence, paternalism, Patient’s Bill of Rights, resolving moral dilemmas; legal principles of malpractice, intentional torts, negligence. Requirements: radiation science or nuclear medicine technology major.

680:220 (RSP:3220) Radiation Sciences Quality Management and Health Care Administration    2 s.h.
Introduction to health care administration; quality management, safety, and patient satisfaction concepts for the radiation sciences professional. Requirements: radiation sciences or nuclear medicine technology major.
Radiology

Interim head
• Joan E. Maley

Professors

Associate professors
• Thomas Barloon, Thomas Grabowski, Jerry Kovoor, David Kuehn, Vincent Magnotta, Yusuf Menda, Louis Messerle, Jun Ni, Bruno Policeni, Laura Ponte, Alan Stolpen, John Sunderland, Brad H. Thompson, G. Leonard Watkins, Jinhu Xiong, Fadi Youness

Assistant professors
• Andres Capizzano, Eve Clark, David W. Dick, Minako Hayakawa, Jack Kademan, Jinseh Kim, Archana Laroia, Sandeep Laroia, Joshua McDonald, Howard O’Rourke, Stanley Parker, Maheen Rajput, Jessica Sieren, Limin Yang

Professors emeriti
• James Ehrhardt, Edmund A. Franken Jr., Peter Kirchner, Charles C. Lu, Wendy Smoker, William Stanford, Timothy Tewson

Associate professors emeriti
• Bruce P. Brown, William E. Erkonen

Web site: http://www.healthcare.uiowa.edu/radiology/

The Department of Radiology has a three-fold mission of education, research, and patient care. It trains Doctor of Medicine students, residents, and fellows and offers programs for medical professionals. It is a leader in innovative research relating to diagnosis and treatment across the clinical subspecialties, including MRI, PET, breast imaging, cardiac and pulmonary imaging, and imaging informatics. Residents, fellows, medical students, and graduate students have opportunities to participate in research projects in the department. The radiology library provides varied resources and services for department faculty and staff.

The department also provides diagnostic and therapeutic radiology services for patients and families in Iowa and surrounding states through its clinical services at University of Iowa Hospitals and Clinics and the Iowa City Veterans Affairs Medical Center. Visit the Department of Radiology web site to learn more about the department’s activities and resources.

Undergraduate Education

The Department of Radiology offers clinical education to students in the Nuclear Medicine Technology (p. 1052) and Radiation Sciences (p. 1090) Programs.

M.D. Student Training

The Department of Radiology offers a clerkship for Doctor of Medicine students as well as providing additional courses, research experiences, and externships for students interested in learning more about radiology. Several of the department’s programs are open to medical students from other institutions.

Residency Programs, Fellowships

The department offers two residency programs: one in diagnostic radiology and one in nuclear medicine. Fellowships are available in the following specialties: body imaging, breast imaging, musculoskeletal radiology, neuroradiology, and pediatric radiology. Practicing radiologists have access to several departmental traineeships that provide category 1 continuing medical education credit through the Carver College of Medicine.

Courses

074:006 (RAD:8301) Clinical Radiology
Two-week clerkship. Requirements: M.D. enrollment.

074:191 (RSNM:3195) Health Informatics I

074:192 (RSNM:5301) Health Informatics II
Selected health informatics initiatives, including computer-based patient records, physiologic monitoring, networking, imaging, virtual reality; participation in an interdisciplinary project team focused on an informatics innovation; application and research seminars. Same as 051:189 (BME:5252), 096:289 (NURS:5301), 056:287 (IE:5870), 021:280 (SLIS:5910), 200:120 (IGPI:5210).

074:201 (RAD:8401) Advanced Clinical Radiology
Requirements: M.D. enrollment.

074:203 (RAD:8402) Vascular and Interventional Radiology
Requirements: M.D. enrollment.

074:998 (RAD:8498) Radiology on Campus
Requirements: M.D. enrollment.

074:999 (RAD:8499) Radiology off Campus
Requirements: M.D. enrollment.
Surgery

Chair
• Ronald J. Weigel

Professors
• Kent C. Choi, Joseph J. Cullen, Thomas Granchi, James R. Howe, G. Patrick Kealey, Timothy F. Kresowik, Thomas Lawrence, Alan I. Reed, Carol E.H. Scott-Conner, W. John Sharp, Joel Shilyansky, Timothy A. Thomsen, Ronald J. Weigel

Associate professors
• John Cromwell, Hisakazu Hoshi, Daniel A. Katz, Geeta Lal, Graeme Pitcher, Donald D. Potter, Isaac Samuel, Dionne A. Skeete, Sonia Sugg, Lucy Wibbenmeyer

Assistant professors

Professors emeriti
• Albert E. Cram, Nelson J. Gurll, Peter R. Jochimsen, Ken Kimura, James W. Maher, Edward E. Mason, Amanda M. Metcalf, Siroos S. Shirazi, Luis F. Urdaneta

Associate professors emeriti
• Cornelius Doherty, Samuel Porter, Wilbur L. Zike

Web site: http://www.medicine.uiowa.edu/surgery/

The Department of Surgery offers didactic instruction as well as clinical and other practical experiences for medical students. It also hosts a wide spectrum of clinical and scientific research.

M.D. Student Training

Department of Surgery courses provide a unique combination of experience oriented toward patient care and understanding of surgery’s place among the physician’s skills. Surgery courses are open only to M.D. students and qualified students in associated health sciences.

Students develop an awareness of surgery’s role in the treatment of disease. Emphasis is placed on general surgery, basic emergency surgery, trauma, oncology, burns, gastrointestinal and biliary tract disease, endocrine disease, pediatric surgery, transplantation, plastic and reconstructive surgery, and peripheral vascular surgery.

The majority of surgery courses involve patient-centered discussions and practical exercises interwoven with operating room experience. Lectures and conferences are scheduled regularly on specific topics.

The department offers independent study courses in selected surgery topics and clinical experiences; some are available to fourth-year M.D. students by arrangement with the faculty.

Faculty

The faculty’s strengths center in pathophysiology and problems of severe burns, trauma, organ transplantation, surgical control of morbid obesity, surgical oncology, bowel disease, biliary tract disease, pediatric surgery, endocrine disease, plastic surgery, and vascular surgery.

Facilities

Abundant patient contact provides education in a wide variety of surgical diseases. The Department of Surgery provides training in the only burn unit in Iowa approved by the American College of Surgeons and in the Level I Trauma Center at University of Iowa Hospitals and Clinics.

Laboratories provide equipment, space, and technical expertise to support teaching and a wide spectrum of clinical and scientific research. Projects are available in gastrointestinal surgery, surgical microbiology, peripheral vascular surgery, transplantation, wound healing, organ preservation, vascular surgery, pediatric surgery, and surgical oncology.

Courses

075:005 (SURG:8301) Clinical Surgery
6 s.h.
Experience as active member of surgical team; work on inpatient units, in clinics and operating room; assist in elective and emergency patient care.

075:216 (SURG:8402) Subinternship in General Surgery
4 s.h.
Responsibility for management of selected surgical inpatients, on a surgical service. Prerequisites: 075:005 (SURG:8301).

075:217 (SURG:8401) Advanced General Surgery
4 s.h.
Opportunity to strengthen clinical skills through experiences in the operating rooms, clinics, wards, and intensive care units of University of Iowa Hospitals and Clinics.

075:235 (SURG:8406) General Surgery, Des Moines, IA
4 s.h.
Care of general surgery patients in private hospital setting. Prerequisites: 075:005 (SURG:8301).

075:236 (SURG:8407) Intensive Care Unit–Trauma, Iowa Methodist
4 s.h.
Subinternship on trauma service team; evaluation and management of critically ill patients in the emergency room, operating room, intensive care unit. Prerequisites: 075:005 (SURG:8301). Requirements: fourth-year M.D. enrollment.

075:237 (SURG:8409) General Surgery, Davenport, IA
4 s.h.
Participation in diagnosis and management of general surgical patients under supervision of attending surgeons from Davenport Surgical Group, Genesis Medical Center. Prerequisites: 075:005 (SURG:8301). Requirements: fourth-year M.D. enrollment.
075:998 (SURG:8498) Surgery on Campus
Surgery on campus; individually arranged. Prerequisites: 075:005 (SURG:8301).

075:999 (SURG:8499) Surgery off Campus
Prerequisites: 075:005 (SURG:8301).
Urology

Chair
• Karl J. Kreder

Professors
• James A. Brown, Christopher S. Cooper, Karl J. Kreder, David M. Lubaroff, Michael A. O’Donnell, Victoria Sharp

Associate professors
• Elizabeth B. Takacs, Moshe Wald

Assistant professors
• Sundeeep Deorah, Brad Erickson, Amit Gupta, Kathleen Kieran, Danny Lee, Ken Nepple, Lyse Norian, Doug Storm, Chad Tracy

Professors emeriti
• Bernard Fallon, Charles E. Hawtrey

Web site: http://www.medicine.uiowa.edu/urology/

Urology encompasses the subspecialty areas of urologic nephrology, oncology, and endocrinology; male reproductive physiology; erectile dysfunction; neurourology; pediatric urology; urinary tract stone and infection, including endourology; laparoscopic and robotic urology; trauma and reconstructive urology; urodynamics and female urology; diagnostic urology; and urinary tract obstruction.

The Department of Urology offers instruction in all of these areas to M.D. and graduate students and provides continuing education for the delivery of urologic care.

M.D. Student Training

The Department of Urology cooperates with several University of Iowa basic science departments to educate first-year M.D. students in the relationship between urology and the basic sciences. It collaborates with the Department of Microbiology (p. 1040) in teaching and research concerning immunology of genitourinary cancers and renal transplantation.

In the second-year M.D. course, 050:165 (MED:8215) Foundations of Clinical Practice IV ICD, the department presents illustrative lectures and demonstrations related to diagnosis and treatment of genitourinary tract diseases.

Third- and fourth-year M.D. students take Department of Urology courses that provide experience in all areas of urology. The department’s selective two-week clerkship covers the fundamentals of these areas through experience in outpatient clinics and inpatient units at University of Iowa Hospitals and Clinics and the Iowa City Veterans Affairs Medical Center as well as in daily interactive teaching seminars. Fourth-year M.D. students can take advanced elective courses of intensive study in any of the urologic subspecialties.

Continuing Education

The department offers continuing education activities throughout the year for urologic and family practitioners. These activities are conducted by the senior staff, whose interests include pediatric urology, reproductive physiology, urologic oncology, urinary tract stone (including endourology/laparoscopy), and prostatic diseases.

Research

The department has earned international recognition for its studies of prostatic diseases. The urological laboratories conduct research and offer instruction in experimental oncology, cellular immunology, and infertility.

Courses

079:104 (URO:8301) Clinical Urology 2 s.h.
Work in urology unit, clinic; responsibility for patient care, working with residents.

079:108 (URO:8401) Advanced Clerkship in Urology 4 s.h.
Experience as integral member of urological staff, junior resident level.

079:109 (URO:8402) Advanced Clerkship Pediatric Urology 2,4 s.h.
In-depth study of pediatric urology topics. Prerequisites: 079:104 (URO:8301). Requirements: M.D. enrollment.

079:110 (URO:8496) Individual Study and Research arr.
Preclinical or clinical projects; may include research presentation, collaboration on a publication.

079:115 (URO:8403) Urology Oncology 2,4 s.h.
Multispecialty exposure to diagnosis and treatment of patients with current and newly-diagnosed urologic malignancies. Requirements: M.D. enrollment.

079:117 (URO:8404) Female Pelvic Floor Dysfunction 2,4 s.h.
Requirements: M.D. enrollment.

079:999 (URO:8499) Urology off Campus arr.
Individually arranged by students with department approval.
College of Nursing

Dean
- Rita A. Frantz

Associate dean for academic affairs
- Jill Scott-Cawiezell

Associate dean for faculty
- Keela Herr

Associate dean for research
- Ann Marie McCarthy

Assistant dean for undergraduate and prelicensure programs
- Ellen Cram

Professors
- Mary Kathleen Clark, Patricia Clinton, Kenneth Culp, Rita Frantz, Keela Herr, Diane Huber, Ann Marie McCarthy, Jill Scott-Cawiezell, Janet Specht, Toni Tripp-Reimer, Carol Watson, Janet Williams, Kristine Williams, Ann Williamson

Associate professors

Assistant professors

Instructors
- Vanessa Kimm, Kelly Smith

Lecturers
- Kelley Blackburn, Jacinda Bunch, Carol Dupic, Darlene Gibson, Milla Grady, Margaret Hyndman, Barbara Kyles, Curtis Long, Debra McCarthy, Patricia Nelson, Nicole Peterson, N. Jane Prater, Debra Strobel, Ann Struve

Associates
- Amany Farag, Ruth Grossmann, Patricia Groves, Melissa Lehan Mackin

Professors emeriti
- Kathleen Buckwalter, Gloria Bulechek, Martha Craft-Rosenberg, Connie Delaney, Joanne McCloskey, Dochterman, M. Patricia Donahue, Melanie Dreher, Geraldene Felton, Marion Johnson, Meridean L. Maas, Rosemary McKeighen, Hope Solomons, Barbara Thomas, Edward S. Thompson

Assistant professors emeriti
- Toni Clow, Janice Ann Denehy, Mildred Freil, Rose Marie Friedrich, Orpha Glick, Laura Hart, Charmaine Kleiber, Jean Lakin, Leslie Marshall, Eleanor McClelland, Paula Mobily, Jean Reese, Deborah Schoenfelder, Kay Weiler

Assistant professors emeriti
- Pam Ballard, Carolyn Crowell, Louise Kruse, Sonja Lively, Sherry McKay, Frances Milde, Beverly Saboe, Mary Stewart-Dedmon, Pamela Willard

Undergraduate major: B.S.N.
Graduate degrees: M.S.N.; D.N.P.; Ph.D. in nursing
Graduate certificate: advanced practice nursing
Web site: http://www.nursing.uiowa.edu/

The College of Nursing is an integral part of the University of Iowa health science campus, sharing in and contributing to teaching, research, and patient care resources that have earned international recognition. The University provides an unusually fine setting for nursing preparation because the educational and clinical resources vital to educating nurses are available on or near the campus. Faculty and students participate fully in University life and contribute their time, interests, and abilities to the many general and special activities of a major research university.

The college’s Bachelor of Science in Nursing (B.S.N.), Master of Science in Nursing (M.S.N.), clinical nurse leader (in the M.S.N.), and Doctor of Nursing Practice (D.N.P.) programs are accredited by the Commission on Collegiate Nursing Education (CCNE), an autonomous accrediting arm of the American Association of Colleges of Nursing (AACN). They also are approved by the Iowa Board of Nursing. The anesthesia nursing program (in the Doctor of Nursing Practice) is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Graduates of the prelicensure B.S.N. qualify to take the licensure examination required for practice as registered nurses (RN). Graduates of advanced practice majors in the graduate program are eligible to take certification examinations and apply for Advanced Registered Nurse Practitioner (ARNP) licensure.

Undergraduate Programs of Study

- Bachelor of Science in Nursing

The College of Nursing offers two programs of study leading to the Bachelor of Science in Nursing (B.S.N.): a prelicensure program for students who do not hold a nursing license (see "Bachelor of Science in Nursing" below) and a program for registered nurses (see "RN-B.S.N. for Registered Nurses" below).

The B.S.N. programs prepare students for careers caring for patients in hospitals and in community agencies such as public health services, schools, homes, and industries. They also provide a base for graduate study in nursing.

In addition to combining general education with specialized career preparation, the University of Iowa programs in nursing offer the advantages of full participation in the social, cultural, and recreational activities of a highly diverse campus community. A university education enables students to prepare for a career as well as a life of thought and action informed by knowledge, introspection, and contemplation.

The B.S.N. programs provide a basis for nurses’ roles in wellness and health promotion, in acute care, and in
long-term care for chronic illness. The professional nurse may provide care to individuals, families, groups, and communities along a continuum of health, illness, and disability in any sector of the health care system.

In addition to providing care, the nurse serves as a coordinator of health care by organizing and facilitating the delivery of comprehensive, efficient, and appropriate service to individuals, families, groups, and communities. The nurse demonstrates the ability to conceptualize the total continuing health needs of the patient, including legal and ethical aspects of care. The University of Iowa programs' goal is to produce graduates who are competent, committed, creative, and compassionate.

**Bachelor of Science in Nursing**

The Bachelor of Science in Nursing prelicensure program of study requires 128 s.h., including 64 s.h. in the nursing major and 64 s.h. in supporting course work that is prerequisite to the nursing major. The program is intended for students beginning their education in nursing. A B.S.N. program for registered nurses is described under "RN-B.S.N. for Registered Nurses" below.

B.S.N. students may complete their entire program at Iowa, enrolling in the College of Liberal Arts and Sciences to complete courses that are prerequisite to the nursing major, or they may transfer from an institution that offers comparable prerequisite courses that are approved by The University of Iowa and the College of Nursing. They must earn competitive admission to the College of Nursing once they have completed the prerequisite course work. Highly qualified applicants may be admitted to the College of Nursing directly from high school under the B.S.N. early decision program; see "Admission" later in this Catalog section.

Students who are part of the B.S.N. early decision program spend their first four semesters (two years) on prerequisite course work and complete the requirements for the nursing major during the next four semesters (their third and fourth years), earning the B.S.N. in a total of four academic years. Students who earn competitive admission to the College of Nursing spend their first five semesters on prerequisite course work. They begin work for the nursing major in spring of their third year and complete the major in four semesters, earning the B.S.N. in a total of four-and-a-half-years.

University of Iowa students who have declared an interest in the prelicensure nursing program are advised at the University’s Academic Advising Center until they are admitted to the College of Nursing. After admission to the college, each student is assigned a College of Nursing faculty advisor and a professional advisor in the college’s Office of Student Services.

Nursing courses are based on concepts of health, deviations from health, and nursing intervention. Course work progresses in complexity across the curriculum. The curriculum reflects the current trend in health care delivery toward emphasis on nursing as a service provided both inside and outside hospitals. Students have access to clinical experiences selected from a multitude of agencies in Iowa and around the country.

The B.S.N. prelicensure program requires the following course work. Students must complete the prerequisite course work before beginning work required for the major in nursing.

**B.S.N.: PREREQUISITE COURSES**

Early decision students complete all of the following prerequisites during their first and second years of enrollment at The University of Iowa. Competitive admission students must complete all of the following prerequisites, with the exception of one natural science course and one social science course, before they may apply for admission to the College of Nursing.

General education prerequisites:

- 010:003 (RHET:1030) Rhetoric 4 s.h.
- 027:040 (HHP:2310) Nutrition and Health 3 s.h.
- 031:001 (PSY:1001) Elementary Psychology 3 s.h.
- 061:164 (MICR:3164) Nursing Microbiology 4 s.h.
- 060:110 (ACB:3110) Principles of Human Anatomy 3 s.h.
- 004:008 (CHEM:1080) General Chemistry II 3 s.h.
- 002:002 (Biol:1141) Introductory Animal Biology 4 s.h.
- 060:110 (ACB:3110) Principles of Human Anatomy 3 s.h.
- 010:003 (RHET:1030) Rhetoric 4 s.h.
- 004:008 (CHEM:1080) General Chemistry II 3 s.h.
- 002:002 (Biol:1141) Introductory Animal Biology 4 s.h.
- 004:007 (CHEM:1070) General Chemistry I 3 s.h.
- 002:002 (Biol:1141) Introductory Animal Biology 4 s.h.

Social science prerequisites—both of these:

- 031:001 (SOC:1010) Introduction to Sociology Principles 3 s.h.
- 034:001 (SOC:1010) Introduction to Sociology Principles 3 s.h.
- 034:002 (SOC:1020) Social Problems 3 s.h.
- 034:002 (SOC:1020) Social Problems 3 s.h.
- 034:001 (SOC:1010) Introduction to Sociology Principles 3 s.h.

Other prerequisites:

- 22M:015 (MATH:1440) Mathematics for the Biological Sciences 5 s.h.
- 061:164 (MICR:3164) Nursing Microbiology 4 s.h.
- 096:110 (NURS:3110) Healthcare Finance 3 s.h.
- 096:110 (NURS:3110) Healthcare Finance 3 s.h.
- 061:164 (MICR:3164) Nursing Microbiology 4 s.h.
- 061:164 (MICR:3164) Nursing Microbiology 4 s.h.
- 061:164 (MICR:3164) Nursing Microbiology 4 s.h.
- 034:001 (SOC:1010) Introduction to Sociology Principles 3 s.h.
- 034:002 (SOC:1020) Social Problems 3 s.h.
- 034:002 (SOC:1020) Social Problems 3 s.h.
- 034:001 (SOC:1010) Introduction to Sociology Principles 3 s.h.

**B.S.N.: COURSES REQUIRED FOR THE MAJOR**

Early decision students and competitive admission students complete the following courses for the major in nursing.

First semester in the major:

- 096:117 (NURS:3518) Pathology 3 s.h.
- 096:120 (NURS:3128) Health Assessment and Communication Across the Lifespan 3 s.h.
- 096:121 (NURS:3138) Nursing and Pharmacological Interventions I 5 s.h.
- 096:122 (NURS:3150) Clinical Simulation Laboratory I 3 s.h.
- 096:123 (NURS:3160) Professional Role I: Professionalism and Patient Safety 3 s.h.
- 096:131 (NURS:3438) Nursing and Pharmacological Interventions II 5 s.h.
- 096:132 (NURS:3450) Clinical Simulation Laboratory II 2 s.h.
- 096:133 (NURS:3460) Professional Role II: Research 2 s.h.
- 096:134 (NURS:3460) Professional Role II: Research 2 s.h.
- 096:147 (NURS:3623) Adult/Gerontological Nursing Practicum 3 s.h.
- 096:148 (NURS:3620) Gerontological Nursing 3 s.h.
- 096:149 (NURS:3625) Adult/Gerontological Nursing Practicum 5 s.h.

Second semester in the major:

- 096:117 (NURS:3518) Pathology 3 s.h.
- 096:120 (NURS:3128) Health Assessment and Communication Across the Lifespan 3 s.h.
- 096:121 (NURS:3138) Nursing and Pharmacological Interventions I 5 s.h.
- 096:122 (NURS:3150) Clinical Simulation Laboratory I 3 s.h.
- 096:123 (NURS:3160) Professional Role I: Professionalism and Patient Safety 3 s.h.
- 096:131 (NURS:3438) Nursing and Pharmacological Interventions II 5 s.h.
- 096:132 (NURS:3450) Clinical Simulation Laboratory II 2 s.h.
- 096:133 (NURS:3460) Professional Role II: Research 2 s.h.
- 096:134 (NURS:3460) Professional Role II: Research 2 s.h.
- 096:147 (NURS:3623) Adult/Gerontological Nursing Practicum 3 s.h.
- 096:148 (NURS:3620) Gerontological Nursing 3 s.h.
- 096:149 (NURS:3625) Adult/Gerontological Nursing Practicum 5 s.h.

Third semester in the major:
The RN-B.S.N. program requires the following College of Nursing electives and world language requirement (see "Admission to the RN-B.S.N. Program" below). Once a student is admitted to the RN-B.S.N. program, he or she has the option of completing the required 32 s.h. in three semesters (full-time study) or in five semesters (part-time study).

Most of the RN-B.S.N. program is delivered online, with limited face-to-face meetings that are associated with practicum experiences. Students must complete a practicum experience in Iowa and may be required to drive up to 100 miles to a regional practicum setting.

The College of Nursing participates as a receiving institution in the Iowa Statewide Articulation Plan for Nursing Education: RN to Baccalaureate. The program offers a certificate (21 s.h.) and a minor (15 s.h.). Students plan their course of study with their academic advisor in close cooperation with the Aging Studies Program coordinator. See Aging Studies (p. 31) in the Catalog for details. The Aging Studies Program is administered by the School of Social Work (College of Liberal Arts and Sciences).

**Expenses and Insurance**

Students pay University of Iowa student fees throughout the B.S.N. program. They must purchase uniforms, shoes, a stethoscope, and a watch with a full-sweep second hand, and they must pay the cost of computer testing, supplies, and materials for required nursing courses. All nursing students arrange and pay for their own health screening requirements, health insurance, and transportation once they are enrolled in clinical nursing courses. They also pay medical costs that cover the cost of criminal background checks, laboratory equipment, and professional liability insurance.

**MANDATORY HEALTH INSURANCE**

Upon admission to the College of Nursing and each August afterward, all students must provide verification that they have obtained and currently hold health insurance that satisfies the following minimal standards of coverage (or an equivalent alternative health care plan):
$250,000 lifetime benefit;
coverage for hospitalization, including coverage for room and board, physician visits, surgeon services, X-ray, and lab services;
inpatient deductible under an individual policy not exceeding $500 per admission and a 20 percent copayment/coinsurance requirement;
coverage for medically necessary care, including physician services, X-ray, and lab services for treatment of emergencies, illness, accident, and injury.

PROFESSIONAL LIABILITY INSURANCE
All students in the College of Nursing are required to carry professional liability insurance throughout the duration of their program. Agencies that provide clinical practicums for College of Nursing programs require that students have insurance coverage. The College of Nursing provides students with information about the liability insurance requirement during orientation.

B.S.N. prelicensure students are covered by a group policy supported by student fees.

RN-B.S.N. students must provide verification that they are covered by professional liability insurance for registered nurses with a minimum coverage of $1 million per single occurrence and $3 million aggregate coverage.

Admission
Students entering the University who are not licensed registered nurses (RN) apply to the B.S.N. prelicensure program. Registered nurses apply to the RN-B.S.N. program.

All entering first-year and undergraduate transfer students who have earned fewer than 24 s.h. when they apply for admission to The University of Iowa must complete the American College Test (ACT) or the Scholastic Aptitude Test (SAT). For information about the American College Test, visit the ACT web site; for information about the Scholastic Aptitude Test, visit the College Board web site.

Applicants to the B.S.N. and RN-B.S.N. programs whose first language is not English must score at least 550 (paper-based) or 81 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Registered nurses educated outside the United States are required to present verification of having passed the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination and specified Excelsior baccalaureate nursing examinations.

Applicants admitted to the College of Nursing are expected to be able to meet the curriculum’s performance standards; see “Core Performance Standards” below.

A criminal background check is conducted for all prelicensure and undergraduate students before they begin the nursing major. Admission to all programs is conditional pending successful review of criminal background and abuse registry.

ADMISSION TO THE B.S.N. PRELICENSURE PROGRAM
All applicants to the B.S.N. prelicensure program (early decision applicants and competitive admission applicants) must have satisfied the following minimum high school course requirements.

English: four years
Mathematics: three years, including algebra I, algebra II, and geometry
Science: one year of biology, one year of chemistry, and one year of physics
Social science: three years
World languages: four years (fourth-level proficiency) of the same world language or two years (second-level proficiency) in each of two world languages

B.S.N. Early Decision Admission
A select group of highly qualified students are admitted to the College of Nursing directly from high school through the B.S.N. early decision program (EDP). To be considered for the EDP, students must:

- have an ACT composite score of at least 28;
- have an ACT science reasoning score of at least 25;
- have a g.p.a. of at least 3.80; and
- have completed the minimum high school course requirements listed under "Admission to the B.S.N. Prelicensure Program" above.

Students admitted through the Early Decision Program must maintain a cumulative g.p.a. of at least 3.00 and clean criminal and student life records during their first four semesters in the program. Students who fail to meet these requirements may be subject to probation or dismissal from the EDP.

B.S.N. Competitive Admission
In order to apply for competitive admission to the College of Nursing, students must:

- have a cumulative g.p.a. of at least 3.00;
- have a minimum of 48 s.h. of college credit;
- have completed the minimum high school course requirements listed under "Admission to the B.S.N. Prelicensure Program" above, with any deficiencies satisfied through college course work;
- have completed all B.S.N. prerequisite course work listed under "Bachelor of Science in Nursing" above (a maximum of one natural science prerequisite and one social science prerequisite may be in progress or planned at the time of application); and
- must have a grade of C (2.00) or higher on all prerequisite course work.

In order to enter the College of Nursing, successful competitive admission applicants must:

- maintain a cumulative g.p.a. of at least 3.00;
- have a minimum of 64 s.h. of college credit; and
- have completed any remaining prerequisite course work listed under "Bachelor of Science in Nursing" above, including any remaining natural science and/or social science prerequisites.

Successful competitive admission students must complete any remaining natural science prerequisite no more than
10 years before they enter the College of Nursing and enroll in course work for the nursing major.

**ADMISSION TO THE RN-B.S.N. PROGRAM**

Applicants to the RN-B.S.N. program must hold an RN license and an Associate Degree in Nursing or Diploma in Nursing. They must have a cumulative g.p.a. of at least 3.00. Admission is highly competitive, with emphasis on the natural sciences (anatomy, biology, chemistry, microbiology, physiology), writing (composition I and II), and mathematics (statistics).

Applicants must complete prerequisite course work before applying to the RN-B.S.N. program and additional elective course work before entering the program. They may complete these requirements at a community college.

They also must complete course work in one or more world languages; the requirement varies according to the applicant’s year of high school graduation:

- before 1991: applicant is exempt from the world language requirement;
- 1991-2010: applicant must demonstrate second-level proficiency in a single world language;
- 2011 and after: applicant must demonstrate fourth-level proficiency in a single world language or second-level proficiency in each of two world languages.

**CORE PERFORMANCE STANDARDS**

Applicants to the College of Nursing are expected to be capable of completing the entire nursing curriculum and of earning a B.S.N. degree. Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. The college’s core performance standards provide an objective measure on which to base informed decisions about whether individual students will be able to participate in the nursing program. The core performance standards also help students determine whether they will need accommodations or modifications in order to participate.

The core performance standards are provided to all students before admission and are available online in the B.S.N. Student Handbook; see Section II: Admission/ Matriculation Requirements. A student with disabilities who believes that he or she may need assistance in meeting the core performance standards should contact Student Disability Services.

**SELECTION**

The college’s admission committee recommends to the dean the applicants who appear to be best qualified. Fulfillment of minimum admission requirements does not guarantee admission to the College of Nursing. The committee may require personal interviews. A physical examination report and specific health screening requirements must be on file at University of Iowa Student Health & Wellness 10 days before the class opens for the first clinical nursing course.

**APPLICATION DEADLINES**

B.S.N. prelicensure early decision admission: January 1 for fall entry

B.S.N. prelicensure competitive admission: September 1, 2013, for spring 2014 entry; April 1, 2014, for spring 2015 entry

RN-B.S.N. program: January 30 for fall entry

**Financial Support**

In addition to general assistance available to University students, there are assistance programs specifically for nursing students. Information about financial aid is available from the University’s Office of Student Financial Aid.

**Graduate Programs of Study**

- Master of Science in Nursing
- Doctor of Nursing Practice
- Doctor of Philosophy in nursing
- Certificate in Advanced Practice Nursing

Graduate students in the College of Nursing must adhere to all Graduate College policies regarding academic standing, probation, and dismissal; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

**Master of Science in Nursing**

The Master of Science in Nursing requires a minimum of 39 s.h. of graduate credit. The program has a clinical nurse leader focus. It is designed to build on general and professional baccalaureate study.

The M.S.N. curriculum consists of a core component of 28 s.h., which students take with College of Nursing doctoral students, and a specialization component of 11 s.h. that centers on the clinical nurse leader role.

Students must maintain a g.p.a. of at least 2.75 and must successfully complete a thesis, project, or portfolio.

Graduate students in the College of Nursing must adhere to all Graduate College policies regarding academic standing, probation, and dismissal. Transfer credit applicable to the M.S.N. is limited and must be approved by the College of Nursing associate dean for academic affairs. Course work taken 10 years or more before the M.S.N. final examination must be updated according to University policy.

The M.S.N. requires the following course work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>096:201</td>
<td>(NURS:5007) Applied Epidemiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:203</td>
<td>(NURS:5016) Healthcare Infrastructure and Policy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:204</td>
<td>(NURS:5017) Quality and Safety</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:207</td>
<td>(NURS:5018) Clinical Education in the Care Environment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:208</td>
<td>(NURS:5002) Leadership and Management Essentials</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:211</td>
<td>(NURS:5009) Evaluating Evidence for Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:213</td>
<td>(NURS:5025) Physiology and Pathophysiology for Advanced Clinical Practice</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>096:217</td>
<td>(NURS:5031) Health Promotion and Assessment for Advanced Clinical Practice</td>
<td>3-5 s.h.</td>
</tr>
<tr>
<td>096:226</td>
<td>(NURS:5636) Clinical Nurse Leader Seminar</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>096:227</td>
<td>(NURS:5666) Leadership in the Microsystem</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>096:239</td>
<td>(NURS:5696) CNL Capstone Clinical Immersion</td>
<td>6 s.h.</td>
</tr>
<tr>
<td>096:249</td>
<td>(NURS:5802) Master’s Portfolio</td>
<td>0 s.h.</td>
</tr>
</tbody>
</table>
See the M.S.N. course plan on the College of Nursing web site for a semester-by-semester course schedule.

**Doctor of Nursing Practice**

The Doctor of Nursing Practice requires a minimum of 72 s.h. of graduate credit. Students may complete the program in four years of full-time study; part-time study also is available. Individuals who have been granted an M.S.N. may complete the D.N.P. with a minimum of 31 s.h. of graduate credit.

The D.N.P. program prepares nurses for leadership and advanced practice roles. Students choose from a number of specialties, including adult/gerontology nurse practitioner, anesthesia nursing, family nurse practitioner, health systems, neonatal nurse practitioner, pediatric nurse practitioner, and psychiatric/mental health nursing.

All D.N.P. students complete basic graduate core courses, specialty courses, advanced core courses, and practicums. In didactic courses, they explore clinical leadership, public policy and advocacy, specialty systems, change theory, finance and business, and entrepreneurial tools. Visit D.N.P. Plans of Study on the College of Nursing web site to see required course work for each D.N.P. specialty.

D.N.P. students must complete a minimum of 1,000 practice experience hours. Individuals who enter the program having completed an M.S.N. may transfer approved clinical hours from their M.S.N. program to the D.N.P. program. The clinical hours requirement is evaluated for each student who has completed an M.S.N. with a specialty program. Students who completed more than 1,000 practice experience hours in an M.S.N. advanced practice program still must complete the number of D.N.P. practicum and capstone project hours determined in consultation with their advisor and the D.N.P. program’s director.

Transfer credit applicable to the D.N.P. is limited and must be approved by the College of Nursing associate dean for academic affairs. Transcripts for individuals who have completed an M.S.N. are evaluated individually.

Graduate students in the College of Nursing must adhere to all Graduate College policies regarding academic standing, probation, and dismissal. Course work taken 10 or more years before a student plans to graduate from the D.N.P. program must be updated according to University policy.

The Ph.D. in nursing requires the following work.

**REQUIRED COURSES**

Basic core (required for students who enter with a B.S.N.):

- 096:201 (NURS:5007) Applied Epidemiology 3 s.h.
- 096:202 (NURS:5008) Foundations of Nursing Science I 3 s.h.
- 096:330 (NURS:6802) Health Policy, Law, and Advocacy 3 s.h.
- 096:338 (NURS:7002) Designing Research 3 s.h.
- 096:339 (NURS:6811) Social Determinants of Health and Health System Inequities 3 s.h.
- 096:497 (NURS:7801) Seminar: Research Scholarship 3 s.h.
- 096:498 (NURS:7802) Role Development 3 s.h.
- Intermediate statistics 3 s.h.
- Clinical specialization courses 6 s.h.
- Elective course 3 s.h.

Advanced research methods:

- 096:334 (NURS:7003) Quantitative Research 4 s.h.
- 096:330 (NURS:7002) Designing Research 4 s.h.
- 096:490 (NURS:7803) Research Practicum I 1 s.h.
- 096:491 (NURS:7804) Research Practicum II 1 s.h.
- 650:270 (GRAD:7270) Principles of Scholarly Integrity 0-1 s.h.
- Advanced statistics 6 s.h.

Content focus:

- Advanced Seminar in Health Research 3-6 s.h.
- Cognate courses 6-9 s.h.

Dissertation (students must earn a minimum of 11 s.h.).


**COMPREHENSIVE EXAM AND DISSERTATION**

All Ph.D. students must complete a written and oral comprehensive examination before they begin work on the dissertation. They must write the dissertation and defend it orally.

**Certificate**

The Certificate in Advanced Practice Nursing program enables D.N.P. students who are certified in a specialty area to pursue clinical training in a second specialty area. Students choose from one of five areas: adult/gerontology nurse practitioner, family nurse practitioner, neonatal nurse practitioner, pediatric nurse practitioner, or psychiatric/mental health nursing. Certificate requirements include advanced clinical core courses and a sequence of specialty courses determined by the coordinator of the specialty area. Students who complete the D.N.P. program and the certificate requirements are qualified to sit for a professional certification examination. Completion of the certificate and specialty area is noted on the student’s transcript.
Related Certificate: Informatics

The Graduate College offers the Certificate in Informatics with a health informatics subtrack, which requires 18 s.h. of credit. The subtrack emphasizes the organization, management, and use of health care information; health care research, education, and practice; and information technology developments in the socioeconomic context of health care.

College of Nursing students working toward the certificate complete 096:283 (NURS:5300), which explores decision-making processes and technological tools to support health care administration, management, and practice; and 096:289 (NURS:5301), which focuses on field projects related to health informatics topics and includes a seminar. Students earn an additional 12 s.h. of credit in courses outside their major program of study, chosen in consultation with their major program advisor and their certificate advisor. Students who earn credit for a thesis, project, or independent study in their major program of study may apply the credit to the Certificate in Informatics if the certificate advisor determines that the subject matter is pertinent.

Completion of the certificate is noted on the student’s transcript. To learn more, see “Certificate” in the Informatics (p. 929) (Graduate College) section of the Catalog.

Admission

Applicants to College of Nursing graduate programs must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog. Applicants must have a g.p.a. of at least 3.00.

The College of Nursing has additional application requirements, as follows.

Applicants whose first language is not English must score at least 550 (paper-based) or 81 (Internet-based) on the Test of English as a Foreign Language (TOEFL); or they must score at least 7.0 on the International English Language Testing System (IELTS).

A criminal background check is required for all graduate students upon admission.

ADMISSION TO THE M.S.N. AND D.N.P. PROGRAMS

Application requirements specific to the M.S.N. and D.N.P. programs are:

- a bachelor’s degree with a major in nursing from an accredited program;
- satisfaction of the legal requirements for the practice of nursing in Iowa;
- current written recommendations from three persons knowledgeable about the applicant’s competence in the practice of nursing and potential for leadership and scholarship (forms required);
- a current résumé, goal statement, and supplemental/information form;
- transcripts from all undergraduate and graduate course work;
- completion of an upper-division nursing research course in the undergraduate program; and
- completion of an upper-level statistics course within five years of the application deadline; acceptable University of Iowa courses include 07P:143 (PSQF:5143), 22S:101 (STAT:3510), 22S:102 (STAT:5543), and 171:161 (BIOS:5110); see How Do My Courses Transfer? on ISIS for information about using equivalent courses from other institutions.

Application deadline for the M.S.N. program is October 1.

Application deadline for the D.N.P. program is October 1 for all specialties except anesthesia nursing, which has a June 1 application deadline.

Applications to both programs are reviewed once a year. In order to be reviewed, the application must be complete, with all materials submitted.

Applicant interviews are required for the D.N.P. and M.S.N. programs; in some cases, telephone interviews may be arranged. D.N.P. applicants with master’s degrees in nursing from other schools must provide verification of completed clinical hours from their school’s graduate director or must submit appropriate course syllabi.

ADMISSION TO THE PH.D. PROGRAM

The Ph.D. program accepts applications from individuals who have earned a B.S.N. or a master’s degree.

Applicants to the Ph.D. program must have taken the Graduate Record Examination (GRE) General Test, preferably within the preceding five years. They must have completed an accredited basic nursing program and must hold a current license to practice nursing (special license for international students). They also must have a g.p.a. of at least 3.00. Applicants must submit:

- a two-to-three-page statement describing their educational objectives, career goals, and an area of research for their doctoral study;
- three recommendations from nursing professionals that speak to the applicant’s potential as a scholar;
- a current résumé or curriculum vitae; and
- a complete transcript of all college programs and courses.

Applicants who hold a master’s degree must have successfully completed at least one graduate-level course in research and inferential statistics (3 s.h.).

B.S.N. graduates who apply directly to the Ph.D. program must have successfully completed an upper-division course in statistics. They also must submit a strong statement of their educational goals, career goals, and potential area of research.

Application deadline for the Ph.D. program is November 15. Applications are reviewed once a year. In order to be reviewed, the applicant’s file must be complete, with all materials submitted.

Professional Improvement

Registered nurses who wish to take University of Iowa course work to fulfill professional or personal improvement objectives may request admission in the professional improvement (PI) category. This admission status allows
students to take some graduate courses at the University without committing to a degree objective.

Admission as a nursing professional improvement student requires a formal application, including submission of three current written recommendations and all academic transcripts. GRE General Test scores, required by the University, must be submitted before the end of first semester registration.

Application deadlines are July 15 for fall semester admission, December 1 for spring semester admission, and May 1 for summer session admission.

Since acceptance as a PI student does not influence acceptance to the college’s graduate degree programs, PI students interested in earning a graduate degree in nursing must apply for admission to the degree program (see “Admission” under “Graduate Programs” above). Students may count a maximum of 6 s.h. or two required nursing core courses that they complete as PI students toward M.S.N. requirements. Professional improvement students may not enroll in Ph.D. courses.

Continuing Education

The college offers nonacademic, short-term continuing education programs for registered nurses. Continuing Education Units (CEUs) are awarded for these programs. The College of Nursing is an Iowa Board of Nursing approved provider of continuing education, Provider Number 1.

Student Organizations

All College of Nursing undergraduate students are members of the National Student Nurses Association and its local chapter, the Iowa Association of Nursing Students. The University of Iowa Association of Nursing Students (UIANS) provides opportunities for professional growth and development in nursing. UIANS representatives are members of the University of Iowa Student Government (UISG).

The University of Iowa Minority Student Nurse Association (UIMNSA) provides opportunities for professional growth and development for students from underrepresented in nursing. UIMNSA board members are members of the University of Iowa Student Government.

University of Iowa Men in Nursing (UIMIN) provides opportunities for nurses to meet, to recruit, to talk, and to influence the environment for men in nursing. It is open to all nursing students.

The college’s Association of Graduate Nursing Students (AGNS) provides opportunities for professional growth, sharing of research, and representation on varied college and University committees.

Facilities

The College of Nursing Building is centrally located on the University’s main campus, in close proximity to the Carver College of Medicine, the College of Dentistry, the College of Pharmacy, the College of Public Health, University of Iowa Hospitals and Clinics, Bowen Science Building, and the Hardin Library for the Health Sciences.

The college’s building was completed in 1971. Administrative offices are located on the first floor, a research suite is on the second floor, and faculty offices are on the third and fourth floors. The lower level houses the Office of Student Services; a student lounge; a computer lab; and the Ph.D. student office, with desk space, access to computers, a printer, a copier, and a meeting space. Classrooms are located throughout the building.

The Nursing Clinical Education Center provides clinical experiences for nursing students and serves as a resource for the University’s professional nursing staff. Opened in 2006 at University of Iowa Hospitals and Clinics, the center offers the latest technology in an 11-room clinical simulation lab. It also has an 86-seat classroom, a resource library, and gathering spaces for private study. The center is operated collaboratively by the College of Nursing and UI Hospitals and Clinics Department of Nursing Services and Patient Care.

Courses

Primarily for Undergraduates

096:029 (NURS:1020) First-Year Seminar 1 s.h.
Introduces first-year undergraduate students to the intellectual life of the University of Iowa; provides an opportunity to work closely with a faculty member or senior administrator; seminars help students make the transition to college-level learning through active participation in their own learning.

096:030 (NURS:1030) Human Development and Behavior 3 s.h.
Normal developmental transitions experienced by individuals and family systems throughout the lifespan, including physical, cognitive, and social-emotional development. Prerequisites: 031:001 (PSY:1001). Requirements: nursing or nursing-interest major.

096:107 (NURS:3198) Distance Education: Independent Study 1-3 s.h.
Supervised study designed for individual undergraduate students.

096:108 (NURS:3008) Basic Aspects of Aging 3 s.h.

096:109 (NURS:3099) Leadership U 1-3 s.h.
Development of leadership in nursing; application of leadership theory in practice by participating in activities such as attending professional organization meetings, acting as a delegate, writing legislation, holding a board position, or being part of a multidisciplinary or international team to organize events for community involvement. Requirements: nursing major.

096:110 (NURS:3110) Healthcare Finance 3 s.h.
Basic structure of U.S. health care system and how it is funded; tools for making decisions about available financial resources.

096:112 (NURS:3712) Human Sexuality, Diversity, and Society 1-3 s.h.
Physiological, psychological aspects; parameters defined by students, instructor. Same as 042:112 (SW:3712).

096:113 (NURS:4096) Distance Education: Honors Independent Study
Supervised study designed for individual honors undergraduate students.

096:116 (NURS:3734) Introduction to Human Genetics
Introduction to organization of the human genome and basic principles of inheritance in humans; cells and development, chromosome structure and function, gene structure and function, genes in pedigrees and populations, implications of genetic variation on health.

096:117 (NURS:3518) Pathology
Introduction to abnormal functioning of cells, tissues, organs, and systems over the human lifespan; focus on hematological, immune, neurological, muscularkeletal, cardiovascular, respiratory, renal, gastrointestinal, endocrine, and reproductive system; alterations in metabolic processes and alterations in homeostatic mechanisms impacting the internal milieu; emphasis on critical thinking. Prerequisites: 002:002 (BIOL:1141), 004:007 (CHEM:1070), 004:008 (CHEM:1080), 027:130 (HPH:3500), 060:110 (ACB:3110), and 061:164 (MICR:3164).

096:120 (NURS:3128) Health Assessment and Communication Across the Lifespan
Assessment and communication skills; development and application of cognitive skills to perform systematic, holistic, and culturally competent health assessments; emphasis on application of clinical reasoning involving assessment, nursing diagnoses, interventions, and outcomes. Corequisites: 096:117 (NURS:3518), 096:121 (NURS:3138), 096:122 (NURS:3150), and 096:123 (NURS:3160). Requirements: admission to the College of Nursing.

096:121 (NURS:3138) Nursing and Pharmacological Interventions I
First of a two-part series focusing on basic biophysical concepts that inform nursing and pharmacological interventions, including sleep, immobility, skin care, wound healing, infection, and human response to illness; selected disorders and/or diseases, including GI disease, disorders of bowel and urine elimination, diabetes, and cancer; introduction to health literacy and principles of health education. Prerequisites: 002:002 (BIOL:1141), 004:007 (CHEM:1070), 004:008 (CHEM:1080), 22M:015 (MATH:1440), 027:130 (HPH:3500), 060:110 (ACB:3110), and 061:164 (MICR:3164). Corequisites: 096:117 (NURS:3518), 096:120 (NURS:3128), 096:122 (NURS:3150), and 096:123 (NURS:3160). Requirements: 64 s.h. of undergraduate course work, including successful completion of required science courses and general education liberal arts and sciences requirements and electives.

096:122 (NURS:3150) Clinical Simulation Laboratory I
First of a two-part series focusing on laboratory-based learning and simulation experience involving basic biophysical and psychosocial assessment skills needed to provide safe and effective nursing care across diverse settings and populations; emphasis on development of nurse-patient and inter- and inter-professional communication skills. Requirements: admission to the College of Nursing.

096:123 (NURS:3160) Professional Role I: Professionalism and Patient Safety
Introduction to inherent nursing values, history, theories, and scope of professional nursing; concepts of safety, risk identification, and clinical decision making; information technologies that promote quality and safety. Requirements: admission to the College of Nursing.

096:125 (NURS:3715) Health Disparities and Cultural Competence
Characteristics, causes, and effects of health disparities in the U.S. health care system; foundation for development of knowledge, attitudes, and skills required of culturally competent health care providers; definitions and models of cultural competence, characteristics of culturally effective practitioners and workplaces; health disparities among specific populations, evidence for cultural competence as a remedy; taking a culturally appropriate history; working with interpreters; legal and professional imperatives for cultural competence. Same as 046:377 (PHAR:8715), 172:135 (CBH:5225).

096:128 (NURS:3728) Patient Safety for Health Professional Students
Interprofessional experience using multiple pedagogic methods, including team-based simulation to teach about patient safety and teamwork; collaboratively taught by representatives from anesthesia, pediatrics, internal medicine, Office of Consultation and Research in Medical Education, College of Nursing, College of Public Health, and office of UIHC chief quality officer. Same as 050:310 (MED:8410).

096:130 (NURS:3730) Teaching and Learning Online
Synthesis and critical evaluation of current knowledge regarding use of online learning as a tool; empirical research, best practices, and available resources to support effective implementation and management of online learning; skill development and practice; web-based course.

096:131 (NURS:3438) Nursing and Pharmacological Interventions II
Second of a two-part series focusing on complex biophysical concepts that inform nursing and pharmacological interventions, including fluids and electrolytes, shock, and perioperative care; focus on selected disorders and/or diseases, including neurological, immune, muscularkeletal, cardiovascular, respiratory, renal, and endocrine disorders. Prerequisites: 096:121 (NURS:3138) and 096:122 (NURS:3150). Corequisites: 096:132 (NURS:3450), 096:133 (NURS:3460), 096:148 (NURS:3620), and 096:149 (NURS:3625).

096:132 (NURS:3450) Clinical Simulation Laboratory II
Second of a two-part series focusing on laboratory-based learning and simulation experience involving complex biophysical and psychosocial assessment skills, critical thinking, and decision making needed to provide safe and effective nursing care across diverse settings and populations; emphasis on development of clinical reasoning skills across the lifespan, including end-of-life care. Prerequisites: 096:117 (NURS:3518), 096:120 (NURS:3128), 096:121 (NURS:3138), 096:122 (NURS:3150), and 096:123 (NURS:3160). Corequisites: 096:131 (NURS:3438).

096:133 (NURS:3460) Professional Role II: Professionalism and Patient Safety
Second of a two-part series focusing on laboratory-based learning and simulation experience involving complex biophysical and psychosocial assessment skills, critical thinking, and decision making needed to provide safe and effective nursing care across diverse settings and populations; emphasis on development of clinical reasoning skills across the lifespan, including end-of-life care. Prerequisites: 096:117 (NURS:3518), 096:120 (NURS:3128), 096:121 (NURS:3138), 096:122 (NURS:3150), and 096:123 (NURS:3160). Corequisites: 096:131 (NURS:3438).
Introduction to concepts and process of research in nursing: primary focus on understanding research and its foundation for nursing practice. Requirements: basic statistics. Recommendations: upper-level statistics.

096:137 (NURS:3737) Nursing Care of the Patient in Pain

096:139 (NURS:3520) Parent-Child Nursing
Health promotion, maintenance, and restoration for parents, infants, children, and adolescents in childbearing and child-rearing families.

096:140 (NURS:3521) Parent-Child Nursing Practicum

096:142 (NURS:3531) Gerontological Nursing Practicum
Nursing process applied to promote, maintain, and restore health of older adults; opportunities to provide nursing care to well elderly and to acutely and/or chronically ill elderly in a variety of settings.

096:143 (NURS:3685) Research for Nursing Practice
Introduction to the concepts and process of nursing research; focus on critique of published research and application to nursing practice. Requirements: nursing major and an approved statistics course.

096:144 (NURS:3630) Parent-Child Nursing

096:146 (NURS:3246) Health Promotion for Older Adults
Problems, strategic efforts toward long-term goal of health promotion; disease prevention; slowing the decline caused by chronic conditions to extend independent, rewarding lives. Same as 153:146 (ASP:3246), 169:146 (LEIS:3246).

096:147 (NURS:3740) End-of-Life Care for Adults and Families

096:148 (NURS:3620) Gerontological Nursing

096:149 (NURS:3625) Adult/Gerontological Nursing Practicum
In-depth clinical experience designed to apply basic and complex concepts of nursing care for adults of all ages in a variety of settings; focus on older adults; development and application of critical thinking skills necessary to understand disease process and the associated signs and symptoms, interventions, and outcomes. Prerequisites: 096:117 (NURS:3518), 096:120 (NURS:3128), 096:121 (NURS:3138), 096:122 (NURS:3150), and 096:123 (NURS:3160). Corequisites: 096:131 (NURS:3438), 096:132 (NURS:3450), 096:133 (NURS:3460), and 096:148 (NURS:3620).

096:150 (NURS:3199) Independent Study
Supervised study designed for individual undergraduate students.

096:151 (NURS:4099) Honors Independent Study
Supervised study designed for individual honors students.

096:152 (NURS:4098) Honors Seminar
Supervised study designed for individual honors students.

096:153 (NURS:3540) Community and Public Health Nursing Theory: Generalist
Nursing's role in the relationship between community conditions and public health; principles of public health with nursing knowledge and skills to address health needs of individuals, families, communities, populations.

096:154 (NURS:3541) Community and Public Health Nursing Practicum: Generalist
Application of public health principles with nursing knowledge and skills to address the health needs of communities and populations. Corequisites: 096:153 (NURS:3540), if not taken as a prerequisite.

096:155 (NURS:3550) Psychiatric/Mental Health Nursing
General principles and practices of psychiatric/mental health nursing; psychiatric disorders, populations at risk, continuity of care, problems in daily living.

096:156 (NURS:3551) Psychiatric/Mental Health Nursing Practicum
Nursing process used to deliver nursing care to individuals and families with mental illness in a variety of clinical settings; focus on promotion, maintenance, restoration of the mental health of individuals and families. Corequisites: 096:155 (NURS:3550), if not taken as a prerequisite.

096:157 (NURS:4040) Nursing Leadership and Care Management

3 s.h.
Analysis of nursing leadership, care management, and models of care in the context of society and the interdisciplinary health care system. Requirements: senior standing in the College of Nursing.

096:158 (NURS:4050) Clinical Nursing Internship 5 s.h.
Independent internship in one of a variety of health care settings to promote role transition, lifelong learning; emphasis on integration and application of knowledge and skills to design, provide, manage, and coordinate care. Requirements: senior standing in the College of Nursing.

096:159 (NURS:4030) Contemporary Nursing Practice Issues 3 s.h.
Identification, exploration, analyses of selected issues in nursing and health care; impact of significant historical, social, political, genetic, legal, and ethical factors on development of the nursing discipline. Requirements: senior standing in the College of Nursing.

096:160 (NURS:3640) Psychiatric/Mental Health Nursing 3 s.h.

096:161 (NURS:3645) Mental Health and Parent-Child Nursing Practicum 4 s.h.
Application of nursing knowledge to promote, maintain, and restore health; vulnerable populations of interest include persons with mental health disorders, infants, children, adolescents, and families; processes of childbearing and childrearing within the context of families. Prerequisites: 096:149 (NURS:3625). Corequisites: 096:144 (NURS:3630), 096:160 (NURS:3640), and 096:162 (NURS:3660). Requirements: successful completion of two semesters in BSN curriculum.

096:162 (NURS:3660) Professional Role III: Improving Health Systems 2 s.h.
Legal and regulatory processes that impact health care, how disparities influence health care, and evidence-based approaches for improving quality of care; strategies for working effectively in intra and interdisciplinary teams; integration of a culture of safety. Prerequisites: 096:123 (NURS:3160) and 096:133 (NURS:3460).

096:163 (NURS:3560) Information Management and Patient Care Technology in Practice 3 s.h.
Information management, patient care technology; information systems for quality improvement data, regulatory reporting; range of technologies and infrastructure of evidence-based information for clinical care, including patient monitoring systems, medication administration systems, longitudinal electronic records, clinical decision support tools, and other data gathering devices to support patient care; open to continual learning. Requirements: admission to the prelicensure B.S.N. program.

096:164 (NURS:3650) Community and Public Health Nursing 3 s.h.
Role of nursing in the relationship between community conditions and public health; emphasis on principles of public health combined with nursing knowledge and skills to address health needs of individuals, families, communities, and populations. Prerequisites: 096:110 (NURS:3110), 096:117 (NURS:3518), 096:123 (NURS:3160), 096:133 (NURS:3460), and 096:162 (NURS:3660). Corequisites: 096:165 (NURS:3655). Requirements: (for pre-licensure BSN student) successful completion of 096:144 (NURS:3630), 096:148 (NURS:3620), 096:149 (NURS:3625), 096:160 (NURS:3640), and 096:161 (NURS:3645), and concurrent enrollment in 096:166 (NURS:4155) and 096:167 (NURS:4160); (for post-licensure RN-BSN student) successful completion of 096:167 (NURS:4160) and 096:170 (NURS:4165), 6 s.h. of required nursing elective courses, and completion of general education electives.

096:165 (NURS:3655) Community and Public Health Nursing Practicum 2 s.h.
Learning opportunities to apply principles of public health with nursing knowledge and skills to address health promotion, disease and injury prevention, and nursing management of infectious disease and chronic health conditions; nursing activities focus on improvement of health outcomes at individual, family, community, and global levels within the context of population-focused practice. Corequisites: 096:164 (NURS:3650). Requirements: (for pre-licensure BSN student) successful completion of 096:149 (NURS:3625) and 096:161 (NURS:3645), and concurrent enrollment in 096:166 (NURS:4155) and 096:167 (NURS:4160); (for post-licensure RN-BSN student) successful completion of 096:110 (NURS:3110), 096:116 (NURS:3734), 096:117 (NURS:3518), 096:123 (NURS:3160), 096:133 (NURS:3460), 096:162 (NURS:3660), 096:167 (NURS:4165), and 096:170 (NURS:4165); 6 s.h. of required nursing electives; completion of general education electives; RN licensure in state of practice; and concurrent enrollment in 096:116 (NURS:3734), if not taken as a prerequisite.

096:166 (NURS:4155) Senior Nursing Internship 5 s.h.

096:167 (NURS:4160) Professional Role IV: Leadership and Professional Engagement 3 s.h.
Concepts of leadership, fellowship, management, informatics, and professional engagement; quality improvement strategies and skills; professional development, career trajectory, and role transitions. Prerequisites: 096:123 (NURS:3160), 096:133 (NURS:3460), and 096:162 (NURS:3660). Corequisites: 096:162 (NURS:3660), if not taken as a prerequisite.

096:168 (NURS:3595) Nonprofit Organizational Effectiveness I 3 s.h.

096:169 (NURS:3600) Nonprofit Organizational Effectiveness I 3 s.h.
Qualities for leadership of nonprofit organizations, including relationships with staff and volunteers; relationship of nonprofit and outside world; marketing, public relations, advocacy strategies for nonprofits. Same as 024:148 (MUSM:3600), 06J:148 (MGMT:3600), 042:158 (SSW:3600), 032:128 (RELS:3701).

096:170 (NURS:4165) Professional Role IV: Leadership and Professional Engagement Practicum 2 s.h.

096:179 (NURS:3742) Selected Topics in Nursing 1-2 s.h.
In-depth study of topics in professional nursing practice and health care; workshop format.

096:181 (NURS:3781) Clinical Instruction in Nursing Education 3 s.h.
Role and functions of the nurse educator in the clinical setting; development of teaching strategies and learning activities that support effective clinical and laboratory instruction; evidence-based teaching and evaluation practices; how to incorporate the core concepts of critical thinking for clinical decision-making, effective communication, and cultural competence into clinical experiences; learners with diverse learning styles and backgrounds; ethical and legal implications in clinical teaching and evaluation of learning; technology and emerging trends that impact teaching in the clinical setting. Requirements: RN-BSN or graduate standing.

096:187 (NURS:3736) Legal Issues for Health Care Providers 3 s.h.
Legal issues faced by health care providers, counselors, and social services providers; administrative and regulatory requirements, civil lawsuits, issues that affect students as providers, advocates, and individuals.

Primarily for Graduate Students
Courses are offered only if minimum enrollments are maintained.

096:201 (NURS:5007) Applied Epidemiology 3 s.h.
Basic principles and methods of epidemiology; application to field of nursing and nursing research; historical perspective of epidemiology, epidemiological models of health and disease, measures of disease occurrence and association, disease screening, causal inference, study design and application of epidemiological approaches to clinical practice, program planning and evaluation.

096:202 (NURS:5008) Foundations of Nursing Science I 3 s.h.
Integration of interdisciplinary theories and philosophies of science relevant to nursing; emphasis on application of theory and philosophy in advanced nursing practice and research. Requirements: doctoral standing.

096:203 (NURS:5016) Healthcare Infrastructure and Policy 3 s.h.
Health care infrastructure; health care reform and its implementation; political theories, policy definition, role of health professionals in policy-making process, information technology and its role in patient care, cultural factors affecting access and quality of care.

096:204 (NURS:5017) Quality and Safety 3 s.h.
Foundation for understanding concepts of safety and quality across health care settings; providing a safe environment; elevating staff performance and clinical outcomes related to safety and quality; methods for continuous improvement.

096:207 (NURS:5018) Clinical Education in the Care Environment 3 s.h.
Preparation to assume role of educator with individuals, groups, and communities, including staff and students; teaching/learning process for providing client education; knowledge and skills needed to effectively fill role of preceptor/mentor.

096:208 (NURS:5002) Leadership and Management Essentials 3 s.h.
Roles and strategies for leading and managing others in health care environments to influence health care delivery and provide a healthy, innovative working environment; focus on selected leadership and organizational concepts essential to leaders in health care. Requirements: graduate standing.

096:211 (NURS:5009) Evaluating Evidence for Practice 3 s.h.
Opportunity for clinicians to develop proficiency in use of research- and evidence-based practice; essentials of the research process, qualitative and quantitative research, components of evidence-based practice; acquisition of knowledge and skills necessary for research (knowledge) utilization initiatives and application of evidence-based practice principles in clinical settings; identification of appropriate research questions, synthesis of knowledge base for evidence-based practice, revision of clinical practice guidelines, and evaluation of research utilization and evidence-based practice initiatives.

096:213 (NURS:5025) Physiology and Pathophysiology for Advanced Clinical Practice 3-4 s.h.
Regulation of cellular, organ, and system function; regulation of internal milieu; functional interrelationships among body systems; cellular and body-wide mechanisms of self-defense; illustrative examples of pathological phenomena.

Global, economic, organizational, legal, political, and technological contexts in advanced nursing practice; knowledge and skills necessary for understanding the evolution of health services organizations, financing of health care, and relationships among socioeconomic systems influencing health care and nursing practice; impact of macrosystems on distribution, acquisition, and use of financial and economic principles in delivery of health care services. Prerequisites: 096:208 (NURS:5002).
096:216 (NURS:4216) Group Facilitation in Human Sexuality
0-3 s.h.
Principles of group dynamics, group process; leadership skills for small, task-oriented discussion groups on human sexuality. Prerequisites: 042:112 (SSW:3712). Same as 042:216 (SSW:4216).

096:217 (NURS:5031) Health Promotion and Assessment for Advanced Clinical Practice
3-5 s.h.
Didactic and clinical laboratory instruction; emphasis on knowledge and skills necessary for advanced health assessment and health promotion interventions for individuals and families across the lifespan.

096:218 (NURS:5032) Mental Disorders in Advanced Practice
3 s.h.
Foundation for advanced practice nurse to provide care for common mental health disorders; presentation of neurophysiological, genOMIC, environmental/social, and developmental theories to understand etiology and presentation of common mental health conditions; psychopharmacological and nonpharmacological principles and modalities for treatment of common mental health problems. Requirements: admission to direct care DNP program.

096:219 (NURS:6100) Primary Care: Infants, Children, and Adolescents I
3 s.h.
Enhancement of clinical knowledge and skills for infant, child, adolescent care. Prerequisites: 096:213 (NURS:5025) and 096:224 (NURS:5029).

096:220 (NURS:6101) Primary Care: Infants, Children, and Adolescents II
3 s.h.

096:224 (NURS:5029) Pharmacotherapeutics for Advanced Clinical Practice
4 s.h.
Pharmacologic, pharmacokinetic, and pharmacodynamic principles essential for advanced clinical practice; classes of drugs frequently used in management of common clinical conditions; legal considerations in prescriptive authority. Prerequisites: 096:213 (NURS:5025).

096:226 (NURS:5636) Clinical Nurse Leader Seminar
2 s.h.
Evolution of clinical nurse leader (CNL) role, eight core role functions, and the process of integration of CNL role into health care system. Requirements: admission to MSN-CNL program.

096:227 (NURS:5666) Leadership in the Microsystem
3 s.h.
Assessment of the microsystem of practice, clinical nurse leader role as leader embedded in a microsystem, and identification of opportunities to enhance care delivery in the microsystem. Requirements: admission to MSN-CNL program.

096:228 (NURS:5500) Advanced Practice Genetic Nursing I
1-3 s.h.
Advanced practice genetic nursing for those at risk for genetic conditions or a condition with a genetic component; application of genetic/genomic science to nursing practice including chromosomal variations; Mendelian and nontraditional inheritance; preconception and prenatal health care in genetics; dysmorphology examinations; developmental delay associated with genetic conditions; application of molecular methodology to clinical and research practice; beliefs about race and ethnicity in the genomic era; ethical, legal, and social implications of genetic nursing. Corequisites: 096:116 (NURS:3734). Requirements: enrollment in APN-Genetics MSN program.

096:230 (NURS:5501) Advanced Practice Genetic Nursing II
1-3 s.h.
Advanced practice genetic nursing for individuals, families, and populations who are at risk for genetic conditions or who have a condition with a genetic component; application of genetic science to nursing assessments, interventions, and outcomes; genomics and the delivery of health care in primary and public health; pharmacogenetics; genomic therapeutics; childhood onset genetic disorders; adult onset genetic disorders; part two of the Advanced Practice Nursing Genetics course series. Prerequisites: 096:116 (NURS:3734) and 096:228 (NURS:5500). Requirements: enrollment in APN-Genetics MSN program.

096:239 (NURS:5696) CNL Capstone Clinical Immersion
6 s.h.
Intensive immersion in role and practice expectations of the CNL; experienced leaders within the microsystem, who are experts in the provision of clinical services at the point of care/services, serve as mentors. Requirements: concurrent enrollment in master's portfolio.

096:241 (NURS:5401) The Care of the Frail Elderly
3 s.h.

096:245 (NURS:5803) Distance Education: Master's Independent Study
arr.
Supervised study and/or clinical practice adjusted to needs of master's degree students. Requirements: M.S.N. enrollment.

096:248 (NURS:5804) Distance Education: Master's Portfolio
0 s.h.
Clear and cohesive synthesis of clinical or professional experiences and competencies, including those gained in graduate study; students' clinical or professional strengths and career goals. Requirements: M.S.N. enrollment.

096:249 (NURS:5802) Master's Portfolio
0 s.h.
Opportunity for clear and cohesive synthesis of clinical or professional experiences and competencies, including those gained in graduate study, that portray students' clinical or professional strengths and career goals.

096:250 (NURS:6500) Psychiatric/Mental Health Nursing Theory I
4 s.h.
Introduction to psychological principles and theories as related to mental health across the life span, intersections between physical and mental health, and role of advanced practice nurse in psychiatric/mental health care; examination of psychological theory in a life span developmental framework from infancy to older adult; role of cultural diversity in mental health; emphasis on assessment, diagnosis, and management of mental disorders common in adults. Prerequisites: 096:218 (NURS:5032) and 096:224 (NURS:5029). Corequisites: 096:315 (NURS:6701).

096:262 (NURS:6550) Executive Leadership and Management 3-4 s.h.
Leadership and management concepts and theories; application to roles unique to executive nurse leader in health care organizations in institutional and community settings; emphasis on executive leadership roles for facilitating, integrating, and coordinating complex structures, processes, and outcomes in health care systems.

096:264 (NURS:6551) Financial Management 3-4 s.h.
Preparation for nurse leaders and practitioners to use techniques for financial analysis and decision making for patient care programs across the health care continuum; focus on efficient and effective management of resources for delivery of quality health care services.

096:265 (NURS:6552) Managing Care in an Organizational Environment 3-4 s.h.
Manage operations of patient care services across health care continuum within the framework of an established health care organization; focus on efficient and effective management of the structure, governance, patient care delivery system of care, and outcomes of care.

096:267 (NURS:6553) Seminar on Innovations 4 s.h.
Strategizing about taking meaningful action, disrupting stable processes, diffusing innovation, and sustaining change; emerging innovations in nursing and health care systems that impact the functions and responsibilities of nurse leaders.

096:268 (NURS:6554) Seminar on Healthy Work Environments 3 s.h.
Application of leadership and management knowledge specific to creating and sustaining healthy work environments in health care; current and emerging issues focused on health care work environments.

096:269 (NURS:6001) Human Physiology and Pathophysiology for Advanced Practice 3 s.h.
Detailed study of normal and abnormal human physiology, including mechanisms that govern and support cell, organ, and system function; builds on basic sciences required for undergraduate nursing curriculum and on clinical skills from experience in intensive care setting. Requirements: admission to anesthesia nursing program.

096:270 (NURS:6000) Human Anatomy for Advanced Practice 3 s.h.
Interrelationships between anatomic structure and physiological function in health and disease; clinical assessment of functional integrity of organ systems; implications of pathophysiology for anesthesia. Requirements: admission to anesthesia nursing program. Same as 060:270 (ACB:6000).

096:271 (NURS:6005) Chemical and Physical Principles of Anesthesia Practice 3 s.h.
Chemistry and physics, as applied to anesthesia. Requirements: admission to anesthesia nursing program. Same as 116:271 (ANES:6005).

096:273 (NURS:6006) Pharmacology of Anesthesia Practice II 3 s.h.
Continuation of 071:115 (PCOL:6204); vascular, hepatic, renal, GI, endocrine aspects; cellular mechanisms, electrolytes alterations, anesthesia specific implications. Prerequisites: 071:115 (PCOL:6204). Requirements: grade of 2.75 or higher in 071:115 (PCOL:6204) and enrollment in anesthesia nursing program. Same as 116:273 (ANES:6006).

096:274 (NURS:6007) Basic Principles of Anesthesia Practice 5 s.h.
Overview of anesthesia as a nursing specialty; patient assessment, anesthetic planning and management, pertinent regulations; principles of general and regional anesthesia for surgical specialties. Requirements: for 096:274 (NURS:6007) — grades of 3.00 or higher in 071:115 (PCOL:6204) and 096:271 (NURS:6005); for 116:274 (ANES:6007) — grades of 3.00 or higher in 071:115 (PCOL:6204) and 116:271 (ANES:6005). Same as 116:274 (ANES:6007).

096:275 (NURS:6010) Advanced Principles of Anesthesia Practice I 4 s.h.
Special needs and intraoperative management of obstetric, pediatric, and neurological patients; emphasis on pathophysiology, monitoring, ancillary requirements. Prerequisites: 096:274 (NURS:6007) or 116:274 (ANES:6007). Requirements: grade of 3.00 or higher in 096:273 (NURS:6006) or 116:273 (ANES:6006). Same as 116:275 (ANES:6010).

096:277 (NURS:6012) Advanced Principles of Anesthesia Practice II 1 s.h.

096:279 (NURS:6016) Equipment and Technological Principles of Anesthesia Practice 3 s.h.

096:280 (NURS:6200) Primary Care: Adults and Older Individuals I 3 s.h.
Pathophysiologic alterations and clinical management of associated health care problems in adults, the elderly. Prerequisites: 096:213 (NURS:5025) and 096:224 (NURS:5029).

096:283 (NURS:5300) Health Informatics I 3 s.h.

096:284 (NURS:6201) Primary Care: Adults and Older Individuals II 3 s.h.

096:289 (NURS:5301) Health Informatics II 3 s.h.
Selected health informatics initiatives, including computer-based patient records, physiologic monitoring, networking, imaging, virtual reality; participation in an interdisciplinary project team focused on an informatics innovation; application and research seminars. Same as 051:189 (BME:5252), 074:192 (RSNM:5301), 056:287 (IE:5870), 021:280 (SLIS:5910), 200:120 (IGPI:5210).

096:290 (NURS:6050) Introductory Clinical Anesthesia 1 s.h.

096:291 (NURS:6051) Clinical Anesthesia I 1 s.h.

096:292 (NURS:6052) Clinical Anesthesia II 1 s.h.

096:293 (NURS:6053) Advanced Clinical Anesthesia 1 s.h.
Clinical anesthesia experiences in neurologic surgery, cardiovascular/thoracic surgery; experience providing anesthesia for patients with complex pathophysiology in varied surgical settings. Requirements: for 096:293 (NURS:6053) — anesthesia nursing program senior standing, anesthesia nursing concentration courses, and grade of 3.00 or higher in 096:292 (NURS:6052); for 116:293 (ANES:6053) — anesthesia nursing program enrollment, anesthesia nursing concentration courses, and grade of 3.00 or higher in 116:292 (ANES:6052). Same as 116:293 (ANES:6053).

096:294 (NURS:6054) Obstetrical Anesthesia 1 s.h.

096:295 (NURS:6055) Rural Anesthesia 1 s.h.

096:296 (NURS:5800) Independent Study arr.
Supervised study and/or clinical practice adjusted to needs of master's degree students. Requirements: M.S.N. enrollment.

096:298 (NURS:5801) Master's Project 2-3 s.h.
Opportunity for in-depth analysis and synthesis of a chosen topic that contributes to some aspect of nursing practice.

096:299 (NURS:5805) Thesis 2-3 s.h.
Opportunity for systematic investigation of a nursing problem of student's choice under guidance of faculty.

For Doctoral Students
Open to doctoral students or to others with consent of instructor.

096:301 (NURS:5806) Distance Education: Master's Project 2-3 s.h.
In-depth analysis and synthesis of a chosen topic that contributes to some aspect of nursing practice. Requirements: M.S.N. enrollment.

096:302 (NURS:6800) Emerging Science 3 s.h.
Emerging science to prepare leaders, advanced practice practitioners, and researchers to meet challenges of today's workforce and health care environment; opportunities to apply emerging health care science that influence health care policy, education, research, and practice.

096:303 (NURS:6803) DNP: Advanced Role Development I 3 s.h.
Organizational and leadership skills that enhance practice and emphasize clinical care, ongoing improvement of health outcomes, and patient safety; case management, business practices, multidisciplinary role setting, leadership and ethics, conflict resolution, community or aggregate populations, vulnerable populations. Corequisites: 096:304 (NURS:6804). Requirements: admission to Doctor of Nursing Practice program.

096:304 (NURS:6804) DNP: Advanced Role Development Practicum I 3 s.h.
Opportunities to apply advanced leadership and clinical knowledge in health care systems; application of content from 096:303 (NURS:6803); identification of needs and/or interests to define student’s clinical practice; experience in selected clinical or agency sites to increase competencies in areas such as clinical acumen, case management, leadership, business practices. Requirements: admission to Doctor of Nursing Practice program.

096:306 (NURS:6805) DNP: Advanced Role Development II 3 s.h.
Builds on 096:304 (NURS:6804); continued development of in-depth clinical knowledge and skills in student’s interest area; advanced levels of interprofessional collaborative skills and team building. Prerequisites: 096:303 (NURS:6803). Corequisites: 096:307 (NURS:6806).

096:307 (NURS:6806) DNP: Advanced Role Development Practicum II 3 s.h.
Builds on 096:304 (NURS:6804); advanced leadership skills and clinical knowledge applied at practicum site; enhancement of competencies in areas such as clinical acumen, case management, leadership, business practices. Prerequisites: 096:303 (NURS:6803) and 096:304 (NURS:6804). Corequisites: 096:306 (NURS:6805).

096:308 (NURS:6825) Clinical Leadership Project 1-5 s.h.
Opportunity for in-depth analysis and synthesis of a topic that contributes to an aspect of advanced nursing practice; students relate projects to evidence-based practice/translational science courses and/or 096:332 (NURS:6809) and 096:333 (NURS:6810).

096:313 (NURS:6900) Computational Intelligence 3 s.h.

096:315 (NURS:6701) Advanced Practice Clinical Practicum I 3-4 s.h.
Application of advanced physical assessment, pathophysiology, and diagnostic reasoning in a clinical setting appropriate to a specific population.

096:316 (NURS:6702) Advanced Practice Clinical Practicum II 3-4 s.h.
Continuation of 096:315 (NURS:6701); emphasis on diagnostic reasoning and formulation of treatment plans.

096:317 (NURS:6703) Advanced Practice Clinical Practicum III 3-4 s.h.
Synthesis of role expectations for advanced practice with focus on clinical competencies appropriate to the specialization.

096:318 (NURS:6704) Practicum in Executive Leadership and Management 4 s.h.
Immersion experience in application of principles and methods of leadership, management, and evaluation to facilitate health care operations in various settings; student collaboration with a preceptor for mentored in-depth immersion in systems practice.

096:319 (NURS:5807) Distance Education: Master’s Thesis arr.
Systematic investigation of a nursing problem of student’s choice under guidance of faculty. Requirements: M.S.N. enrollment.

096:330 (NURS:6802) Health Policy, Law, and Advocacy 3 s.h.
Issues that shape health care economics and policy development; framework for understanding work of legislators and other policy makers; emphasis on state and national level; health issues in developing countries; health care system, its economics, financing, role of government, not-for-profit entities, and nongovernmental organizations. Requirements: doctoral standing.

096:331 (NURS:6808) Clinical Decision Making for Advanced Practice 3 s.h.
Coordination and integration of care delivery for population health and clinical effectiveness across the continuum of care; management of optimized outcomes; emphasis on informatics infrastructure and translation of evidence-based practice to managing care provision and achieving desired outcomes as a result of care provision.

096:332 (NURS:6809) DNP Role Integration I 4 s.h.
Application of leadership skills to enhance practice and incorporate evidence-based clinical care, improve health outcomes, and ensure safety in a patient-centered and cost-effective environment. Requirements: doctoral standing.

096:333 (NURS:6810) DNP Role Integration II 4 s.h.
Application of in-depth knowledge of complexity science and leadership skills to prepare students for transforming patient care delivery models of care. Prerequisites: 096:332 (NURS:6809). Requirements: doctoral standing.

096:338 (NURS:7002) Designing Research 3 s.h.
Introduction to designing research studies; issues related to research design as a set of choices influenced by aims, research questions, styles/traditions of research; conceptual frameworks/theories. Requirements: Ph.D. standing.

096:339 (NURS:6811) Social Determinants of Health and Health System Inequities 3 s.h.
Social determinants of health outcomes and inequities; social and economic forces that shape them using various perspectives and lenses; conceptualization and measurement of variables representing risk and inequities that serve as the organizing framework for course discussions, including individual and social factors; critical analysis of research studies for social bias. Requirements: doctoral standing.

096:340 (NURS:7000) Foundations of Nursing Science II 4 s.h.
...
Introduction to philosophical, historical, and conceptual underpinnings of contemporary nursing scholarship; students read primary sources on development of nursing knowledge and classic and contemporary works in philosophy of science; how these ideas influence development of nursing thought; two critical concepts of research (cause and validity); laboratory tools for synthesis of existing literature (integrative review, systematic review, concept analysis); synthesis of literature in student’s interest area to identify and apply selected approach. Prerequisites: 096:202 (NURS:5008). Requirements: Ph.D. standing.

096:342 (NURS:7001) Qualitative Research 4 s.h.
Qualitative research; ethnography, grounded theory, narrative, phenomenology, philosophical underpinnings, and research designs across traditions; current and emerging issues (i.e., mixed methods, meta-synthesis, working with vulnerable populations); guided exercises, peer sharing, collaborative group projects; qualitative interviewing and transcription, field work, participant observation; use of software for managing qualitative data; data coding, analysis and interpretation; critique of qualitative research proposals and manuscripts. Prerequisites: 096:338 (NURS:7002) and 096:340 (NURS:7000).

096:344 (NURS:7003) Quantitative Research 4 s.h.
Refinement of students’ understanding of the application of scientific logic; criteria for causality, its application in health-related research; various quantitative methods; sampling theory and approaches to sample selection, recruitment, and methods; issues related to instrument selection, reliability and validity considerations; management of large data sets and maintenance of data integrity; guided exercises, peer sharing, and collaborative groups provide experiences integrated with content in didactic section. Prerequisites: 096:338 (NURS:7002) and 096:340 (NURS:7000).

096:410 (NURS:7400) State of the Science in Biobehavioral Research on Aging 3 s.h.
Analysis and evaluation of science in biobehavioral aging research; overview of aging research and interdisciplinary contributions; biobehavioral phenomena pertinent to aging populations; relevant epidemiologic research, population/community-based research, primary prevention research, qualitative and quantitative analyses, instrumentation, intervention research, and measurement studies; ethical and methodological issues; context of care; identification of literature gaps and future research agendas that promote successful aging. Requirements: for 096:410 (NURS:7400) — doctoral standing; for 153:410 (ASP:7400) — Ph.D. enrollment. Recommendations: knowledge of pathophysiology, research design, and statistics. Same as 153:410 (ASP:7400).

096:412 (NURS:7310) Methods and Measurement in Clinical Pain Research 2 s.h.
Basic theoretical models for understanding pain; insight into the state of science of clinical pain research; issues and challenges related to conduction of clinical pain research; designs, vulnerable populations, methodology, and measurement strategies relevant to clinical trials; comparative effectiveness and translational research studies; interdisciplinary presentations of research experiences, issues, and solutions to provide a foundation for discussion and analysis of best practices for clinical pain research. Corequisites: 101:133 (PTRS:6133). Requirements: Ph.D. standing. Recommendations: graduate-level research methods/design course and pathophysiology.

096:415 (NURS:7202) Genetic Nursing Research 3 s.h.
Concepts in human genetics integrated with nursing research; methodological issues in study of populations with specific genetic problems; generation of testable hypotheses.

096:420 (NURS:7401) State of the Science in Geriatric Mental Health Research 3 s.h.
Analysis and evaluation of science in geriatric mental health research in nursing and other disciplines; cognitive and affective function, substance abuse, and caregiver health/support; relevant epidemiologic research, population/community-based research, primary prevention research, qualitative and quantitative analyses, instrumentation, intervention research, and measurement studies; review and analysis of program evaluation and services research, emphasis on ethical and methodological issues; identification of literature gaps and future research agendas that promote successful aging. Requirements: for 096:420 (NURS:7401) — doctoral standing; for 153:420 (ASP:7401) — Ph.D. enrollment. Recommendations: knowledge of psychopathology, research design, and statistics. Same as 153:420 (ASP:7401).

096:423 (NURS:7403) Advanced Seminar in Health Research 3 s.h.
Health research across the lifespan and health care continuum; specific topics based on the state of the science and emerging science initiatives put forth by NIH and other funding agencies. Requirements: doctoral standing.

096:485 (NURS:7509) Research Residency 3 s.h.
Participation in a research project based on an individualized plan of study, under guidance of a preceptor.

096:490 (NURS:7803) Research Practicum I 1 s.h.
First of two practicums that serve as a system of apprenticeship by which students are mentored through all aspects of scientific processes, methodologies, and analysis; principal investigator is an experienced researcher with a current large project requiring a team of investigators; project relevant to student’s area of study. Requirements: Ph.D. standing.

096:491 (NURS:7804) Research Practicum II 1 s.h.
Second of two practicums that serve as a system of apprenticeship by which students are mentored through all aspects of scientific processes, methodologies, and analysis; principal investigator is an experienced researcher with a current large project requiring a team of investigators; project relevant to student’s area of study. Prerequisites: 096:490 (NURS:7803).

096:496 (NURS:7800) Independent Study arr.
Supervised study adjusted to needs of doctoral degree students. Requirements: Ph.D. enrollment.

096:497 (NURS:7801) Seminar: Research Scholarship Role Development 3 s.h.
Preparation for successful completion of doctoral course work, comprehensive examination, and dissertation; faculty-guided structure provides opportunities for students to assimilate knowledge and behavior of a scholar and activities that facilitate and optimize socialization and success as nurse scientists and academic faculty. Requirements: Ph.D. standing.

College of Pharmacy

Dean
• Donald E. Letendre

Executive associate dean
• Bernard A. Sorofman

Associate dean, assessment, curriculum, and compliance
• Hazel H. Seaba

Associate dean, professional education
• Michael W. Kelly

Associate dean, research and graduate affairs
• Michael W. Duffel

Associate dean, undergraduate education
• Maureen D. Donovan

Associate dean, University of Iowa Hospitals and Clinics health science affairs
• Michael J. Brownlee

Assistant dean, Veterans Affairs Medical Center
• Traviss A. Tubbs

Interim chair, pharmaceutical sciences and experimental therapeutics
• Lawrence L. Fleckenstein

Chair, pharmacy practice and science
• Jay D. Currie

Head, applied clinical sciences
• Gary Milavetz

Head, health services research
• William R. Doucette

Head, medicinal and natural products chemistry
• Robert J. Kerns

Head, pharmaceutics and translational therapeutics
• Aliasger K. Salem

Director, Division of Drug Information Service
• Kevin G. Moores

Director, University of Iowa Pharmaceuticals
• Mickey L. Wells

---

Professors

Associate professors

Assistant professors

Lecturer
• Mark D. Feldick

Associate
• Nicole K. Brogden

Adjunct professors
• Karen Bell, Douglas R. Geraets, Randy P. McDonough

Adjunct associate professors

Adjunct assistant professors
Adjunct instructors

Professors emeriti

Associate professors emeriti
• Ting Fong Chin, Vijay Kumar

Assistant professors emeriti
• Harold J. Black, Ruth A. Kellemes

Professional degree: Pharm.D.
Graduate degrees: M.S. in pharmacy; Ph.D in pharmacy
Web site: http://pharmacy.uiowa.edu/
The pharmacy profession is concerned with a wide variety of activities, from developing new drug products to caring for patients. An important concept in the delivery of pharmacy services is medication therapy management—the responsible provision of drug therapy to achieve defined outcomes that improve patients' quality of life. These outcomes include preventing, arresting, or curing a disease, and/or eliminating or reducing its symptoms.

In order to carry out these activities, pharmacists specialize in the science of drugs and drug information. The dispensing of medications and information at the corner pharmacy is just one aspect of the profession. Pharmacists work in many health care settings, engaging in research, clinical practice, teaching, and counseling. Along with their training in science and drug preparation, they learn the business and communication skills necessary for their multifaceted careers.

Demand for qualified pharmacists is high. Iowa's pharmacy students study with professors who, in many cases, are pioneering the development of new drugs and are defining the appropriate use of others to solve chronic health problems. They also enjoy advanced research facilities, including those of Iowa’s drug research and manufacturing area, where experimental drugs are produced for testing and licensing by manufacturers before being introduced worldwide.

The University of Iowa College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education.

College Organization

The College of Pharmacy's faculty and programs are organized in two academic departments, each with two divisions. These units provide course work for the Doctor of Pharmacy curriculum and for the college's graduate programs.

PHARMACY PRACTICE AND SCIENCE DEPARTMENT

Faculty in the Pharmacy Practice and Science Department provide expertise and education in the professional practice of pharmacy. They specialize in a wide variety of clinical pharmacy practices; conduct research on patient and population outcomes related to medication therapy; and provide instruction in the pharmacist's professional role and the safe, effective use of medications.

The department offers Master of Science and Doctor of Philosophy curricula in pharmaceutical economics, which encompasses the behavioral, economic, social, and administrative sciences; elements of pharmacy practice; and health services research. It offers course work through its Applied Clinical Sciences Division and its Health Services Research Division.

**Applied Clinical Sciences Division:** Teaching and research in this division focus on the delivery of care and related services to patients and the education of student and resident pharmacists in practice settings. Courses are offered in pharmacotherapy, communication and practice skill development, clinical problem solving, and patient care. Professional practice mentoring and education are provided in introductory and advanced pharmacy practice experiences.

**Health Services Research Division:** Teaching and research in this division involve economic, social, behavioral, and administrative components of pharmacy practice and medication use. Courses are offered on the health care system, practice management, the professional and business aspects of pharmacy practice, and on learning and applying economic and social psychological theories to the study of health services and medication use.

To learn more about the department and its two divisions, visit the Pharmacy Practice and Science web site.

PHARMACEUTICAL SCIENCES AND EXPERIMENTAL THERAPEUTICS DEPARTMENT

Faculty in the Pharmaceutical Sciences and Experimental Therapeutics Department provide expertise and education in clinical pharmaceutical sciences, medicinal and natural products chemistry, and pharmaceutics. Their interests include dosage form development and performance, industrial and manufacturing pharmacy, pharmacokinetics and pharmacodynamics, and the chemistry of drugs and their action on human systems. The department offers courses through its Medicinal and Natural Products Chemistry Division and its Pharmaceutics and Translational Therapeutics Division.

**Medicinal and Natural Products Chemistry Division:** Course work in this division relates to understanding the chemistry of drugs and their action on human systems, principles of drug discovery and drug design, natural product chemistry, and biotechnology and genomic strategies for producing new drug molecules. The division’s curricula for the M.S. and Ph.D. programs provide abundant opportunities for interface with researchers in other areas, including medicine, pharmacology, biochemistry, chemistry, and pharmaceutics.

**Pharmaceutics and Translational Therapeutics Division:** This division prepares students to become leaders in developing and evaluating drugs, drug products, and drug delivery systems. It offers two M.S. and Ph.D. subtracks: the pharmaceutics subtrack, which focuses on characterization of pharmaceuticals and their component materials, development of delivery systems for optimal human or veterinary use, and the pharmacokinetic and pharmacodynamic evaluation of drug actions and interactions; and the clinical pharmaceutical sciences subtrack, which focuses on investigating drug therapy outcomes in patients and identifying factors responsible for specific drug actions in individual patients, related patient groups, and large patient populations. The division also offers multidisciplinary opportunities with programs in chemistry, engineering, biomedical science, dentistry, and veterinary medicine. Its national and international collaborations enhance the breadth of research activities available to students.

To learn more about the divisions, visit the Medicinal and Natural Products Chemistry and Pharmaceutics and Translational Therapeutics web sites.

Professional Program of Study (Pharm.D.)

- **Doctor of Pharmacy**

  The College of Pharmacy collaborates with the College of Public Health to offer the joint Master of Public Health/Doctor of Pharmacy (M.P.H./Pharm.D.) program.
Doctor of Pharmacy

The Doctor of Pharmacy program requires 151 s.h. of professional program credit. The program prepares students for careers in pharmacy. It provides professional education in a number of areas, including pharmaceutical technology, biopharmaceutics, medicinal chemistry and natural products, pharmaceutical socioeconomics, pharmacotherapy, patient care, clinical and hospital pharmacy, and aspects of biotechnology. Graduates of the program are qualified to take the Iowa Board of Pharmacy examination that is required for licensure as a pharmacist.

The program requires four years of full-time pharmacy study preceded by at least two years of pre-pharmacy study in the College of Liberal Arts and Sciences at The University of Iowa or at an accredited community or liberal arts college in the United States or Canada.

During pre-pharmacy study, students complete the prerequisites to admission to the Pharm.D. program (see "Admission" below for a list of prerequisite course work). Pharm.D. students complete a total of 20 s.h. of general education course work. They complete 12 s.h. of general education courses as part of their pre-pharmacy study, but if possible, they should complete all 20 s.h. of their general education work before they enter the Pharm.D. program. Courses in moral reasoning or ethics, communication, computer science, and business are recommended for general education; courses in behavioral and social sciences and the humanities are accepted. Courses in physical education skills, applied music, and studio art do not count toward the general education requirement.

Pharm.D. students must maintain a cumulative g.p.a. of at least 2.00 and a pharmacy g.p.a. of at least 2.00. The pharmacy grade-point average is computed from grades earned in all required courses that students have completed while enrolled in the College of Pharmacy, excluding general education courses and professional electives.

Students must earn a grade of C-minus or higher in transfer courses applied to the Pharm.D.

Rules and regulations concerning academic probation, pass/nonpass, credit by examination, maximum schedule, second-grade-only option, waiver or substitution of courses, cancellation of registration, drop date, and Guided Independent Study are provided in the College of Pharmacy section of the ISIS Student Handbook and in the College of Pharmacy Student Handbook.

The Tippie College of Business (p. 621), the Carver College of Medicine (p. 993), the College of Dentistry (p. 684), and the College of Liberal Arts and Sciences (p. 22) contribute to the education of pharmacy students by providing instruction in the physical sciences, basic medical sciences, business, the humanities, and the social sciences.

The College of Pharmacy provides students with the highest possible quality in the professional experiential program. Faculty and adjunct faculty serve as preceptors, providing introductory and advanced practice experience at institutions and pharmacies in Iowa, nationwide, and around the world.

Professional Curriculum

The Pharm.D. degree requires the course work listed below, including at least 12 s.h. of professional electives.

In addition, students must complete all prerequisites to admission to the Pharm.D. program, including 12 s.h. of general education courses chosen from behavioral, social, humanistic, and business disciplines (see "Admission" below). They also must complete an additional 8 s.h. of general education work either before or after admission to the Pharm.D. program.

FIRST YEAR

Students must complete one semester of 046:001 (PHAR:8100) Introduction to Pharmacy Practice during the first professional year. They also complete 046:004 (PHAR:8205) Student Pharmacist Professionalism throughout the first, second, and third professional years.

First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>046:001</td>
<td>Introduction to Pharmacy Practice</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>046:050</td>
<td>Pharmacy Practice Lab I</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:103</td>
<td>Fundamentals of Evaluating Clinical Research</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>046:123</td>
<td>Pharmaceutics I: Solutions</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>069:133</td>
<td>Introduction to Human Pathology for Graduate Students</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>099:162</td>
<td>Biochemistry for Pharmacy Students</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>046:002</td>
<td>Introduction to Community Pharmacy Practice</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>(if not taken first semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>046:051</td>
<td>Pharmacy Practice Lab II</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:122</td>
<td>Social Aspects of Pharmacy Care</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:124</td>
<td>Pharmaceutics II: Solids and Semi-solids</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>046:128</td>
<td>Medicinal and Natural Products Chemistry I: Biotechnology and Chemotherapy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>071:180</td>
<td>Pharmacology for Pharmacy Students I</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

SECOND YEAR

Students must complete 046:002 (PHAR:8200) Introduction to Community Pharmacy Practice and 046:008 (PHAR:8206) Introduction to Hospital Pharmacy Practice during the second professional year. These practice experiences are delivered in set time blocks over the winter break or during the summer before or after the P2 year.

First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>046:002</td>
<td>Introduction to Community Pharmacy Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:116</td>
<td>Pharmacy Practice Lab III</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:131</td>
<td>Medicinal and Natural Products Chemistry II: Pharmacodynamic Agents</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:138</td>
<td>Pharmacokinetics and Biopharmaceutics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:149</td>
<td>Introduction to Therapeutics/ Special Populations</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:154</td>
<td>Endocrinology, Ophthalmology, Women’s and Men’s Health Therapeutics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>071:181</td>
<td>Pharmacology for Pharmacy Students II</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>046:008</td>
<td>Introduction to Hospital Pharmacy Practice</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:106</td>
<td>Clinical Practice Skills I: Theory and Application</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>
Four of these (24 s.h.):

046:117 (PHAR:8204) Pharmacy Practice Lab IV 2 s.h.
046:132 (PHAR:8123) Medicinal and Natural Products 3 s.h.
046:155 (PHAR:8242) Respiratory and Dermatologic 2 s.h.
046:156 (PHAR:8243) Cardiovascular Therapeutics 2 s.h.
046:170 (PHAR:8230) Clinical Pharmacokinetics 3 s.h.
Professional electives 3 s.h.

All of these (24 s.h.):

046:184 (PHAR:9417) Elective Psychiatry Rotation 6 s.h.
046:185 (PHAR:9414) Elective Neurology Rotation 6 s.h.
046:186 (PHAR:9419) Elective: Surgery Rotation 6 s.h.
046:187 (PHAR:9403) Elective Nuclear Pharmacy 6 s.h.
046:188 (PHAR:9420) Elective Pharmacy Practice 6 s.h.
046:189 (PHAR:9416) Elective: Pharmacy Rotation 6 s.h.
046:192 (PHAR:9411) Elective Long Term Care Rotation 6 s.h.
046:193 (PHAR:9409) Elective Home Health Care 6 s.h.
046:194 (PHAR:9412) Elective Managed Care Rotation 6 s.h.
046:197 (PHAR:9408) Elective Hematology/Oncology 6 s.h.
046:199 (PHAR:9418) Elective Research Rotation 6 s.h.
046:300 (PHAR:9424) Elective Emergency Medicine 6 s.h.
046:301 (PHAR:9425) Elective Hospital Management 6 s.h.
046:302 (PHAR:9426) Elective Infectious Disease 6 s.h.
046:303 (PHAR:9427) Elective Medication Use Evaluation 6 s.h.
046:304 (PHAR:9428) Elective Pharmacy Industry 6 s.h.
046:305 (PHAR:9429) Elective: Pharmacy Regulatory 6 s.h.
046:306 (PHAR:9430) Elective: Professional Association 6 s.h.
046:307 (PHAR:9431) Elective: Veterinary Pharmacy 6 s.h.
046:308 (PHAR:9432) Elective: Advanced Community 6 s.h.
046:309 (PHAR:9433) Elective Pharmacy Rotation

THIRD YEAR
Students must complete one semester of
046:003 (PHAR:8300) Introduction to Clinical Pharmacy Practice during the third professional year.

First Semester
046:003 (PHAR:8300) Introduction to Clinical Pharmacy Practice (may be taken either fall or spring semester) 1 s.h.
046:107 (PHAR:8302) Clinical Practice Skills II: Critical Patient Analysis 2 s.h.
046:115 (PHAR:8313) Drug Literature Evaluation 2 s.h.
046:118 (PHAR:8305) Pharmacy Practice Lab V 2 s.h.
046:129 (PHAR:8308) Pharmaceutical Economics and Insurance 3 s.h.
046:158 (PHAR:8340) FEN, GI, and Renal Therapeutics 2 s.h.
046:159 (PHAR:8341) Rheumatology, Immunology, Hematology, Oncology, and Transplantation Therapeutics 2 s.h.
Professional electives 4 s.h.

Second Semester
046:004 (PHAR:8205) Student Pharmacist Professionalism 1 s.h.
046:104 (PHAR:8104) Pharmacy Law and Ethics 2 s.h.
046:119 (PHAR:8306) Pharmacy Practice Lab VI 2 s.h.
046:139 (PHAR:8309) Pharmacy Management and Marketing 2 s.h.
046:164 (PHAR:8342) Neurology/Psychiatry Therapeutics 2 s.h.
046:165 (PHAR:8343) Infectious Disease Therapeutics 2 s.h.
Professional electives 5 s.h.

FOURTH YEAR: ADVANCED PHARMACY PRACTICE ROTATIONS
During the fourth year, students are required to complete eight advanced pharmacy practice rotations. All students must complete the first four rotations listed below (24 s.h.); they also must complete an additional four rotations of their choice (24 s.h.).

All of these (24 s.h.):

046:178 (PHAR:9410) Hospital Pharmacy Rotation 6 s.h.
046:179 (PHAR:9404) Community Pharmaceutical Care Rotation 6 s.h.
046:180 (PHAR:9413) Acute Care Medicine Rotation 6 s.h.
046:196 (PHAR:9401) Ambulatory Care Rotation 6 s.h.

Four of these (24 s.h.):

046:136 (PHAR:9433) Elective Academic Rotation 6 s.h.
046:140 (PHAR:9402) Elective Ambulatory Care Rotation 6 s.h.
046:142 (PHAR:9422) Elective: Compounding/Complimentary Alternative Medicine Rotation 6 s.h.
046:143 (PHAR:9423) Elective: Critical Care Medicine Rotation 6 s.h.
046:161 (PHAR:9406) Elective: Drug Information Rotation 6 s.h.
046:181 (PHAR:9407) Elective Family Medicine Rotation 6 s.h.
046:182 (PHAR:9415) Elective: Pediatrics Rotation 6 s.h.
046:183 (PHAR:9416) Elective Pharmacy Rotation 6 s.h.
046:190 (PHAR:8719) Overview of Pediatric Pharmacotherapy 2 s.h.
046:191 (PHAR:8720) Health Coaching and Wellness 2 s.h.
046:192 (PHAR:8721) Contemporary Issues and Leadership 2 s.h.
046:357 (PHAR:8790) Topics in Community Pharmacy Management 2 s.h.

PROFESSIONAL ELECTIVES
Pharm.D. students must complete 12 s.h. of professional electives, which they may choose from the following list.

046:006 (PHAR:8702) Dean's Pharmacy Forum II 2 s.h.
046:007 (PHAR:8307) Career Pathways in Pharmacy 1 s.h.
046:011 (PHAR:8703) Web 2.0 and Pharmacy Drug 2 s.h.
046:012 (PHAR:8791) Survey of Basic Pharmaceutical Sciences 1 s.h.
046:013 (PHAR:8717) Ambulatory Care Pharmacy 2 s.h.
046:014 (PHAR:8718) Special Topics in Acute Care 2 s.h.
046:101 (PHAR:8706) Pharmacy Projects 1-3 s.h.
046:110 (PHAR:3745) Drug Delivery I arr.
046:121 (PHAR:8708) Substance Abuse 2 s.h.
046:126 (PHAR:8788) International Perspectives: Xicotepec 2 s.h.
046:135 (PHAR:5515) Perspectives in MNPC Research 1 s.h.
046:146 (PHAR:3740) End-of-Life Care for Adults and Families 2-4 s.h.
046:151 (PHAR:8722) Current Topics in Health Policy 2 s.h.
046:169 (PHAR:8710) Introduction to Pharmacogenomics 2 s.h.
046:171 (PHAR:8712) Nonprescription Pharmacotherapy 2 s.h.
046:190 (PHAR:8719) Overview of Pediatric Pharmacotherapy 2 s.h.
046:357 (PHAR:8790) Topics in Community Pharmacy Management 2 s.h.
Joint M.P.H./Pharm.D.

The College of Pharmacy and the College of Public Health offer the joint Master of Public Health/Doctor of Pharmacy program. The joint M.P.H./Pharm.D. requires 42 s.h. of graduate credit in addition to the requirements of the Pharm.D. degree. Students who complete the program are granted both degrees.

The M.P.H./Pharm.D. program helps students develop expertise in public health related to pharmacotherapy, health promotion, disease prevention, and medication safety. Its graduates may work in areas of interest common to pharmacy and public health, such as spread and treatment of disease, community health, and immunology; bioterrorism, terrorism, and preparedness; genetics; insurance; managed care; family and juvenile health; and protection of special populations. Employment opportunities are available in hospitals and clinics and with health care providers; private practice; insurance and managed care organizations; local, county, state, and federal government; public health governmental agencies; and colleges and universities.

Separate admission to each degree program is required. Applicants must be admitted to both programs before they may be admitted to the joint degree program.

See "Joint M.P.H./Pharm.D." in the Master of Public Health Program (p. 1171) section of the Catalog to learn about curriculum and admission requirements for the joint program.

Admission

Individuals apply to the Pharm.D. program using PharmCAS, the American Association of College of Pharmacy application service. Applicants also must submit a supplemental application, including a $100 application fee, to the University of Iowa College of Pharmacy; see Iowa Graduate Admissions—College of Pharmacy for more information.

All application materials must be received by December 1 of the year before the applicant intends to enter the College of Pharmacy. Entry is for fall semester.

All Pharm.D. applicants must take the Pharmacy College Admission Test (PCAT); they must take PCAT before December 31 of the year before they wish to enter the College of Pharmacy in order to be considered by the admissions committee.

Applicants must complete the college-level work listed under "Prerequisites to Admission to the Pharm.D. Program" below. They also must have an overall cumulative g.p.a. of at least 2.50 and must submit two letters of recommendation. Applicants considered for admission must have a personal interview; the college contacts applicants to arrange interview appointments.

Fulfillment of the admission requirements listed above does not ensure admission to the College of Pharmacy. The admissions committee considers applicants who meet these requirements and selects individuals who, in their judgment, appear to be best qualified for the study and practice of pharmacy.

Applicants who are accepted for admission are required to submit to a criminal background check and pay a $250 acceptance fee. The fee is applied to tuition for the student’s first semester of enrollment in the college. The deposit is not refunded to applicants who do not enroll in the College of Pharmacy.

Entering health sciences students are required to have an annual tuberculin skin test (TST) and proof of immunization against mumps, measles and rubella (2 MMRs), tetanus, diphtheria and varicella before classes begin. The usual regimen of three doses of Hepatitis B vaccine and a Hepatitis B titre must be completed by the second semester of the first year. All students are required to have hospitalization and health insurance.

PREREQUISITES FOR ADMISSION TO THE PHARM.D. PROGRAM

Applicants to the Pharm.D. program must have completed the following college-level work.

Rhetoric: 4 s.h. [010:003 (RHET:1030) Rhetoric] or 6 s.h. of transfer credit in English composition and rhetoric and 3 s.h. in speech

Human anatomy: 3 s.h. [060:110 (ACB:3110) Principles of Human Anatomy]

General biology: 8 s.h. [002:031 (BIOL:1411) Foundations of Biology and 002:032 (BIOL:1412) Diversity of Form and Function]


Mathematics: 3-4 s.h. of a satisfactory differential and integral calculus course [22M:016 (MATH:1460) Calculus for the Biological Sciences]

Microbiology: 4 s.h. [061:112 (MICR:3112) Pharmacy Microbiology]

Microeconomics: 3-4 s.h. [06E:001 (ECON:1100) Principles of Microeconomics]

Physics: one year of high school physics or one semester of college-level physics with a lab [029:008 (PHYS:1400) Basic Physics]

Human physiology: 3 s.h. [027:130 (HHP:3500) Human Physiology]

Statistics: 3 s.h.

General education electives: at least 12 s.h.

Courses in moral reasoning or ethics, communications, computer science, and business are recommended for general education; courses in the behavioral and social sciences and the humanities are accepted. Courses in physical education skills, applied music, and studio art do not count toward the general education requirement.

Financial Support

All second-, third-, and fourth-year pharmacy students are encouraged to apply for College of Pharmacy scholarships. Applications are available each April from the College of Pharmacy Office of Academic Affairs. Students complete a single application form in order to be considered for...
all scholarships. Award amounts vary. The Awards and Recognition Committee selects the best-qualified applicant for each scholarship.

**Seymour M. Blaug Memorial Award:** for a pharmacy student with above-average academic achievement.

**Ilse O. Buckner Scholarship:** for a pharmacy student who maintains satisfactory academic progress; nonrenewable, financial need is considered.

**Burroughs-Wellcome Scholarship Fund:** for a student of the committee’s choice.

**David and James Carlson Scholarship:** for two pharmacy students interested in clinical or hospital practice; preference given to students from north of U.S. Interstate 80 and west of U.S. Interstate 35 who show financial need.

**Jordan and Jana Cohen Doctor of Pharmacy Scholarship:** for a pharmacy student in good academic standing; based on merit and need; renewable.

**Vernon Conzemius Scholarship:** for a pharmacy student who demonstrates financial need; preference is given to students in the upper half of their class.

**Ben M. Cooper Memorial Award:** for an academically outstanding pharmacy student; preference is given to students from Scott County, Iowa; financial need is considered.

**CVS Scholarships:** for five pharmacy students in good academic standing who are interested in community pharmacy.

**John and Margo Daniel Scholarship:** preference is given to a student from Webster County, Iowa.

**Max Eggleston Scholarship:** for a student who has completed one year; preference is given to students from Iowa; based on financial need.

**Alice Gates Coxon Memorial Scholarship:** for a student in good academic standing; essay required.

**Lori A. Grimes Memorial Scholarship:** based on financial need; renewable.

**Gary Hadley Scholarship:** for a student of the committee’s choice.

**Dick and Brenda Hartig Scholarship:** for a student who demonstrates financial need; preference is given to students from Dubuque, Waukon, Dyersville, and Iowa City, Iowa; and Galena and Stockton, Illinois.

**Thomas D. Hill Scholarship:** for a pharmacy student in good academic standing.

**Janet Hinderliter Scholarship:** for a P3 or P4 student with a g.p.a. of at least 3.00 and demonstrated involvement in campus and community affairs.

**Frances T. and Charles Holub Memorial Award:** for a third-year pharmacy student; financial need is considered; renewable once.

**Iowa Pharmacy Foundation Scholarships:** for selected pharmacy students who are residents of Iowa and who demonstrate outstanding academic ability; financial need is considered.

**R.A. Kuever Scholarship Fund:** for a pharmacy student from Iowa who is in good academic standing.

**Ernest Kyle Memorial Scholarship:** for a student of the committee’s choice.

**Ronald Madden Scholarship:** for an Iowa high school graduate in good academic standing.

**Charles J. Malecek Pharmacy Scholarship:** for a student of the committee’s choice.

**Virgil R. McCutchan Memorial Scholarship:** for a deserving pharmacy student.

**Carleton Mikkelsen Scholarship:** for the top P4 student based on final P3 grade-point average; in case of a tie, the committee chooses the recipient.

**Miller-Ruegnitz Scholarships:** based on financial need, non-renewable.

**NACDS Scholarship:** for a student interested in community pharmacy.

**Petersen Linder Scholarship:** for a pharmacy student in excellent academic standing who has outstanding leadership skills; based on financial need.

**Pharmacists Mutual Scholarship:** for a student of the committee’s choice.

**Pharmacy Student Aid Scholarship:** for a student of the committee’s choice.

**Quad Cities Area Pharmacists Association Scholarships:** for students who demonstrate financial need; preferably one student from Iowa and one from Illinois.

**Sattler Family Scholarship:** for a student of the committee’s choice, alternates with the Carver College of Medicine.

**Scherling Scholarship:** for a student who demonstrates superior academic achievement in organic chemistry.

**Chuck and Jacqueline Schwenke Scholarship:** for a student of the committee’s choice.

**Gordon H. Sheffield Scholarship:** for a P3 or P4 student from Iowa; preference given to a student who demonstrates leadership and financial need.

**ShopKo Scholarship:** preference given to students who reside or have resided in a state where Shop-Ko is located.

**Shutt Pharmacy Scholarship:** preference given to students interested in compounding or industrial pharmacy.
**Graduate Programs of Study**

- Master of Science in pharmacy
- Doctor of Philosophy in pharmacy

The College of Pharmacy offers graduate programs in four areas: clinical pharmaceutical science, medicinal and natural products chemistry, pharmaceutical economics, and pharmacoeconomics.

Advanced study in the pharmaceutical sciences prepares students for research, teaching, and administrative positions in the pharmaceutical industry, in colleges and universities, in government agencies, and in health-related institutions and organizations.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate College section of the Catalog. Academic requirements for maintaining graduate registration are determined by the Graduate College and by the individual divisions of the College of Pharmacy.

For more information about graduate study, visit the College of Pharmacy web site.

**Facilities and Resources**

**Pharmacy Building**

The Pharmacy Building is located on the University’s health sciences campus, in close proximity to the Carver College of Medicine, College of Dentistry, College of Nursing, and College of Public Health. Also nearby are University of Iowa Hospitals and Clinics, the Bowen Science Building, and the Hardin Library for the Health Sciences.

The Pharmacy Building is a five-story structure designed to provide modern facilities for a comprehensive program of pharmacy education. In addition to classrooms and auditoriums, there are well-equipped separate laboratories for instruction at the professional and graduate levels.

The college operates small and large classrooms with state-of-the-art technology. The student practice lab is a technologically advanced licensed pharmacy that provides real and simulated practice experiences. The Banker Student Activity Center provides quiet individual and small-group study environments and houses offices for College of Pharmacy Student Organizations.

The building also houses a fully supported Instructional Technology Center (Pharmacy ITC) in the Learning Resource Center. The ITC provides state-of-the-art desktop workstations and laptop computers are available for student checkout. Both desktop and laptop computers have secure connections to the University network for online drug information searching and printing.

**University of Iowa Pharmaceuticals**

University of Iowa Pharmaceuticals is a pharmaceutical manufacturing facility registered with the U.S. Food and Drug Administration that develops pharmaceutical dosage forms and has manufactured clinical supplies in compliance with Good Manufacturing Practices since 1974. University of Iowa Pharmaceuticals has clients worldwide, including pharmaceutical companies, biotechnology firms, medical departments, and government agencies. Its staff works closely with clients and pharmaceutics faculty members to produce virtually every type of pharmaceutical dosage form, supplying new pharmaceutical agents for use in clinical trials and other research. The facility combines the former Center for Advanced Drug Development and Division of Pharmaceutical Service. For more information, visit the University of Iowa Pharmaceuticals web site.

**Division of Drug Information Service**

The Division of Drug Information Service publishes the IDIS (Iowa Drug Information Service), a bibliographical database that provides full-text access to specialized information related to drugs and drug therapy. IDIS reaches subscribers throughout the world. The division is also home to the Iowa Drug Information Network, which serves a network of community pharmacies and family practice sites with drug information resources, educational programs, and direct-response consultations that support the pharmaceutical care initiatives at the network’s sites. In addition, the Division of Drug Information Service plays an important educational role for pharmacy students by providing both didactic and experiential teaching in drug information. The division is located on the University of Iowa Research Park campus.

**Courses**

Students must be enrolled in the College of Pharmacy to take the college’s courses. Undergraduate and graduate students in other colleges must have the instructor’s consent to take College of Pharmacy courses.

**For Undergraduates**

- **046:020 (PHAR:8000) Introduction to Pharmaceutics Projects**
  - Introduction to pharmaceutics.
  - 3 s.h.

- **046:029 (PHAR:5000) First-Year Seminar**
  - 1 s.h.

**For Pharm.D. Students**

**Pharmacy Practice and Science**

- **046:001 (PHAR:8100) Introduction to Pharmacy Practice**
  - 1 s.h.

  Exposure to the pharmacy profession through varied shadowing experiences in practice settings. Requirements: P1 standing.
046:002 (PHAR:8200) Introduction to Community Pharmacy Practice
Exposure to community pharmacy through activities focusing on drug distribution, legal requirements, communication, patient interaction; during breaks in P2 year. Requirements: P2 standing.

046:003 (PHAR:8300) Introduction to Clinical Pharmacy Practice
Clinical practice experience observing and participating in clinical activities with P4 students, faculty, and other health care providers. Requirements: P3 standing.

046:004 (PHAR:8205) Student Pharmacist Professionalism
Participation in activities promoting leadership and professional learning, and service learning; required participation P1 through P3 years.

046:006 (PHAR:8702) Dean's Pharmacy Forum II
Contemporary issues in pharmacy practice, pharmacy education, and health care.

046:007 (PHAR:8307) Career Pathways in Pharmacy
Career preparation through writing, speaking, reading, and listening; writing résumés, curricula vitae, cover letters; interviewing techniques; electronic portfolios; web-based career information; guest speakers from pharmacy associations, major chains; workshop approach. Requirements: P3 standing.

046:008 (PHAR:8206) Introduction to Hospital Pharmacy Practice
Exposure to hospital pharmacy through activities focusing on drug distribution, legal requirements, communication, patient interaction; during breaks in P2 year. Requirements: P2 standing.

046:011 (PHAR:8703) Web 2.0 and Pharmacy Drug Information
Introduction to challenges and opportunities of social Internet applications, electronic drug information sources, and mobile technologies available to healthcare providers and patients; creation, use, and critical evaluation of web-based products; lectures, class discussions, required readings, reflection blogs, and group projects. Requirements: P1, P2, or P3 standing.

046:013 (PHAR:8717) Ambulatory Care Pharmacy
Additional experience in the practice of clinical pharmacy; focus on key therapeutic areas where ambulatory care clinical pharmacists currently have a significant impact improving patient care, including anticoagulation management, hyperlipidemia management, and diabetes management; opportunity to develop expertise in clinical decision making, improve problem solving abilities, and continued development in writing and oral presentation skills. Prerequisites: 046:154 (PHAR:8241) and 046:156 (PHAR:8243). Requirements: P3 standing.

046:014 (PHAR:8718) Special Topics in Acute Care Pharmacy
Pharmacology for common but varied acute care medicine topics; review of disorder, therapeutic goals, treatment plans, patient counseling, monitoring patient outcomes; lecture or case-based classes; acute and chronic renal failure; peritoneal and hemodialysis; diabetic ketoacidosis; rhabies; shock, vasopressors, fluids; ACLS; deep venous thrombosis, stress ulcer prophylaxis; burns; sedation, neuromuscular blockage; opioids; multiple sclerosis. Prerequisites: 046:149 (PHAR:8240), 046:154 (PHAR:8241), 046:155 (PHAR:8242), 046:156 (PHAR:8243), 046:158 (PHAR:8340), and 046:159 (PHAR:8341). Corequisites: 046:164 (PHAR:8342) and 046:165 (PHAR:8343). Requirements: BLS certification.

046:050 (PHAR:8101) Pharmacy Practice Lab I
Practical application of scientific and clinical knowledge used in the provision of pharmaceutical care; activities include communication with patient and members of the healthcare team, sterile product and prescription compounding, pharmacy calculations, and use of drug information resources. Requirements: P1 standing.

046:051 (PHAR:8102) Pharmacy Practice Lab II
Practical application of scientific and clinical knowledge used in the provision of pharmaceutical care; activities include prescription compounding, pharmacy calculations, communication skills, prescription counseling, and applications of drug information skills through secondary searching of the primary literature. Prerequisites: 046:050 (PHAR:8101). Requirements: P1 standing.

046:101 (PHAR:8706) Pharmacy Projects
Basic and applied research problems of pharmaceutical interest.

046:103 (PHAR:8103) Fundamentals of Evaluating Clinical Research
Basic concepts for evaluation of clinical trials published in primary biomedical and pharmacy literature; design, methods, outcomes, statistical analysis, and generalizability of results. Requirements: P1 standing.

046:104 (PHAR:8104) Pharmacy Law and Ethics
Legal and moral aspects involved in the practice of pharmacy. Requirements: P3 standing.

046:106 (PHAR:8201) Clinical Practice Skills I: Theory and Application

046:107 (PHAR:8302) Clinical Practice Skills II: Critical Patient Analysis
Continuation of 046:106 (PHAR:8201); development of professional skills required for delivery of patient care; patient assessment, clinical decision making, communication (written and oral) skills. Corequisites: 046:158 (PHAR:8340). Requirements: P3 standing.

Continuation of 046:107 (PHAR:8302); development of professional skills required for delivery of patient care; patient assessment, clinical decision making, communication (written and oral), teamwork. Corequisites: 046:164 (PHAR:8342). Requirements: P3 standing.

046:115 (PHAR:8313) Drug Literature Evaluation 2 s.h.
Study design methods, drug information techniques and skills; skill development in critical analysis and evaluation of published reports of drug use and drug trials, assessment of validity of reports, trials and studies, assessment of generalizability of results to individual patients and patient groups; laboratory experience in biomedical literature analysis, evaluation.

046:116 (PHAR:8203) Pharmacy Practice Lab III 2 s.h.
Practical application of scientific and clinical knowledge in the provision of patient-centered care; activities include prescription interpretation and counseling, compounding, applications of drug information, use of patient screening tools, physical assessment, and pharmacy law. Corequisites: 046:149 (PHAR:8240) and 046:154 (PHAR:8241), if not taken as prerequisites.

046:117 (PHAR:8204) Pharmacy Practice Lab IV 2 s.h.
Practical application of scientific and clinical knowledge in the provision of patient-centered care; activities include providing medication therapy management for patients, prescription and self-care counseling, and application of drug information skills. Corequisites: 046:155 (PHAR:8242) and 046:156 (PHAR:8243), if not taken as prerequisites. Requirements: P2 standing.

046:118 (PHAR:8305) Pharmacy Practice Lab V 2 s.h.
Practical application of scientific and clinical knowledge in the provision of patient-centered care; activities include medication therapy management for patients, prescription and self-care counseling, and application of drug information skills. Corequisites: 046:158 (PHAR:8340) and 046:159 (PHAR:8341), if not taken as prerequisites.

046:119 (PHAR:8306) Pharmacy Practice Lab VI 2 s.h.
Practical application of scientific and clinical knowledge in the provision of patient-centered care; activities include medication therapy management for patients, prescription and self-care counseling, and application of drug information skills. Corequisites: 046:164 (PHAR:8342) and 046:165 (PHAR:8343), if not taken as prerequisites. Requirements: P3 standing.

046:121 (PHAR:8708) Substance Abuse 2 s.h.
Themes and concepts in substance abuse and treatment; stimulants, depressants, alcohol, opiates, hallucinogens, steroids; drug abuse prevention and treatment, including dual diagnosis, from cradle to the grave.

046:122 (PHAR:8105) Social Aspects of Pharmacy Care 2 s.h.
Conceptual issues related to social and behavioral components of pharmacy care; social construction of health and illness, medication use process, health communications, cultural competence, health disparities, public health. Requirements: P1 standing.

Introduction to providing service to a community in a less developed country; student projects intended to improve community life in Xicotepec. Requirements: P3 standing. Same as 053:126 (CEE:4788), 152:126 (GHS:4126).

046:129 (PHAR:8308) Pharmaceutical Economics and Insurance 3 s.h.
Financing of health care in the U.S.; insurance and reimbursement in pharmacy and pharmacoconomics. Requirements: P3 standing.

046:136 (PHAR:9433) Elective Academic Rotation 6 s.h.
Practice experience delivering pharmacy education with a College of Pharmacy faculty member. Requirements: P4 standing.

046:139 (PHAR:8309) Pharmacy Management and Marketing 2 s.h.
Application of management principles to pharmacy practice; marketing techniques for pharmacy practice; operations, human resources, finance, quality improvement and service marketing management.

046:140 (PHAR:9402) Elective Ambulatory Care Rotation 6 s.h.
Clinical experience providing pharmaceutical care in specialty outpatient settings. Requirements: P4 standing.

046:141 (PHAR:9421) Elective Community Management Rotation 6 s.h.
Practice exposure to community pharmacy operations and management at the store, district, or corporate level. Requirements: P4 standing.

046:142 (PHAR:9422) Elective: Compounding/Complimentary Alternative Medicine Rotation 6 s.h.
Clinical work in a community setting with focus on team approach; experience developing extemporaneous compounds to optimize patient care and/or integrating traditional and nontraditional medicine. Requirements: P4 standing.

046:143 (PHAR:9423) Elective: Critical Care Medicine Rotation 6 s.h.
Practice experience providing pharmaceutical services to intensive care unit patients. Requirements: P4 standing.

046:146 (PHAR:3740) End-of-Life Care for Adults and Families 2-4 s.h.

046:149 (PHAR:8240) Introduction to Therapeutics/Special Populations 2 s.h.
Treatment modalities that promote health and treat common diseases; common laboratory and diagnostic procedures used to diagnose and monitor diseases; basic types of adverse drug reactions. Requirements: P2 standing.

046:151 (PHAR:8722) Current Topics in Health Policy 2 s.h.
Legislative process and broad range of current issues in health policy; general- and pharmacy-specific health policy topics at state and federal levels. Requirements: P1, P2, P3, or graduate standing.

046:154 (PHAR:8241) Endocrinology, Ophthalmology, Women's and Men’s Health Therapeutics
Pharmacotherapy for endocrine and ophthalmologic disorders; review of disorders, treatment goals, treatment plans, patient counseling, monitoring of patient outcomes. Requirements: P2 standing.

046:155 (PHAR:8242) Respiratory and Dermatologic Therapeutics
Pharmacotherapy for respiratory and dermatology disorders; review of disorders, treatment goals, treatment plans, patient counseling, monitoring of patient outcomes. Requirements: P2 standing.

046:156 (PHAR:8243) Cardiovascular Therapeutics

046:158 (PHAR:8340) FEN, GI, and Renal Therapeutics
Pharmacotherapy for fluid/electrolyte/nutrition disorders; gastrointestinal and renal diseases; review of disorders, treatment goals, treatment plans, patient counseling, monitoring of patient outcomes. Requirements: P3 standing.

046:159 (PHAR:8341) Rheumatology, Immunology, Hematology, Oncology, and Transplantation Therapeutics
Pharmacotherapy for rheumatology, immunology, hematology, oncology, and transplantation; review of disorders, treatment goals, treatment plans, patient counseling, monitoring of patient outcomes. Requirements: P3 standing.

046:161 (PHAR:9406) Elective: Drug Information Rotation
Practice experience applying drug information knowledge to service and research projects. Requirements: P4 standing.

046:164 (PHAR:8342) Neurology/Psychiatry Therapeutics
Pharmacotherapy for psychiatric and neurologic disorders; review of disorders, therapeutic goals, treatment plans, patient counseling, monitoring of patient outcomes. Requirements: P3 standing.

046:165 (PHAR:8343) Infectious Disease Therapeutics
Pharmacotherapy for infectious diseases; review of disease, therapeutic goals, treatment plans, patient counseling, monitoring of patient outcomes. Requirements: P3 standing.

046:171 (PHAR:8712) Nonprescription Pharmacotherapy
Introduction to nonprescription medications; development of patient assessment and consultation skills; understanding of pharmacist’s role in patient self-care. Requirements: P3 standing.

046:177 (PHAR:8723) Infectious Disease for Acute Care Practice
Contemporary issues related to infectious diseases; unusual pathogens such as Ebola, tropical medicine, bioterrorism, resistance, travel medicine, epidemiology.

046:178 (PHAR:9410) Hospital Pharmacy Rotation
Instruction and practical experience in various components of hospital pharmacy; emphasis on hospital organization, inpatient and outpatient services, IV admixtures, unit dose, and clinical services. Requirements: P4 standing.

046:179 (PHAR:9404) Community Pharmaceutical Care Rotation
Clinical experience in the community setting; emphasis on delivery of pharmaceutical care. Requirements: P4 standing.

046:180 (PHAR:9413) Acute Care Medicine Rotation
Clinical experience applying therapeutic skills for the pharmacotherapeutic management of patients on general medicine or specialty inpatient areas. Requirements: P4 standing.

046:181 (PHAR:9407) Elective Family Medicine Rotation
Clinical practice experience applying primary care therapeutics in family medicine practice settings. Requirements: P4 standing.

046:182 (PHAR:9415) Elective: Pediatrics Rotation
Clinical experience in drug therapy management of general and specialty pediatric patients. Requirements: P4 standing.

046:184 (PHAR:9417) Elective Psychiatry Rotation
Clinical experience in the rational use of drugs in psychiatric disorders. Requirements: P4 standing.

046:185 (PHAR:9414) Elective Neurology Rotation
Clinical experience in the pharmacotherapeutic and pathophysiologic considerations of neurological disorders. Requirements: P4 standing.

046:186 (PHAR:9415) Elective: Surgery Rotation
Clinical experience in drug therapy management on a surgery unit. Requirements: P4 standing.

046:187 (PHAR:9403) Elective Nuclear Pharmacy Rotation
Practical experience in the handling and clinical use of radiopharmaceuticals. Requirements: P4 standing.

046:188 (PHAR:9420) Elective Pharmacy Practice Underserved Population Rotation
Opportunity to learn the best practices for pharmaceutical management; approaches to enhance access to and appropriate use of medicines in underserved and resource-limited environments. Requirements: P4 standing.

046:189 (PHAR:9416) Elective: Pharmacy Rotation
Selected practice experiences in various pharmacy practice settings. Requirements: P4 standing.
046:190 (PHAR:8719) Overview of Pediatric Pharmacotherapy
Discussion of issues and problems in pediatric pharmacotherapy; clinical practicum. Prerequisites: 046:149 (PHAR:8240) and 046:170 (PHAR:8230). Requirements: P3 standing.

046:191 (PHAR:8720) Health Coaching and Wellness
Develop expertise in health coaching and wellness to care for patients with chronic diseases; in-depth look at lifestyle changes recommended for patients with chronic diseases; discuss and investigate nutrition and exercise guidelines for patients with chronic diseases; motivational interviewing technique and incorporation of chronic care model for patients. Requirements: P2 or P3 standing.

046:192 (PHAR:9411) Elective Long Term Care Rotation
Practice in consulting and providing services to varied long-term patient care environments. Requirements: P4 standing.

046:193 (PHAR:9409) Elective Home Health Care Rotation
Clinical experience in the team approach to health care delivery, including total parenteral nutrition, chemotherapy, intravenous antibiotics, lab analysis, hospice care, and pain management. Requirements: P4 standing.

046:194 (PHAR:9412) Elective Managed Care Rotation
Practice experience in providing pharmaceutical care or pharmacy-related services in a managed care organization. Requirements: P4 standing.

046:195 (PHAR:8721) Contemporary Issues and Leadership
Introduction to leadership applications inside and outside of pharmacy; speaker series presents live interviews of prominent leaders; course work focuses on application of leadership principles and theories to contemporary pharmacy issues. Requirements: P1, P2, or P3 standing.

046:196 (PHAR:9401) Ambulatory Care Rotation
Clinical experience in providing pharmaceutical care in outpatient clinic settings. Requirements: P4 standing.

046:197 (PHAR:9408) Elective Hematology/Oncology Rotation
Drug therapy management of oncology patients and patients with hematologic malignancies, aplastic anemia, sickle cell disease, hemophilia. Requirements: P4 standing.

046:199 (PHAR:9418) Elective Research Rotation
Practice experience in basic pharmaceutical or clinical research; proposal, study design, data collection and analysis, presentation of results. Requirements: P4 standing.

046:300 (PHAR:9424) Elective Emergency Medicine Rotation
Clinical experience providing pharmaceutical care for patients treated in the emergency department. Requirements: P4 standing.

046:301 (PHAR:9425) Elective Hospital Management Rotation
Practice experience in hospital pharmacy operations and management. Requirements: P4 standing.

046:302 (PHAR:9426) Elective Infectious Disease Rotation
Clinical experience providing pharmacotherapeutic management of patients receiving antimicrobial medications. Requirements: P4 standing.

046:303 (PHAR:9427) Elective Medication Use Evaluation Rotation
Practical experience in drug use evaluation to improve patient outcomes. Requirements: P4 standing.

046:304 (PHAR:9428) Elective Pharmacy Industry Rotation
Practice experience in an area of the pharmaceutical industry. Requirements: P4 standing.

046:305 (PHAR:9429) Elective: Pharmacy Regulatory Rotation
Practice experience with a pharmacy regulatory body. Requirements: P4 standing.

046:306 (PHAR:9430) Elective: Professional Association Rotation
Practice experience in professional association management environment at the state or national level. Requirements: P4 standing.

046:307 (PHAR:9431) Elective: Veterinary Pharmacy Rotation
Practice experience in managing drug therapy for animals. Requirements: P4 standing.

046:308 (PHAR:9432) Elective: Advanced Community Pharmacy Rotation
Community pharmacy experience emphasizing patient-centered care. Requirements: P4 standing.

046:357 (PHAR:8790) Topics in Community Pharmacy Management
Focus on building practical knowledge and understanding of business principles.

046:377 (PHAR:8715) Health Disparities and Cultural Competence
Characteristics, causes, and effects of health disparities in the U.S. health care system; foundation for development of knowledge, attitudes, and skills required of culturally competent health care providers; definitions and models of cultural competence, characteristics of culturally effective practitioners and workplaces; health disparities among specific populations, evidence for cultural competence as a remedy; taking a culturally appropriate history; working with interpreters; legal and professional imperatives for cultural competence. Same as 096:125 (NURS:3715), 172:135 (CBH:5225).

046:398 (PHAR:8385) Hospital Pharmacy Practice Management Elective

Organizational structure of pharmacy departments in hospitals and health care systems; models for delivery of pharmaceutical care; pharmacy's role in drug-policy decision making; provision of drug information; clinical and distributive pharmacy services; control of pharmacy and pharmacy costs; use of information technology and automation for service delivery; supervisory management; quality improvement. Requirements: P3 standing.

**Pharmaceutical Sciences and Experimental Therapeutics**

**046:012 (PHAR:8791) Survey of Basic Pharmaceutical Sciences**
1 s.h.
Aspects of drug discovery and development; seminar with guest speakers from industry. Requirements: admission to Pharm.D. program.

**046:110 (PHAR:3745) Drug Delivery I**
arr.
Advanced design and development of drug delivery systems; emphasis on selection of materials and designs suitable for specific applications; comparison and evaluation of available and emerging technologies. Requirements: introductory-level courses in biochemistry and anatomy/physiology.

**046:111 (PHAR:3746) Drug Delivery II**
arr.
Continuation of 046:110 (PHAR:3745). Prerequisites: 046:110 (PHAR:3745).

**046:123 (PHAR:8111) Pharmaceutics I: Solutions**
4 s.h.
Application of physical and chemical principles to formulation, preparation of liquid dosage forms, including solution, colloids, ointments, emulsions. Requirements: P1 standing.

**046:124 (PHAR:8112) Pharmaceutics II: Solids and Semi-solids**
4 s.h.
Properties of solids; formulation, preparation, evaluation of solid dosage forms. Requirements: P1 standing.

**046:128 (PHAR:8121) Medicinal and Natural Products Chemistry I: Biotechnology and Chemotherapy**
3 s.h.
Organic and inorganic medicinal and therapeutic agents of natural and synthetic origin; physical, chemical, biological, and biochemical properties as they relate to medicinal and therapeutic effects; comparative biological activity and toxicity; detoxication mechanisms; functional group chemistry; nomenclature; chemistry of radiodiagnostic and therapeutic agents; introduction to biopharmaceutical analysis. First in a three-course sequence. Prerequisites: 004:122 (CHEM:2220), 061:112 (MICR:3112), and 099:162 (BIOC:8102). Requirements: P1 standing.

**046:131 (PHAR:8122) Medicinal and Natural Products Chemistry II: Pharmacodynamic Agents**
3 s.h.
Medicinal chemistry of pharmacodynamic agents; introduction to peptides and proteins, thyroid hormone, diabetes, vaccines, gene therapeutics, NSAIDs, cardiovascular drugs, antihistamines, antiancer drugs. Second in a three-course sequence. Prerequisites: 046:128 (PHAR:8121). Requirements: P2 standing.

**046:132 (PHAR:8123) Medicinal and Natural Products Chemistry III: Medicinal Neurochemistry**
3 s.h.
Receptor site theory; steroids, lipids, and prostaglandins; sedatives and hypnotics; drugs of abuse; cholinergics; excitatory amino acids and anticonvulsants; major analgesics; adrenergics; psychotherapeutics. Third in a three-course sequence. Prerequisites: 046:128 (PHAR:8121) and 046:131 (PHAR:8122). Requirements: P2 standing.

**046:138 (PHAR:8213) Pharmacokinetics and Biopharmaceutics**
3 s.h.
Qualitative and quantitative description of kinetics of drug absorption, distribution, and elimination, including physiological factors that influence each process; adjustment of dosing regimens for optimizing therapeutic drug levels in the body; dosing considerations in special populations. Prerequisites: 046:123 (PHAR:8111) and 046:124 (PHAR:8112).

**046:153 (PHAR:4740) Materials in Drug and Gene Delivery**
3 s.h.
Different types of materials used in drug and gene delivery including synthetic and natural polymers (poly lactic-co-glycolic acid and chitosan respectively); different forms of delivery systems including (but not limited to) liposomes, micelles, biodegradable nanoparticles, nondegradable nanoparticles, and solid porous scaffolds; applications of these material-based delivery systems from targeted chemotherapy to bone regeneration to vaccination applications.

**046:169 (PHAR:8710) Introduction to Pharmacogenomics**
2 s.h.
Introduction to pharmacogenetics in pharmacy; laboratory techniques, application of pharmacogenetics to clinical pharmacy.

**046:170 (PHAR:8230) Clinical Pharmacokinetics**
3 s.h.
Application of pharmacokinetics to the clinical setting. Requirements: P2 standing.

**For Graduate Students**

**Pharmacy Practice and Science**

**046:147 (PHAR:5350) Introduction to Research Methods**
3 s.h.
Scientific inquiry, experimental design, data collection, statistical methods used in the study of health services and clinical investigations; focus on understanding the research process and evaluating published studies. Recommendations: introductory statistics.

**046:213 (PHAR:5310) Pharmaceutical Socioeconomics Seminar**
1-2 s.h.
Recent research in pharmacy administration.

**046:251 (PHAR:6320) Pharmaceutical Socioeconomics Research**
arr.

**046:255 (PHAR:5335) Social Aspects of Pharmacy Care**
2 s.h.
Conceptual issues related to social and behavioral components of pharmacy care; social construction of health and illness, medication use process, health communications, cultural competence, public health.

**046:257 (PHAR:6305) Foundation Literature in Pharmaceutical Socioeconomics**
arr.
Issues related to pharmacy administration, social and behavioral pharmacy, pharmacy education.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>046:261</td>
<td>Analytic Issues in Health Services Research I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:262</td>
<td>Analytic Issues in Health Services Research II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:263</td>
<td>Models of Patient Behavior and Choice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:264</td>
<td>Models of Provider Behavior and Choice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:135</td>
<td>Perspectives in MNPC Research</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>046:137</td>
<td>Enzymatic Basis of Drug Metabolism</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:148</td>
<td>Pharmacokinetics and Pharmacodynamics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:150</td>
<td>Synthetic Strategies in Medicinal Chemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:157</td>
<td>Quantitative Research Methods in Pharmacy I</td>
<td>3-4 s.h.</td>
</tr>
</tbody>
</table>

Collection and interpretation of analytical data; instrumental analysis and separation techniques.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>046:202</td>
<td>Selected Topics in Pharmaceutical Sciences</td>
<td>1-4 s.h.</td>
</tr>
<tr>
<td>046:206</td>
<td>Stability of Pharmaceuticals</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:209</td>
<td>Drug Discovery and Mechanisms</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:211</td>
<td>Total Synthesis of Natural Products</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:215</td>
<td>Current Medicinal Chemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:217</td>
<td>Medicinal and Natural Products Chemistry Research</td>
<td>arr.</td>
</tr>
<tr>
<td>046:219</td>
<td>Analytical Biochemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:223</td>
<td>Quantitative Research Methods II: Materials Characterization</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:225</td>
<td>Product Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:227</td>
<td>Medicinal and Natural Products Chemistry Seminar</td>
<td>1-2 s.h.</td>
</tr>
<tr>
<td>046:229</td>
<td>Advanced Pharmacokinetics and Pharmacodynamics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Selected topics, including nonlinear curve fittings. Prerequisites: 046:148 (PHAR:6700).

046:231 (PHAR:6710) Pharmaceutics Graduate Seminar 1-2 s.h.


046:235 (PHAR:6706) Equilibria Processes 3 s.h.
Equilibria pertaining to ionic systems, complexion, partitioning, solubility. Prerequisites: 004:131 (CHEM:4431).

046:236 (PHAR:7701) Surface Phenomena arr.
Behavior of matter in phase boundaries, especially adsorptive processes at liquid-solid and vapor-solid interfaces. Prerequisites: 004:131 (CHEM:4431).

046:237 (PHAR:7702) Transport Phenomena 3 s.h.
Diffusion and mass transport phenomena related to pharmaceutical systems. Prerequisites: 004:131 (CHEM:4431).

Advanced design and development of drug delivery systems with emphasis on selection of materials and designs suitable for specific applications; comparison and evaluation of available and emerging technologies.

Continuation of 046:238 (PHAR:5745). Prerequisites: 046:238 (PHAR:5745).


046:245 (PHAR:6130) Analytical Techniques in Therapeutics 2 s.h.
Basic concepts of cell culture, animal models, and biochemical techniques for mechanistic evaluation of drug actions.

046:266 (PHAR:5566) Enzyme Kinetics and Enzyme Mechanisms: Biophysical Chemistry Module 5 1 s.h.
Enzymes as unparalleled catalysts and representing a unique class of drug targets; organic chemistry of enzyme catalyzed reactions with emphasis on physical organic logic of sources of enzyme-catalytic power; enzyme inhibition by small molecules from a medicinal chemistry perspective; taken alone or as part of 099:242 (BIOC:5242). Requirements: Introductory course in biochemistry. Same as 099:246 (BIOC:5246).

046:275 (PHAR:5875) Perspectives in Biocatalysis 1-3 s.h.

046:280 (PHAR:5110) Clinical Pharmaceutical Sciences Seminar 1-2 s.h.
Research by faculty, graduate students.

046:284 (PHAR:5930) Introduction to Pharmaceutical Sciences Research 2 s.h.
Key principles and methods in pharmaceutical sciences research.

046:285 (PHAR:7100) Translational Research and Clinical Drug Development 3 s.h.
Clinical drug development; preclinical studies and clinical trials; phase I, II, and III clinical trials, including regulatory considerations.

046:287 (PHAR:7101) Principles of Experimental Therapeutics 3 s.h.
Introduction to key principles and concepts for research in experimental therapeutics; basic principles related to drug disposition, toxicity, and efficacy.

046:288 (PHAR:7102) Applied Clinical and Translational Science 3 s.h.
Application of clinical and translational science in a multidisciplinary collaborative environment to develop, conduct, and report research.


046:245 (PHAR:6130) Analytical Techniques in Therapeutics 2 s.h.
Basic concepts of cell culture, animal models, and biochemical techniques for mechanistic evaluation of drug actions.
College of Public Health

Dean
• Susan J. Curry

Associate dean, faculty affairs
• Jeffrey Dawson

Associate dean, research
• Corinne Peek-Asa

Associate dean, education and student affairs
• Tanya Uden-Holman

Associate dean, public health practice
• Christopher G. Atchison

Associate dean, M.P.H. and undergraduate programs
• Mary Lober Aquilino

Associate dean, administration
• Ann M. Coady

Undergraduate certificate: public health
Graduate degrees: M.H.A.; M.P.H.; M.S.; Ph.D.
Graduate certificates: agricultural safety and health; biostatistics; emerging infectious disease epidemiology; public health; translational and clinical investigation
Web site: http://www.public-health.uiowa.edu/

The College of Public Health, established in 1999, is a partner with the Carver College of Medicine and the Colleges of Dentistry, Nursing, and Pharmacy in striving to improve human health and well-being. Consistent with the interdisciplinary traditions of public health, the college also collaborates with non-health science colleges across the University and with other Board of Regents, State of Iowa institutions, state and local agencies, and the private sector.

A population-based approach to health is a distinguishing feature of public health and of the college. For public health practitioners—a wide range of professionals including physicians, nurses, dentists, pharmacists, social workers, nutritionists, environmental scientists, health educators, and health service administrators—the primary focus is on the health of entire communities rather than individual patients. Tools that public health professionals use to improve and enhance quality of life include analytical methods to identify, describe, and monitor the health of communities and populations at risk; education and prevention programs, methods of assuring access to appropriate and cost-effective care; and formulation of sound public policies.

The public health approach has led to many important health improvements over the past century. Vaccination campaigns, improved sanitation, fluoridation of drinking water, and efforts to reduce tobacco use are among the most recognizable public health initiatives. Public health programs also have led to safer workplaces, reduction of deaths from coronary heart disease and stroke, improved motor vehicle safety, and creation of effective health systems to provide care to those who need it. Today, public health professionals play an important role worldwide in seeking better approaches to complex issues such as quality of life for the elderly, drug and alcohol abuse, teen pregnancy, new and reemerging infectious diseases, bioterrorism, health literacy, nutrition, and food safety.

The College of Public Health provides educational opportunities to students campuswide. In addition to training and educating public health students, the college welcomes students from the Tippie College of Business, the Carver College of Medicine, the Graduate College, and the Colleges of Dentistry, Education, Engineering, Law, Nursing, and Pharmacy who enroll in public health courses. Undergraduate students in the College of Liberal Arts and Sciences and graduate students from programs such as anthropology, microbiology, and statistics also register for public health courses. The college’s faculty members, staff members, and graduate and postdoctoral students contribute to teaching and research activities throughout the health sciences campus and provide services to Iowa and the nation. Partnerships for teaching and research extend across the campus. This background provides a rich array of educational opportunities.

The college includes the Departments of Biostatistics (p. 1141), Community and Behavioral Health (p. 1147), Epidemiology (p. 1154), Health Management and Policy (p. 1164), and Occupational and Environmental Health (p. 1178). It offers programs leading to four graduate degrees: Master of Health Administration (M.H.A.), Master of Public Health (M.P.H.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.). It also offers the Certificate in Agricultural Safety and Health (p. 1140), the Certificate in Biostatistics (p. 1141), the Certificate in Emerging Infectious Disease Epidemiology (p. 1153), the Certificate in Public Health (p. 1146), and the Certificate in Translational and Clinical Investigation (p. 1154).

The college is accredited by the Council on Education for Public Health (CEPH), the accrediting body for the nation’s schools and colleges of public health. Three programs in the college currently are accredited: the industrial hygiene M.S. training program is accredited by the Applied Science Accreditation Commission of ABET, the Master of Health Administration is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME), and the Occupational Medicine Residency is accredited by the Accreditation Council for Graduate Medical Education (ACGME).

Admission

Each department in the College of Public Health has an admission committee. Admission criteria usually include a satisfactory cumulative grade-point average; Graduate Record Examination (GRE) General Test scores; references; résumés; and for applicants whose first language is not English, scores on the Test of English as a Foreign Language (TOEFL). Other evaluation criteria may include oral and on-campus interviews, written statements, special emphasis on science and math courses, and a match of available faculty mentors with student interests. Application deadlines vary by program.

Applicants to College of Public Health programs must meet the admission requirements of the Graduate College. For detailed information about Graduate College policies, including application requirements and procedures, see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.
Faculty
The college’s faculty includes members with single appointments in the College of Public Health as well as those with joint appointments in other University of Iowa colleges, including the Carver College of Medicine and the Colleges of Dentistry, Engineering, Law, Liberal Arts and Sciences, Nursing, and Pharmacy. In addition, the college’s faculty includes adjunct members from Drake University, Iowa State University, the University of Northern Iowa, the Iowa State Department of Public Health, the State Hygienic Laboratory at The University of Iowa, the Iowa Heart Center (in Des Moines), University of Iowa Hospitals and Clinics, and the National Institutes of Health.

Research Centers and Institutes
The College of Public Health is home to 27 centers and institutes that conduct research and provide public service. These multidisciplinary centers and institutes—most of which are supported by federal grants—focus their investigative efforts on important public health topics. They conduct an array of outreach, service, and policy activities through which the College of Public Health engages with agencies, communities, and organizations throughout Iowa, the Midwest, the nation, and the world. Students are encouraged to explore opportunities for involvement with any of the college’s centers and institutes.

For more information, see College of Public Health-Based Centers and Institutes on the college’s web site.

Facilities
The College of Public Health Building, a state-of-the-art facility that opened in early 2012 on the University’s health sciences campus, houses the college’s administrative, departmental, and faculty offices. The college’s research centers, institutes, and specialized laboratories are located in Westlawn, on the health sciences campus; in University Capitol Centre, on the main campus east; and at the University of Iowa Research Park.

Eight student computer laboratories are housed at the college. More than 55 software packages are available for student use, most without charge. Software includes Microsoft Office products, SAS, and S+. Some specialty labs are equipped with RedHat Linux and are loaded with R, Macanova, Xlispstat, Mathematica, and other software.

Students, faculty, and staff draw on extensive library resources available across campus. Hardin Library for the Health Sciences serves as a central resource for all of the health sciences colleges. Hardin Library’s Information Commons, a state-of-the-art health sciences educational technology facility, provides central support and delivery for courseware development, classroom instruction, health-related research, and independent learning. It offers high-end multimedia development workstations, networked electronic classrooms, a case-based learning and conference room, and information research workstations for searching health-related databases and the Internet.

Interdepartmental Degree
Master of Public Health Program (p. 1171)

Departments
Biostatistics (p. 1141)
Community and Behavioral Health (p. 1147)
Epidemiology (p. 1154)
Health Management and Policy (p. 1164)
Occupational and Environmental Health (p. 1178)

Certificate Programs
Agricultural Safety and Health (p. 1140)
Certificate in Public Health (p. 1146)
Emerging Infectious Disease Epidemiology (p. 1153)
Agricultural Safety and Health

Director

• Kelly Donham

Graduate certificate: agricultural safety and health
Web site: http://www.public-health.uiowa.edu/oeh/programs/certificate/

The College of Public Health offers the Certificate in Agricultural Safety and Health by distance education.

Graduate Program of Study

• Certificate in Agricultural Safety and Health

The certificate program trains students to detect safety and illness hazards and to treat and prevent farm-related illnesses, injuries, and deaths. It is intended for health and safety professionals nationwide as well as for students at The University of Iowa and at other postsecondary institutions who are enrolled in health or safety programs and would like to add an agricultural health component to their training. The certificate may enhance employment opportunities in health care delivery, government, and the private sector.

The program is accredited by the Council on Education for Public Health.

Certificate

The Certificate in Agricultural Safety and Health requires 12 s.h. of graduate credit. Completion of the certificate is noted on the student’s transcript.

The certificate is offered by distance education, but students are encouraged to take 175:209 (OEH:6110) Rural Health and Agricultural Medicine on campus; the course is offered twice yearly, once during spring semester and again as an intensive five-day workshop in June. Students may be able to complete 175:203 (OEH:7140) Preceptorship in Occupational and Environmental Health in their own communities.

The Certificate in Agricultural Safety and Health requires the following course work.

All of these:

175:209 (OEH:6110) Rural Health and Agricultural Medicine 3 s.h.
175:196 (OEH:4110) Agricultural Safety: Theories and Practice 2 s.h.
175:203 (OEH:7140) Preceptorship in Occupational and Environmental Health 2 s.h.
175:172 (OEH:7120) Independent Study in Occupational and Environmental Health 1 s.h.

One of these:

175:210 (OEH:6120) Current Topics in Agricultural Health 1 s.h.
175:180 (OEH:5010) Occupational and Environmental Health Seminar 1 s.h.

One of these:

175:192 (OEH:5410) Occupational Safety 3 s.h.
175:230 (OEH:5620) Occupational Health 3 s.h.

Applicants to the certificate program should hold a bachelor’s degree from an accredited university with a g.p.a. of at least 2.50; or they should have equivalent experience and education. Application materials must include the program’s application form, a résumé, and a letter of interest explaining the applicant’s current position and education objectives.

For more information about the program’s curriculum or faculty, visit the Certificate in Agricultural Safety and Health web site.
Biostatistics

Head
• Kathryn Chaloner

Deputy head
• William R. Clarke

Professors
• Stephan Arndt (Iowa Consortium for Substance Abuse/Psychiatry/Biostatistics), Joseph E. Cavanaugh (Biostatistics/Statistics and Actuarial Science), Kathryn Chaloner (Biostatistics/Statistics and Actuarial Science), William R. Clarke, Christopher S. Coffey, Jeffrey J. Dawson, Stephen Hillis (Radiology/Biostatistics), Jian Huang (Biostatistics/Statistics and Actuarial Science), Michael P. Jones (Biostatistics/Public Policy Center/Statistics and Actuarial Science), Philip C. Kutzko (Mathematics/Biostatistics), Joseph B. Lang (Biostatistics/Statistics and Actuarial Science), Jane F. Pendergast, Bruce Pfohl (Psychiatry/Biostatistics), Kai Wang, Ying Zhang, Dale Zimmerman (Biostatistics/Statistics and Actuarial Science), M. Bridget Zimmerman

Associate professors
• M. Kathryn Cowles (Biostatistics/Statistics and Actuarial Science), Jacob J. Oleson, Brian J. Smith, Gideon K.D. Zamba

Assistant professors
• Emine O. Bayman (Anesthesia/Biostatistics), Patrick J. Breheny, Eric D. Foster

Adjunct professor
• Daniel J. Sargent

Adjunct assistant professors
• C. Laura Acion, Yu-Hui H. Chang, Michelle A. Larson

Professors emeriti
• Leon F. Burmeister, George Woodworth

Graduate degrees: M.S. in biostatistics; Ph.D. in biostatistics

Graduate certificate: biostatistics

Web site: http://www.public-health.uiowa.edu/biostat/

The Department of Biostatistics prepares students for professional and academic careers in biostatistics. Graduates find positions in pharmaceutical, health care, and research companies and institutions; in universities and government agencies; and as consultants. The department also provides training for non-biostatistics students.

Current research interests in the Department of Biostatistics include computer intensive statistics, Bayesian methods, design and analysis of clinical trials, longitudinal data analysis, survival analysis, spatial modeling, analysis of data subject to missingness, time series, model selection, quality control, survey sampling, statistical genetics, and public health statistics. Biostatistics faculty members work closely with both clinical and basic science investigators on the University of Iowa health sciences campus in the design and analysis of research projects.

Graduate Programs of Study

• Master of Science in biostatistics
• Doctor of Philosophy in biostatistics
• Certificate in Biostatistics

In addition to offering graduate degree programs in biostatistics, the department offers the quantitative methods subtrack for the Master of Public Health; see "M.P.H. Subtrack" below.

Master of Science

The Master of Science program in biostatistics requires a minimum of 38 s.h. of graduate credit. The program provides training in the design of experiments and in analysis of data related to biomedical or public health problems. It emphasizes mathematical, statistical, and computer methods for dealing with quantitative information and provides opportunities for students to gain statistical consulting experience with a variety of problems.

Graduates find career opportunities in many areas, including pharmaceutics, health care, research companies and institutions, consulting firms, universities, and government agencies.

All M.S. students are required to complete an in-depth preceptorship under the direction of a departmental faculty member and a final comprehensive-style examination.

Graduate students in biostatistics must maintain a g.p.a. of at least 3.00. Those who receive a grade of C on 7 s.h. of course work may be dismissed from the program.

The Master of Science in biostatistics requires the following course work.

**CORE COURSES**

All of these:

171:178 (BIOS:5510) Biostatistical Computing 3 s.h.
171:201 (BIOS:5710)-171:202 (BIOS:5720) Biostatistical Methods I-II 8 s.h.
171:203 (BIOS:5730) Biostatistical Methods in Categorical Data 3 s.h.
171:266 (BIOS:6610) Statistical Methods in Clinical Trials 3 s.h.
171:280 (BIOS:7500) Preceptorship in Biostatistics 3 s.h.
173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.

One of these sequences:

22S:193 (STAT:5100)-22S:194 (STAT:5101) Statistical Inference I-II (preferred for students who intend to earn a Ph.D.) 6 s.h.

Public health requirement:

170:200 (MPH:6100) Essentials of Public Health 1 s.h.

**ELECTIVES**

One of these:

002:170 (BIOL:4213) Bioinformatics 4 s.h.
055:122 (ECE:5220) Computational Genomics 3 s.h.
069:133 (PATH:8133) Introduction to Human Pathology for Graduate Students 4 s.h.
127:191 (GENE:7191) Human Molecular Genetics 3 s.h.
Students who earned a Master of Science in biostatistics at The University of Iowa automatically receive credit for these courses.

One of these sequences:


All of these:

- 171:280 (BIOS:7500) Preceptorship in Biostatistics
- 173:140 (EPID:4400) Epidemiology I: Principles
- 170:200 (MPH:6100) Essentials of Public Health

One approved biology/public health course

**M.P.H. Subtrack**

The Department of Biostatistics offers the quantitative methods subtrack for the Master of Public Health. The subtrack is designed to train public health professionals for leadership in the analysis of public health data and the design of studies for public health investigations. See Master of Public Health Program (p. 1171) in the Catalog.

**Doctor of Philosophy**

The Doctor of Philosophy program in biostatistics requires a minimum of 79 s.h. of graduate credit, including credit from a master's degree. The program prepares students for professional and academic careers in biostatistics, especially for positions that emphasize developing and applying statistical methodology to solve important biological and public health problems.

All Ph.D. students must successfully complete a qualifying examination, a comprehensive examination, and a dissertation—a substantial scholarly treatise. The research topic and content, which vary depending on the program of study, must be approved by the student’s dissertation committee. Other degree requirements include approved electives chosen from Department of Biostatistics and other University of Iowa courses.

Graduate students in biostatistics must maintain a g.p.a. of at least 3.00. Those who receive a grade of C on 7 s.h. of course work may be dismissed from the program.

The Doctor of Philosophy in biostatistics requires the following work.

**MASTER OF SCIENCE BACKGROUND**

Ph.D. students must take the following courses (26 s.h.) required for the Master of Science in biostatistics. Students who have completed equivalent course work at other institutions may request waivers and/or transfers of credit. Students who earned a Master of Science in biostatistics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:170</td>
<td>Bioinformatics</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>22S:138</td>
<td>Bayesian Statistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:156</td>
<td>Applied Time Series Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:161</td>
<td>Applied Multivariate Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>22S:195</td>
<td>Statistical Inference I-II</td>
<td>6 s.h.</td>
</tr>
</tbody>
</table>

**ELECTIVES**

With approval of their advisors, students choose 15-22 s.h. of graduate-level courses in biostatistics, statistics, genetics, microbiology, and so forth. They may count a maximum of 5 s.h. earned in nonquantitative courses (e.g., community and behavioral health, epidemiology, microbiology) toward the requirement. They also may count courses required for the Master of Science that are not listed under "Master of Science Background," above, toward the requirement.

Ph.D. students may take the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>22S:255</td>
<td>Linear Models</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>171:251</td>
<td>Theory of Biostatistics I</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>171:252</td>
<td>Theory of Biostatistics II</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>171:261</td>
<td>Survival Data Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:262</td>
<td>Analysis of Categorical Data</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:264</td>
<td>Longitudinal Data Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:268</td>
<td>Bayesian Methods and Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:280</td>
<td>Preceptorship in Biostatistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:290</td>
<td>Advanced Biostatistics Seminar</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**DISSERTATION**

171:300 (BIOS:7900) Thesis/Dissertation (at least two semesters in residence) 10-17 s.h.

**Certificate**

The Certificate in Biostatistics requires a minimum of 15 s.h. of graduate credit. It is designed for students who would like to add a formal biostatistics emphasis to their graduate programs. Completion of the certificate is noted on the student’s transcript.

The certificate program is open to students enrolled in a University of Iowa graduate degree program outside biostatistics. It is also open to individuals who hold
graduate degrees in science disciplines or professional degrees in the health sciences and are admitted to the Graduate College as nondegree students (contact the Department of Biostatistics for more information).

Enrollment is limited; applicants who have completed at least one of the certificate’s required courses and whose research will be advanced by biostatistics training are given priority for admission. Visit the Certificate in Biostatistics web site for an application form.

The certificate requires two core courses (6 s.h.) and three electives (9 s.h.). Students should work with an advisor to plan their course work carefully, since some certificate courses have prerequisites, require permission for enrollment, or are not offered every year. Students must earn a grade of at least B-minus in each certificate course and must maintain a cumulative g.p.a. of at least 3.00 in order to earn the certificate. They must complete at least 6 s.h. of the required course work after being admitted to the certificate program, and they may count a maximum of 6 s.h. of certificate credit toward a degree or another certificate earned at the University.

The Certificate in Biostatistics requires the following course work.

**CORE COURSES**

Both of these:

- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
- 171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.

**ELECTIVES**

Three of these (total of 9 s.h.):

- 171:164 (BIOS:5310) Research Data Management 3 s.h.
- 171:174 (BIOS:6310) Introductory Longitudinal Data Analysis 3 s.h.
- 171:241 (BIOS:6110) Applied Categorical Data Analysis 3 s.h.
- 171:243 (BIOS:6220) Cohort Data Analysis 1 s.h.
- 171:266 (BIOS:6610) Statistical Methods in Clinical Trials 3 s.h.
- 171:290 (BIOS:7600) Advanced Biostatistics Seminar 0-3 s.h.

Other courses may be approved as electives by the Department of Biostatistics director of graduate studies.

**Admission**

Applicants to the M.S. and Ph.D. programs in biostatistics must apply through the Schools of Public Health Application Service (SOPHAS); they also must apply for admission to the Graduate College through the University of Iowa Office of Admissions. For detailed application information, visit Prospective Students/Application Process on the Department of Biostatistics web site.

The biostatistics faculty considers several factors when evaluating applications for admission, including Graduate Record Examination (GRE) General Test scores, grade-point averages, letters of recommendation, intent and motivation for graduate study, and research interests.

All M.S. and Ph.D. program applicants must hold a bachelor’s degree, have a cumulative g.p.a. of at least 3.00, and have taken the Graduate Record Examination (GRE) General Test. Applicants whose first language is not English and who do not hold a bachelor’s degree from an accredited institution in the United States, the United Kingdom, Canada (except Quebec), Australia, or New Zealand must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants with lower scores are not considered for admission. In place of TOEFL scores, the department accepts International English Testing System (IELTS) scores of 7.0 or higher, with no subscore below 6.0.

All biostatistics applicants are required to have strong written and oral communication skills.

All M.S. applicants must be competent in at least one computer programming language. They also must have mathematical sciences training in methods and techniques of single variable and multivariable differential and integral calculus, and in linear algebra.

Completion of an M.S. program in statistics or biostatistics generally is required for admission to the Ph.D. program.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Students may enter the M.S. and Ph.D. programs in fall; the priority application deadline for both programs is December 1.

**Financial Support**

A limited number of teaching and research assistantships are available. Assistantships offer financial support and resident tuition with a tuition scholarship. They also provide valuable on-the-job training experience.

For information on financing education through jobs, grants, and loans, contact the University’s Office of Student Financial Aid.

**Resources**

Department of Biostatistics resources and activities include three centers. The Biostatistics Consulting Center provides opportunities for students to gain valuable experience working with faculty and staff in the health sciences at The University of Iowa. The Clinical Trials Statistical and Data Management Center serves the statistical design, data management, and analysis needs of a variety of multicenter clinical trials, including studies of new treatments for acute ischemic stroke and studies of islet transportation. The Center for Public Health Statistics facilitates the collection, statistical analyses, and dissemination of health data in support of the University’s research, teaching, and service missions and in partnership with the Iowa Department of Public Health.

**Courses**

171:121 (BIOS:4110) General Biostatistics 4 s.h. Biostatistics and biostatistical computation; biostatistical aspects of health-related areas—clinical trials, disease modeling, disease mapping, genetics, and epidemiology; brief introduction to survival and longitudinal analyses.

171:151 (BIOS:5050) Biostatistics for Biomedical Research 1 s.h.
Application of statistical techniques to biological data analysis; normal distribution, sampling distribution of the mean, variance, nonparametric methods, linear regression, power, and sample size. Same as 156:204 (BISC:5204).

171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
Application of statistical techniques to biological data, including descriptive statistics; probability; normal, binomial, and Poisson distributions; sampling distributions; tests of significance; confidence intervals; analysis of frequency data; simple linear regression. Requirements: college algebra.

171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.
Simple and multiple linear regression and correlation; one- and two-way layout considerations in planning experiments; factorial experiments; multiple comparison techniques; orthogonal contrasts. Offered spring semesters. Prerequisites: 171:161 (BIOS:5110). Same as 22S:140 (STAT:5610).

171:164 (BIOS:5310) Research Data Management 3 s.h.
Overview of problems encountered in gathering and processing data from biomedical investigations; introduction to data management techniques useful in biomedical studies; introduction to Microsoft Access. Offered fall semesters. Requirements: Python or Java or C programming capability. Same as 225:201 (STAT:5810).

171:174 (BIOS:6310) Introductory Longitudinal Data Analysis 3 s.h.
Statistical models and estimation methods used to analyze correlated data (e.g., same subject measured repeatedly); emphasis on use of statistical software. Offered fall semesters of odd years. Prerequisites: 225:152 (STAT:3200) or 225:162 (STAT:6510) or 171:203 (BIOS:5730) or 171:241 (BIOS:6110). Same as 22S:160 (STAT:6550).

171:178 (BIOS:5510) Biostatistical Computing 3 s.h.
Groundwork in SAS and R programming; emphasis on data management, Monte Carlo simulations, and expectation maximization techniques. Offered fall semesters. Corequisites: 171:201 (BIOS:5710). Recommendations: C and C++ skills.

171:199 (BIOS:4710) Biostatistical Methods Laboratory 1 s.h.
Computational aspects of one-sample and two-sample problems; analysis of frequency data, linear regression, and correlation analysis; examples using these computational methods in public health. Offered fall semesters. Prerequisites: 225:030 (STAT:2010) and 22S:152 (STAT:3200).

171:201 (BIOS:5710) Biostatistical Methods I 4 s.h.
Problem-oriented probability distributions, moments, estimation, parametric and nonparametric methods, linear inference, one-sample and two-sample problems, analysis of frequency data, linear regression, and correlation analysis, with emphasis on use of computers. Offered fall semesters. Requirements: two semesters of calculus.

171:202 (BIOS:5720) Biostatistical Methods II 4 s.h.
Continuation of 171:201 (BIOS:5710), which is prerequisite; linear regression and correlation, multiple linear regression, multiple factor experiments, multiple comparisons, orthogonal contrasts, block and split-plot designs, confounding interactions, and mixed models. Offered spring semesters. Prerequisites: 171:201 (BIOS:5710).

171:203 (BIOS:5730) Biostatistical Methods in Categorical Data 3 s.h.
Introduction to methods for allied categorical data analysis; estimation of proportions, rates, and risks; measures of relative risk and odds ratios, stratified analysis, case control studies, logistic regression. Offered spring semesters. Prerequisites: 171:178 (BIOS:5510) and 171:201 (BIOS:5710). Corequisites: 225:154 (STAT:4101) or 22S:194 (STAT:5101), and 171:202 (BIOS:5720).

171:230 (BIOS:6710) Statistical Data Mining in Public Health 3 s.h.
Introduction to a set of supervised statistical methods (e.g., regression, decision tree, neural network) and some unsupervised methods (e.g., association rules, and clustering) for data analysis in health-related applications. Offered spring semesters of even years. Prerequisites: 171:202 (BIOS:5720), and 22S:153 (STAT:4100) or 22S:193 (STAT:5100).

171:241 (BIOS:6110) Applied Categorical Data Analysis 3 s.h.
Overview of methods to analyze categorical data from health science investigations; estimation of rates and risks, measures of relative risk, stratified analysis, logistic regression analysis. Offered fall semesters. Prerequisites: 171:162 (BIOS:5120).

171:242 (BIOS:6210) Applied Survival Analysis 3 s.h.
Nonparametric, parametric, and semi-parametric methods for time to event data; censoring of event times into analysis; types of censoring; Kaplan-Meier estimation; Weibull model estimation; Cox proportional hazards models, including methods for assessing adequacy of proportional hazards assumption; time varying covariates; sample size calculations for comparison of two or more groups; focus on analysis of real data sets and examples using statistical software. Prerequisites: 171:203 (BIOS:5730) or 171:241 (BIOS:6110).

171:243 (BIOS:6220) Cohort Data Analysis 1 s.h.
Methods of comparing direct standardized rates and standardized mortality ratios; Poisson regression for cohort data. Offered spring semesters of odd years. Prerequisites: 171:241 (BIOS:6110).

171:251 (BIOS:7110) Theory of Biostatistics I 4 s.h.
Intermediate study of sufficiency, exponential families, methods of estimation, uniform minimum variance unbiasedness, information, likelihood theory, confidence intervals, the Neyman-Pearson lemma, asymptotic theory and its applications. Offered fall semesters of even years. Prerequisites: 22S:154 (STAT:4101) or 22S:194 (STAT:5101), and 171:202 (BIOS:5720).
171:252 (BIOS:7120) Theory of Biostatistics II 4 s.h. 

171:261 (BIOS:7210) Survival Data Analysis 3 s.h. 
Types of censoring and truncation; survival function estimation; life tables; parametric inference using exponential, Weibull, and accelerated failure time models; nonparametric tests; sample size calculation; Cox regression with stratification and time-dependent covariates; regression diagnostics; competing risks; analysis of correlated survival data. Offered fall semesters. Prerequisites: 22S:154 (STAT:4101) or 22S:194 (STAT:5101), and 171:202 (BIOS:5720). Same as 22S:225 (STAT:7570).

171:262 (BIOS:7410) Analysis of Categorical Data 3 s.h. 
Models for discrete data, distribution theory, maximum likelihood and weighted least squares estimation for categorical data, tests of fit, models selection. Offered spring semesters. Prerequisites: 22S:154 (STAT:4101) or 22S:194 (STAT:5101), and 22S:164 (STAT:5200) or 171:202 (BIOS:5720). Same as 22S:220 (STAT:7510).

171:264 (BIOS:7310) Longitudinal Data Analysis 3 s.h. 
Introduction to statistical methodology for analyzing data from observational and experimental studies in which the response variable from each subject is measured repeatedly; emphasis on use of statistical software packages and specialized programs. Offered spring semesters of odd years. Prerequisites: 22S:154 (STAT:4101) or 22S:194 (STAT:5101), and 171:202 (BIOS:5720).

171:266 (BIOS:6610) Statistical Methods in Clinical Trials 3 s.h. 
Survey of statistical methods commonly used in clinical trials; methodologic perspective on the design, conduct, and analysis of trials; emphasis on Phase III randomized controlled clinical trials. Offered spring semesters. Prerequisites: 22S:131 (STAT:3101), 22S:154 (STAT:4101) or 22S:194 (STAT:5101), and 171:202 (BIOS:5720).

171:268 (BIOS:6810) Bayesian Methods and Design 3 s.h. 
Theory and application of Bayesian methods in biomedical research; foundations of Bayesian statistics, including axiomatic development of subjective probability and decision theory, study design, model development, inference, and implementation of computational algorithms. Prerequisites: 171:178 (BIOS:5510), 171:202 (BIOS:5720), 171:203 (BIOS:5730), 22S:153 (STAT:4100), and 171:254 (STAT:4101).

171:271 (BIOS:7220) Advanced Survival Analysis 3 s.h. 
Counting process/martingale theory leading to asymptotic results of survival methods; semiparametric regression of accelerated failure time and additive hazard models; multivariate survival models for clustered, multiple event, and recurrent event data; special topics. Prerequisites: 171:261 (BIOS:7210).

171:280 (BIOS:7500) Preceptorship in Biostatistics arr. 
Work experience using knowledge and skill acquired in classroom; arranged in conjunction with ongoing departmental or collegiate activities or with governmental agencies or private industry; preparation of prospectus and presentation of research results in a department seminar.

In-depth pursuit of an area of special interest in biostatistics requiring substantial creativity and independence.

Didactic material in biostatistics; may include tutorials, seminars, faculty-directed independent work (e.g. literature search, project, short research project).

171:285 (BIOS:7270) Scholarly Integrity in Biostatistics 1 s.h. 
Responsible conduct of research training; emphasis on issues of particular relevance to biostatisticians including authorship, communication, student/mentor relationships, plagiarism, fabrication and falsification of data, bias, Type I/II errors, reproducible research, data confidentiality and security, conflicts of interest, and human/animal subjects. Requirements: graduate standing in biostatistics.

171:290 (BIOS:7600) Advanced Biostatistics Seminar 0-3 s.h. 
Current topics; supervised experience in reading and interpreting biostatistical literature. Offered spring semesters.

Research that may lead to a dissertation.

Certificate in Public Health

Coordinator
• Katie Yamaki

Undergraduate certificate: public health
Graduate certificate: public health

The College of Public Health offers the Certificate in Public Health by distance education.

Undergraduate and Graduate Program of Study
• Certificate in Public Health

The certificate program is designed to improve public health practice and public health workforce capacity in Iowa and the upper Midwest. It is intended primarily for individuals in public health practice, those in the workforce, and those interested in acquiring a basic knowledge of public health practice. The program is open to undergraduate and graduate students.

Certificate

The Certificate in Public Health requires 12 s.h. of credit and is offered by distance education. Completion of the certificate is noted on the student’s transcript.

All certificate courses are offered on the Internet at least once a year. Some also are offered on the University of Iowa campus. Certificate students must have access to a computer and the Internet. Students who are enrolled only in the Certificate in Public Health program may not register for courses other than those required for the certificate.

Students must complete the certificate's required course work within five years of entering the program and must maintain a g.p.a. of at least 2.75 in work for the certificate. Students who have graduate standing while they work toward the certificate and are admitted to the M.P.H. program after they complete the certificate may apply a maximum of 9 s.h. of certificate credit toward the M.P.H. degree.

The Certificate in Public Health requires the following course work.

Both of these:
170:101 (MPH:5100) Introduction to Public Health 3 s.h.
173:099 (EPID:2999) Evidence-Based Public Health Methods 3 s.h.

Two of these:
172:101 (CBH:5105) Introduction to Health Promotion and Disease Prevention 3 s.h.
174:102 (HMP:4000) Introduction to the U.S. Health Care System 3 s.h.
175:197 (OEH:4240) Global Environmental Health 3 s.h.

Applicants to the certificate program must have completed at least 60 s.h. of postsecondary education course work and must have a cumulative g.p.a. of at least 2.75. They must submit official transcript(s), a statement of purpose, two reference letters, a résumé, and an application form.

For more information about the program and how to apply, visit the Certificate in Public Health web site.
Community and Behavioral Health

Head
- Edith A. Parker

Professors
- Elizabeth Altmaier (Community and Behavioral Health/Psychological and Quantitative Foundations), Julie Andsager (Journalism and Mass Communication/Community and Behavioral Health), Leslie Baxter (Community and Behavioral Health/Communication Studies), Joe D. Coulter (Anatomy and Cell Biology/Community and Behavioral Health), Kristi Ferguson (Community and Behavioral Health/Internal Medicine), Paul Greenough (International Programs/Community and Behavioral Health/History), Ann Marie McCarthy (Community and Behavioral Health/Pediatrics/Nursing), Edith A. Parker, Michael Teague (Community and Behavioral Health/Health and Human Physiology)

Associate professors
- Mary Aquilino, Shelly Campo, Faryle Nothwehr, Erica Prussing (Anthropology/Community and Behavioral Health), Anne Helene Skinstad, Nancy Thompson, Deb Waldron (Community and Behavioral Health/Pediatrics)

Assistant professors
- Sato Ashida, Barbara Baquero, Sandra Ramey (Community and Behavioral Health/Nursing), Vanessa Simonds, Briana Woods-Jaeger

Adjunct professors
- Frank Boster, Gene Lutz

Adjunct associate professors
- Kevin Kelly, Connie Kohler, Mary Losch, Jingzhen Yang

Adjunct lecturer
- Laurie Walkner

Professors emeriti
- Melanie Dreher, Peter Nathan, Jerry Suls

Graduate degrees: M.S. in community and behavioral health; Ph.D. in community and behavioral health

Website: http://www.public-health.uiowa.edu/cbh/

The Department of Community and Behavioral Health examines the relationship between human behavior and community health and focuses on creating effective strategies for change. Its faculty members come from a variety of disciplines within the social and health sciences, drawn together by an interest in health behavior and promoting healthy communities.

Community and behavioral health students learn how to design, implement, and evaluate interventions directed toward identified public health problems in communities. They learn how public and institutional policy, the media, and community organizations can promote healthy behavior and effect positive change.

Graduate Programs of Study
- Master of Science in community and behavioral health
- Doctor of Philosophy in community and behavioral health

Graduate students in community and behavioral health may earn degrees with or without subtracks. The Master of Science program offers an optional subtrack in health communication. The Doctor of Philosophy program offers two optional subtracks: addiction studies and health communication.

The department also offers two subtracks for the Master of Public Health: the community and behavioral health subtrack and the health communication subtrack. See "M.P.H. Subtracks" below.

Master of Science

The Master of Science program in community and behavioral health requires 35 s.h. of graduate credit, including a thesis. The program prepares students for research and professional positions in community and behavioral health or for Ph.D. study in community and behavioral health. The degree is offered with an optional subtrack in health communication; see "M.S. Subtrack in Health Communication" below.

During the first semester, M.S. students work with their academic advisor to develop a plan of study that satisfies their interests and professional goals as well as the program's requirements. Students are required to attend departmental seminars and to complete all courses required for the degree.

The Master of Science in community and behavioral health requires the following course work.

**COLLEGE OF PUBLIC HEALTH CORE**
All of these (9-10 s.h.):
- 170:200 (MPH:6100) Essentials of Public Health (for students without an M.P.H.) 1 s.h.
- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
- 172:101 (CBH:5105) Introduction to Health Promotion and Disease Prevention 3 s.h.
- 173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.

**BEHAVIORAL AND SOCIAL SCIENCES CORE**
Three of these (9 s.h.):
- 172:106 (CBH:6205) Designing and Implementing Interventions 3 s.h.
- 172:110 (CBH:5210) Community Development in Public Health 3 s.h.
- 172:130 (CBH:5205) Social Determinants of Health 3 s.h.
- 172:135 (CBH:5225) Health Disparities and Cultural Competence 2-4 s.h.
- 172:150 (CBH:5220) Health Behavior and Health Education 3 s.h.
- 172:185 (CBH:5420) Communicating with the Community 3 s.h.
- 172:240 (CBH:6210) Health Communication 3 s.h.
- 172:242 (CBH:6215) Persuasion and Health 3 s.h.
- 172:246 (CBH:6220) Health Communication Campaigns 3 s.h.

**RESEARCH METHODS CORE**
Two of these (6 s.h.):
prepares public health practitioners for a variety of employment opportunities in health communication strategies, health communication in groups and organizations, and mass media/web-based campaigns in health promotion. For detailed information about the M.P.H. degree, see Master of Public Health Program (p. 1171) in the Catalog.

Doctor of Philosophy

The Doctor of Philosophy program in community and behavioral health requires at least 75 s.h. of graduate credit, including credit from a master's degree. The program prepares individuals for academic, research, and policy-making work in the social and behavioral health sciences. This fast-growing academic specialty offers many career opportunities in academic and research institutions. The Ph.D. is offered with optional subtracks in addiction studies and in health communication; see "Ph.D. Subtrack in Addiction Studies" and "Ph.D. Subtrack in Health Communication" below.

Ph.D. students must successfully complete a qualifying exam, a comprehensive exam, and a dissertation—a substantial scholarly treatise. The research topic must be approved by the student’s dissertation committee.

During the first semester, students work with their academic advisors to develop a plan of study that satisfies their interests and professional goals as well as the program’s requirements. Students are required to attend departmental seminars and to complete all courses required for the degree.

The Doctor of Philosophy in community and behavioral health requires the following work.

COLLEGE OF PUBLIC HEALTH CORE

All of these (9-10 s.h.):

170:200 (MPH:6100) Essentials of Public Health (for students without an M.P.H.) 1 s.h.
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
172:101 (CBH:5105) Introduction to Health Promotion and Disease Prevention 3 s.h.
173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.

BEHAVIORAL AND SOCIAL SCIENCES CORE

Seven of these (21 s.h.):

172:106 (CBH:6205) Designing and Implementing Interventions 3 s.h.
172:110 (CBH:5210) Community Development in Public Health 3 s.h.
172:130 (CBH:5205) Social Determinants of Health 3 s.h.
172:131 (CBH:5415)/113:184 (ANTH:5415) Anthropology and International Health 3 s.h.
172:135 (CBH:5225) Health Disparities and Cultural Competence 2.4 s.h.
172:150 (CBH:5220) Health Behavior and Health Education 3 s.h.
172:173 (CBH:5125)/113:185 (ANTH:3102) Medical Anthropology 3 s.h.
172:185 (CBH:5420) Communicating with the Community 3 s.h.
172:240 (CBH:6210) Health Communication 3 s.h.
Ph.D. Subtrack in Addiction Studies

The Ph.D. subtrack in addiction studies is designed for students who wish to gain skill in developing and evaluating addiction prevention and intervention programs. This area of study and practice examines addiction prevention and treatment from both a public health and a biopsychosocial perspective. The addiction studies subtrack combines core course work from the Ph.D. curriculum with additional specialized training. Students fulfill the regular Ph.D. requirements, using the addiction studies core to satisfy the content area electives requirement.

ADDITION STUDIES CORE

Students work with their advisor to select 18 s.h. of addiction studies course work offered by the department. Courses focusing on treatment of substance abuse and comorbid psychopathology, prevention of substance abuse and comorbid psychopathology, and assessment and diagnosis of addiction and comorbid psychopathology are under development.

RESEARCH METHODS CORE

Five of these (15 s.h.):

- 07P:243 (PSQF:6243) Intermediate Statistical Methods 4 s.h.
- 07P:249 (PSQF:6249) Factor Analysis and Structural Equation Models 3 s.h.
- 07P:252 (PSQF:6252) Introduction to Multivariate Statistical Methods 3 s.h.
- 034:214 (SOC:6170) Introduction to Sociological Data Analysis 3 s.h.
- 034:215 (SOC:5160) Sampling, Measurement, and Observation Techniques 3 s.h.
- 034:216 (SOC:6180) Linear Models in Sociological Research 3 s.h.
- 034:218 (SOC:7170) Advanced Statistical Modeling of Data 3 s.h.
- 034:219 (SOC:7180) Structural Equation Modeling 3 s.h.
- 044:106 (GEOG:3505) Foundations of GIS 3 s.h.
- 171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.
- 171:241 (BIOS:6110) Applied Categorical Data Analysis 3 s.h.
- 172:183 (CBH:5310) Qualitative Research for Public Health 3 s.h.
- 172:202 (CBH:6115)/113:202 (ANTH:6115) Ethnographic Field Methods 3 s.h.
- 172:282 (CBH:6305) Evaluation II: Design and Methods 3 s.h.
- 172:285 (CBH:6335) Research Methods in Community and Behavioral Health 3 s.h.

CONTENT AREA ELECTIVES

Students work with their advisors to select at least 18 s.h. of course work appropriate to their educational goals and emphasis areas. They may choose from any Department of Community and Behavioral Health courses they have not already taken, other College of Public Health courses, or other University of Iowa graduate-level courses.

DISSERTATION

The dissertation requirement is 12 s.h.
their master’s thesis, or if no thesis is available, a sample of their scholarly writing.

Applicants whose first language is not English and who do not hold a bachelor’s degree from an accredited institution in the United States, the United Kingdom, Canada (except Quebec), Australia, or New Zealand must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants who score 550-599 (paper-based) or 81-99 (Internet-based) are required to take English fluency courses. Applicants who score below those ranges are not considered for admission.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Students enter the program in fall. The application deadline is January 15.

Financial Support

Several forms of financial support are available, including scholarships and awards, student loans, and graduate assistantships.

Graduate assistantships provide a stipend and entitle students to resident tuition and reduced health insurance costs. Research assistantships are competitive and are awarded according to department need and student merit.

Scholarships and fellowships are available through federal agencies, such as the Centers for Disease Control and the National Institutes of Health, and from private foundations.

Resources

The department houses three centers. The Center for Health Communication and Social Marketing promotes communication research to address today’s public health challenges. The Prevention Research Center for Rural Health focuses on improving the health of rural Iowans. The National American Indian and Alaska Native Addiction Technology Transfer Center disseminates culturally legitimate evidence-based practice in substance abuse and behavioral health, and provides technical assistance, skill development in evaluating reports of existing interventions.

The National Institutes of Health, and from private foundations.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Students enter the program in fall. The application deadline is January 15.

Financial Support

Several forms of financial support are available, including scholarships and awards, student loans, and graduate assistantships.

Graduate assistantships provide a stipend and entitle students to resident tuition and reduced health insurance costs. Research assistantships are competitive and are awarded according to department need and student merit.

Scholarships and fellowships are available through federal agencies, such as the Centers for Disease Control and the National Institutes of Health, and from private foundations.

Resources

The department houses three centers. The Center for Health Communication and Social Marketing promotes communication research to address today’s public health challenges. The Prevention Research Center for Rural Health focuses on improving the health of rural Iowans. The National American Indian and Alaska Native Addiction Technology Transfer Center disseminates culturally legitimate evidence-based practice in substance abuse and behavioral health, and provides technical assistance, skill development in evaluating reports of existing interventions.

The National Institutes of Health, and from private foundations.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Students enter the program in fall. The application deadline is January 15.

Financial Support

Several forms of financial support are available, including scholarships and awards, student loans, and graduate assistantships.

Graduate assistantships provide a stipend and entitle students to resident tuition and reduced health insurance costs. Research assistantships are competitive and are awarded according to department need and student merit.

Scholarships and fellowships are available through federal agencies, such as the Centers for Disease Control and the National Institutes of Health, and from private foundations.

Courses

172:101 (CBH:5105) Introduction to Health Promotion and Disease Prevention 3 s.h.
Basic concepts, strategies, and methods of health promotion and disease prevention; health promotion in the context of public health, theories and principles that underpin health promotion; overview of policy formation and health promotion planning, implementation, evaluation. Offered spring semesters. Requirements: graduate standing.

172:106 (CBH:6205) Designing and Implementing Interventions 3 s.h.
Background and skills necessary to plan a public health intervention program; program planning models. Offered fall semesters. Prerequisites: 172:150 (CBH:5220). Requirements: admission to College of Public Health.

172:110 (CBH:5210) Community Development in Public Health 3 s.h.
Concepts, strategies, and methods of community development as major approaches to creating healthy communities and promoting social change; role of public health practitioners as agents of change in organizations, communities. Offered fall semesters. Requirements: graduate standing.

172:115 (CBH:5215) Community Preventive Programs and Services 3 s.h.
Current public health problems and associated community, preventive, and evidence-based interventions; background information for these terms (community, preventive, evidence-based, interventions); skill development in evaluating reports of existing interventions.

172:122 (CBH:6405) Maternal, Child, and Family Health 3 s.h.
Major issues, policies, and programs for health of women, children, and families in the United States; social, political, and economic determinants. Offered spring semesters. Prerequisites: 173:140 (EPID:4400).

172:130 (CBH:5205) Social Determinants of Health 3 s.h.
Relationship between social factors and health, with focus on family, neighborhood, community, and social group levels. Offered spring semesters. Requirements: graduate standing.

172:131 (CBH:5415) Anthropology and International Health 3 s.h.
Anthropological contributions to and critiques of the international health enterprise; case studies illustrating anthropology and international health’s intersection, and their differences. Offered spring semesters. Same as 113:184 (ANTH:5415), 152:184 (GHS:5415).

172:133 (CBH:5140) The Anthropology of Women’s Health 3 s.h.
How female gender intersects with culture, environment, and political economy to shape health and illness; reproductive health, violence, drug use, cancer; readings in anthropology, public health. Prerequisites: 113:003 (ANTH:1101). Same as 113:133 (ANTH:4140), 131:133 (GWSS:4140).

172:135 (CBH:5225) Health Disparities and Cultural Competence 2-4 s.h.
Characteristics, causes, and effects of health disparities in the U.S. health care system; foundation for development of knowledge, attitudes, and skills required of culturally competent health care providers; definitions and models of cultural competence, characteristics of culturally effective practitioners and workplaces; health disparities among specific populations, evidence for cultural competence as a remedy; taking a culturally appropriate history; working with interpreters; legal and professional imperatives for cultural competence. Same as 046:377 (PHAR:8715), 096:125 (NURS:3715).
172:140 (CBH:4825) Media and Health 3 s.h.
Potential and limits of mass media's ability to educate the public about health, research and theory on the influence of information and entertainment media; theories, models, assumptions of mass communication in relation to public health issues. Same as 019:160 (JMC:4825), 152:159 (GHS:4240).

172:150 (CBH:5220) Health Behavior and Health Education 3 s.h.
Common theories of health behavior and health education and their application to varied public health problems and settings. Offered spring semesters. Requirements: graduate standing.

172:155 (CBH:5230) Public Health Issues in Overweight Management 3 s.h.
Overview of overweight and obesity from a public health perspective, including epidemiology, measurement issues, and intervention approaches at individual, community, and policy levels. Prerequisites: 170:101 (MPH:5100) or 172:101 (CBH:5105).

172:161 (CBH:5435) Substance Abuse Prevention and Early Intervention 3 s.h.
Prevalence and characteristics of several substance use disorders and the impact of such disorders on the individual, the community, and public health workers; how prevalence of substance use disorders varies among different ethnic and cultural groups, between men and women, across the life span, and through different socio-economic levels; how outcomes of substance abuse disorders vary at both the individual and community level as a function of these factors. Requirements: graduate standing and substance abuse course.

172:162 (CBH:5440) Prevention and Early Intervention of Mental Health Disorders 3 s.h.
Prevalence and characteristics of mental health disorders; differences between ethnicity and culture, gender, age, and socioeconomic background; primary and secondary prevention; assessment and tertiary treatment approaches to mental health disorders.

172:170 (CBH:6410) Special Topics arr.
Didactic material in community and behavioral health that may include tutorial, seminar, or faculty-directed independent work (e.g., literature search, project, short research project).

172:173 (CBH:5125) Medical Anthropology 3 s.h.
Major theoretical, methodological approaches; international health and development; biomedicine as a cultural system; ethnomedicine; anthropology and AIDS, human reproduction, epidemiology, ethnopsychiatry. Prerequisites: 113:003 (ANTH:1101) or 113:010 (ANTH:2100). Same as 113:185 (ANTH:3102), 152:185 (GHS:3102).

Program evaluation methods for use in public health and related educational and social service programs; methods, approaches, and planning strategies for conducting program evaluations; role and function of evaluation within program life cycle; basics of formative, process, outcome, and cost evaluation; development of evaluation questions with appropriate data sources, data collection methods, and analytic techniques; creation of a logic model to guide an evaluation plan and explain role of logic model in the process of evaluation. Prerequisites: 171:161 (BIOS:5110), 172:150 (CBH:5220), and 173:140 (EPID:4400). Requirements: enrollment in College of Public Health.

172:183 (CBH:5310) Qualitative Research for Public Health 3 s.h.
Introduction to methods and theories of qualitative research that facilitate description and explanation of social phenomena related to health behavior, illness, prevention, and treatment in the public health domain. Offered fall semesters. Requirements: graduate standing.

172:185 (CBH:5420) Communicating with the Community 3 s.h.
Communication skills for research and practice settings, taught from a cultural perspective with reference to gender, age, ethnicity; individual and constructive interviewing, public speaking, conducting focus groups. Offered fall semesters. Requirements: graduate standing.

172:202 (CBH:6115) Ethnographic Field Methods 3 s.h.
Basic data-gathering techniques for field research in sociocultural anthropology. Same as 113:202 (ANTH:6115).

172:240 (CBH:6210) Health Communication 3 s.h.
Theories, concepts, research associated with health communication; interpersonal and mass communication approaches. Offered summer sessions. Same as 036:270 (COMM:6210).

172:242 (CBH:6215) Persuasion and Health 3 s.h.
Theories of persuasion and social influence; attitude formation, relationship between attitudes and behavior, persuasion theories and their applications across health topics. Offered spring semesters.

172:246 (CBH:6220) Health Communication Campaigns 3 s.h.
Design and analysis of health campaigns; theory, practice, methods; mass media, community, organization, and interpersonal approaches. Offered spring semesters. Same as 036:379 (COMM:6220).

172:248 (CBH:6225) Health Information and Health Literacy 3 s.h.
How health information is accessed, sought, used, and delivered in various health information contexts; current issues about health information and literacy, including concepts, measures, factors, consequences, interventions.

172:260 (CBH:5235) Community-Based Participatory Research 3 s.h.
Structured overview of Community-Based Participatory Research (CBPR) in public health; major issues and methods involved in conducting research with a CBPR approach.
172:270 (CBH:6415) Independent Study in Community and Behavioral Health
Pursuit of an interest in community and behavioral health requiring substantial creativity and independence.

172:282 (CBH:6305) Evaluation II: Design and Methods
3 s.h.
Research design and methodology for evaluation of public health and related programs; causality, evaluation theory, threats to validity, selection and comparison of research designs, sample selection and size, survey and scale construction, quantitative and qualitative data collection and analysis, data management, reporting; based on case study of an infant mortality prevention program. Offered spring semesters. Prerequisites: 172:181 (CBH:5305). Requirements: biostatistics or statistics course.

172:285 (CBH:6335) Research Methods in Community and Behavioral Health
3 s.h.
Overview of quantitative research methods for community and behavioral health; major elements of behavioral and social science research, critical evaluation of research related to community and behavioral health, application of research methods in public health practice; opportunities for students to build skills for evaluation of research and application of quantitative research methods. Prerequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400).

172:300 (CBH:7505) CBH Thesis/Dissertation
arr.
Emerging Infectious Disease Epidemiology

Coordinator
• Katie Yamaki

Graduate certificate: emerging infectious disease epidemiology
Web site: http://www.public-health.uiowa.edu/academics/certificate_eide.html

Emerging infectious diseases increasingly are recognized as global and regional issues. Some infectious diseases are controlled effectively with the help of modern technology. But new diseases—such as SARS, West Nile, and avian influenza virus infections—appear frequently, and older ones, including malaria, tuberculosis, and bacterial pneumonia, are now appearing in forms that are resistant to drug treatments. All of them have the potential to seriously affect human and animal health as well as economies locally and worldwide. They pose novel and unceasing challenges for professionals in health care, government, and private agencies.

The College of Public Health offers the Certificate in Emerging Infectious Disease Epidemiology. It has a required on-campus component (summer), but the remaining work may be done either on campus or by distance education.

Graduate Program of Study
• Certificate in Infectious Disease Epidemiology

The certificate program provides basic information and training related to infectious diseases. It is designed for a broad range of individuals, including graduate students, international public health professionals, laboratory professionals, physicians, nurses, veterinarians, and medical technologists.

Certificate

The Certificate in Emerging Infectious Disease Epidemiology requires 12 s.h. of graduate credit. Completion of the certificate is noted on the student’s transcript.

Three of the certificate’s required courses must be completed on campus during summer:
173:157 (EPID:5570) Zoonotic Diseases 2-3 s.h.
173:158 (EPID:5580) Public Health Laboratory Techniques 1 s.h.
173:159 (EPID:5590) Applied Infectious Disease Epidemiology 2 s.h.

Two of these (6 s.h.):
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.
173:155 (EPID:5550) Diagnostic Microbiology for Epidemiology 3 s.h.
175:197 (OEH:4240) Global Environmental Health 3 s.h.

Applicants to the certificate program must hold a baccalaureate degree from an accredited college or university and must have a g.p.a. of at least 2.75 (or foreign equivalent). For more information about the program and how to apply, visit the Certificate in Emerging Infectious Disease Epidemiology web site.
Epidemiology

Head
• James C. Torner

Professors
• John Brooks (Health Management and Policy/Epidemiology/Pharmacy), Trudy Burns (Epidemiology/Pediatrics/Nursing), Elizabeth Chrischilles (Epidemiology/Pharmacy), William Field (Occupational and Environmental Health/Epidemiology), Laurence Fuortes (Occupational and Environmental Health/Epidemiology/Internal Medicine), Loreen Herwaldt (Epidemiology/Internal Medicine), Kathleen Janz (Epidemiology/Health and Human Physiology), Susan Johnson (Epidemiology/Obstetrics and Gynecology), Louis Kirchhoff (Epidemiology/Internal Medicine), Barcey Levy (Family Medicine/Epidemiology), Steven Levy (Epidemiology/Preventive and Community Dentistry), Charles Lynch (Epidemiology/Pathology), Jody Murphy (Law/Epidemiology/Pediatrics), Jeffrey Murray (Pediatric Dentistry/Anatomy and Cell Biology/International Programs/Epidemiology/Biology/Pediatrics/Nursing/Public Policy Center), Corinne Peek-Asa (Occupational and Environmental Health/Epidemiology/Pediatrics/Public Policy Center), Eli Perencevich (Epidemiology/Internal Medicine), Jennifer Robinson (Internal Medicine/Epidemiology), Paul Romitti, Gary Rosenthal (Health Management and Policy/Epidemiology/Internal Medicine), Audrey Saftlas, Elaine Smith (Preventive and Community Dentistry/Epidemiology/Obstetrics and Gynecology), Linda Snetselaar (Internal Medicine/Epidemiology), James Torner (Education/Epidemiology/Surgery/Neurosurgery), Robert Wallace (Epidemiology/Internal Medicine), Mary Wilson (International Programs/Epidemiology/Microbiology/Internal Medicine)

Associate professors
• Catherine Bradley (Epidemiology/Obstetrics and Gynecology), Ryan Carnahan, Jess Fiedorowicz (Epidemiology/Internal Medicine/Psychiatry), Peter Kaboli (Epidemiology/Internal Medicine), David Katz (Epidemiology/Internal Medicine), Christine Petersen, Neil Segal (Radiology/Epidemiology/Orthopaedics and Rehabilitation), Carolyn Turvey (Epidemiology/Psychiatry)

Assistant professors
• Mary Charlton (Epidemiology/Health Management and Policy), Maureen McCue (International Programs/Epidemiology), Philip Polgreen (Internal Medicine/Epidemiology), Kelli Ryckman, Marin Schweizer

Associate
• Margaret Chorazy

Adjunct professors
• James Cerhan, James Dickson, Gregory Gray, Annette O’Connor, Paul Pomrehn, M. Patricia Quinlisk, James Roth, Wayne Sanderson, Jeffrey Wolf

Adjunct associate professors
• Leslie Dennis, Jesse Hostetter, Scott Hurd, Neal Kohatsu, Michael Pentella, Jose Sanchez, Mario Schootman, Tara Smith

Adjunct assistant professors
• Lucy DesJardin, Ann Garvey, Daniel Gregory, Amit Gupta, Valerie Hoffman (Internal Medicine/Epidemiology), Brian Lund (Epidemiology/Pharmacy), Shannon Putnam, Sheila Rigg, Kathleen Schneider, Anne Tabor, Kathleen Tharp

Adjunct instructor
• Kirk Phillips

Adjunct lecturer
• Glenda Dvorak

Professors emeriti
• Gary Doern, Claibourne Dungy, James Hanson, Herman Hein, Larry Mahoney, Michael Pfaller, Helmut Schrott, Don VanDyke, Robert Woolson

Graduate programs of study
• Master of Science in clinical investigation
• Master of Science in epidemiology (with or without thesis)
• Doctor of Philosophy in epidemiology
• Certificate in Translational and Clinical Investigation

Graduate degrees:
• M.S. in clinical investigation
• M.S. in epidemiology
• Ph.D. in epidemiology

Graduate certificate:
• translational and clinical investigation

Web site: http://www.public-health.uiowa.edu/epi/

The Department of Epidemiology focuses on surveillance for disease, risk factors for disease in the general population, behavioral factors in disease, use and outcome of health interventions and care, and the establishment and evaluation of disease control measures in the community. Students are guided by faculty members whose research interests include epidemiology of communication disorders, pharmacoepidemiology, cancer epidemiology, infectious disease epidemiology, adverse reproductive outcome epidemiology, anatomic pathology, genetics, cardiovascular disease, nutrition, smoking cessation, epidemiology of reproduction, dental epidemiology, clinical epidemiology, neuroepidemiology, meta-analysis, intervention trials, international health, and effects of aging.
Master of Science: Clinical Investigation

The Master of Science program in clinical investigation requires 30 s.h. of graduate credit. It is offered in collaboration with the University’s Institute for Clinical and Translational Science.

The program is designed for clinicians interested in pursuing careers in clinical research. It includes in-depth training in biostatistics, epidemiology, research ethics, and academic survival skills as well as didactic training applicable to clinical research careers.

Graduates of the program are able to critically evaluate clinical literature, write competitive grant proposals, design and conduct clinical research projects, work effectively with other researchers and support staff, and disseminate research results through manuscripts and presentations.

Applicants to the program must have completed at least 6 s.h. of pathology, physiology, and/or pharmacology. Students must remedy deficiencies by taking courses that fill this requirement during their enrollment in the program.

Graduate students in the Department of Epidemiology must maintain a g.p.a. of at least 3.00. Those who receive a grade of C on 7 s.h. of course work may be dismissed from the program.

The Master of Science in clinical investigation requires the following course work.

**CORE COURSES**

Students earn a minimum of 15 s.h. as follows.

All of these:

- 173:150 (EPID:5500) Introduction to Clinical Epidemiology 2 s.h.
- 173:152 (EPID:5520) Clinical Research Career Development 1 s.h.
- 173:163 (EPID:5630) Seminar in Clinical and Translational Research (four semesters, 1 s.h. each) 4 s.h.

One of these:

- 173:211 (EPID:6110) Grant Writing for Clinical Investigators 1-3 s.h.
- 173:215 (EPID:6150) Writing for Medical Journals 1 s.h.

One of these:

- 173:160 (EPID:5600) Introduction to Epidemiology Data Analysis With Computers 2 s.h.
- 173:161 (EPID:5610) Patient-Oriented Research Data Analysis 3 s.h.

One of these:

- 173:195 (EPID:5950) Preceptorship in Epidemiology 3-6 s.h.
- 173:300 (EPID:7000) Thesis/Dissertation 3-6 s.h.

**EPIDEMIOLOGY CORE**

Students earn a minimum of 12 s.h. as follows.

Both of these:

- 171:241 (BIOS:6110) Applied Categorical Data Analysis (or approved substitute) 3 s.h.
- 173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.

One of these:

- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
- 171:201 (BIOS:5710) Biostatistical Methods I 4 s.h.

One of these:

- 171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.
- 171:202 (BIOS:5720) Biostatistical Methods II 4 s.h.

**FOCUS AREA ELECTIVES**

Students earn a minimum of 3 s.h. from one focus area.

**General (Applicable to More Than One Focus Area)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:269</td>
<td>Meta-Analysis in Behavioral Social Sciences (Ph.D.)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:242</td>
<td>Applied Survival Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:266</td>
<td>Statistical Methods in Clinical Trials</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>172:183</td>
<td>Qualitative Research for Public Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:290</td>
<td>Design of Intervention and Clinical Trials</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>174:221</td>
<td>Evaluation and Outcomes in Health Care</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

**Patient-Oriented Research**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>142:215</td>
<td>Transcription and Multi-Functional Regulation by RNA</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>173:236</td>
<td>Nutrition Intervention in Clinical Trials Research</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

**Epidemiology and Behavioral Research**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>031:263</td>
<td>Principles of Psychological Assessment</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>044:131</td>
<td>Geography of Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>111:204</td>
<td>Principles of Oral Epidemiology</td>
<td>arr.</td>
</tr>
<tr>
<td>172:101</td>
<td>Introduction to Health Promotion and Disease Prevention</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>172:150</td>
<td>Health Behavior and Health Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:150</td>
<td>Introduction to Clinical Epidemiology</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>173:225</td>
<td>Genetics and Epidemiology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>173:235</td>
<td>Nutritional Epidemiology</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>173:240</td>
<td>Epidemiology II: Advanced Methods</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>173:251</td>
<td>Injury Epidemiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:253</td>
<td>Epidemiology of Occupational Injuries</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:255</td>
<td>Epidemiology of Infectious Diseases</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:256</td>
<td>Hospital Epidemiology</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>173:260</td>
<td>Epidemiology of Chronic Diseases</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:263</td>
<td>Epidemiology of Reproductive Diseases</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>173:265</td>
<td>Cardiovascular Disease Epidemiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:267</td>
<td>Psychiatric Epidemiology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:270</td>
<td>Cancer Epidemiology and Control</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:291</td>
<td>Pharmacoepidemiology</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Outcomes and Health Services Research**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:270</td>
<td>Methods for Field Research (Ph.D.)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>07B:222</td>
<td>Introduction to Policy Analysis and Evaluation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07P:165</td>
<td>Introduction to Program and Project Evaluation</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

University of Iowa 2013-14 General Catalog 1155
One of these:

Students earn 28-29 s.h. in the required core, as follows.

**CORE COURSES**

Students earn 28-29 s.h. in the required core, as follows.

All of these:

- 170:200 (MPH:6100) Essentials of Public Health 1 s.h.
- 171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
- 171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.
- 173:241 (EPID:5241) Statistical Methods in Epidemiology 3 s.h.
- 173:140 (EPID:4400) Epidemiology I: Principles (web-based course cannot be used) 3 s.h.
- 173:160 (EPID:5600) Introduction to Epidemiology Data Analysis With Computers 2 s.h.
- 173:240 (EPID:6400) Epidemiology II: Advanced Methods 4 s.h.

One of these:

- 069:133 (PATH:8133) Introduction to Human Pathology for Graduate Students 4 s.h.
- 069:270 (PATH:5270) Pathogenesis of Major Human Diseases 3 s.h.

One of these:

- 173:255 (EPID:6550) Epidemiology of Infectious Diseases 3 s.h.
- 173:260 (EPID:6600) Epidemiology of Chronic Diseases 3 s.h.

One of these:

- 173:195 (EPID:5950) Preceptorship in Epidemiology (for nonthesis students) 3 s.h.
- 173:300 (EPID:7000) Thesis/Dissertation (for thesis students, may be taken twice) 3 s.h.

**ELECTIVES**

Students must earn a total of 7-8 s.h. in elective course work, including at least 5 s.h. in Department of Epidemiology courses (prefix 173) and 2 s.h. in additional graduate-level course work pertinent to the student’s educational goals and background (the additional 2 s.h. may be earned in an epidemiology course or in another graduate course, with the advisor’s approval). The following courses are recommended.

- 171:174 (BIOS:6310) Introductory Longitudinal Data Analysis 3 s.h.
- 172:150 (CBH:5220) Health Behavior and Health Education 3 s.h.
- 174:200 (HMP:5005) Introduction to Health Care Organization and Policy 3 s.h.
- 175:197 (OEH:4240) Global Environmental Health 3 s.h.

One of these:

- 171:164 (BIOS:5310) Research Data Management 3 s.h.
- 173:161 (EPID:5610) Patient-Oriented Research Data Analysis 3 s.h.

Students may need to do additional elective course work in order to complete the minimum 38 s.h. required for the degree.

**Joint B.A. in Biology/M.S. in Epidemiology**

Bachelor of Arts students majoring in biology who are interested in earning a Master of Science in epidemiology may apply to the joint B.A./M.S. program offered by the College of Liberal Arts and Sciences and the College of Public Health. The joint program permits students to count 12 s.h. of credit toward the requirements of both degrees, enabling them to begin the study of public health before they complete the bachelor’s degree. For information about the B.A. program, see Biology (p. 118) (College of Liberal Arts and Sciences) in the Catalog.

**M.P.H. Subtrack**

The Department of Epidemiology offers the epidemiology subtrack for the Master of Public Health. The subtrack focuses on fundamental concepts and methods and provides training in the use of data and methods for disease assessment and for evaluation of programs and interventions. Graduates of the program work in public health departments and other health care settings. See Master of Public Health Program (p. 1171) in the Catalog.

**Doctor of Philosophy: Epidemiology**

The Doctor of Philosophy program in epidemiology requires a minimum of 75 s.h. of graduate credit. The program prepares graduate students for careers as scientists, teachers, and practitioners of epidemiologic
methods. Employment opportunities exist in academic institutions; local, state, and federal health agencies; and in commercial enterprises.

Graduate students in epidemiology must maintain a g.p.a. of at least 3.00. Those who receive a grade of C on 7 s.h. of course work may be dismissed from the program.

All doctoral students must successfully complete a qualifying examination, a comprehensive examination, and a dissertation--a substantial scholarly treatise. The research topic and content, which vary depending on the program of study, must be approved by the student’s dissertation committee. Other degree requirements include approved electives chosen from Department of Epidemiology courses and other University of Iowa courses.

Students are required to attend 80 percent, for five semesters, of all Department of Epidemiology seminar meetings and journal club meetings; attendance during the student’s enrollment in the M.S. program does not count toward this requirement. Students also must present a departmental seminar on their dissertation research and a presentation or scientific poster presentation at the international, national, regional, state, or University level before they may graduate.

The Doctor of Philosophy in epidemiology requires the following course work.

**CORE COURSES**

Students earn 40-42 s.h. in the required core, as follows.

All of these:

170:200 (MPH:6100) Essentials of Public Health 1 s.h.
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.
173:140 (EPID:4400) Epidemiology I: Principles (web-based course cannot be used) 3 s.h.
173:160 (EPID:5600) Introduction to Epidemiology Data Analysis With Computers 2 s.h.
173:205 (EPID:6050) Research in Epidemiology 3 s.h.
173:210 (EPID:6100) Writing a Research Protocol 3 s.h.
173:240 (EPID:6400) Epidemiology II: Advanced Methods 4 s.h.
173:241 (EPID:5241) Statistical Methods in Epidemiology 3 s.h.
173:340 (EPID:7400) Epidemiology III: Theories 3 s.h.

One of these:

171:164 (BIOS:5310) Research Data Management 3 s.h.
173:161 (EPID:5610) Patient-Oriented Research Data Analysis 3 s.h.

One of these:

171:174 (BIOS:6310) Introductory Longitudinal Data Analysis 3 s.h.
171:242 (BIOS:6210) Applied Survival Analysis 3 s.h.

One of these:

069:133 (PATH:8133) Introduction to Human Pathology for Graduate Students 4 s.h.
069:270 (PATH:5270) Pathogenesis of Major Human Diseases 3 s.h.

One of these:

027:130 (HHP:3500) Human Physiology 3 s.h.
072:153 (MPB:5153) Graduate Physiology 4 s.h.

Ph.D. students also must earn 3 s.h. in epidemiology courses outside their emphasis area.

**FOCUS AREA**

Each Ph.D. student must declare a focus area. Working with the focus area coordinator, the student develops a study plan that will enable him or her to develop substantive knowledge in a specific area that will lead to important original research. Focus areas for Ph.D. students include cancer control, cancer etiology, infectious disease, occupational and environmental epidemiology, and pharmacoepidemiology. For lists of required course work in each focus area, see Ph.D. in Epidemiology on the department’s web site.

**ELECTIVES**

Students must complete a total of 23-25 s.h. of elective course work. They must earn 3 s.h. in a Department of Epidemiology course (prefix 173) outside their focus area and at least 20 s.h. in courses in their focus area. Course selection must be approved by the student’s advisor and Ph.D. plan of study committee.

**DISSERTATION**

All doctoral students must successfully complete a Ph.D. thesis.


**Certificate**

The Department of Epidemiology and the Institute for Clinical and Translational Science (ICTS) offer the Certificate in Translational Investigation for clinicians who seek advanced training in clinical methodology and applied patient-oriented research skills. The certificate requires 19 s.h. of graduate credit and may be completed in one year. Completion of the certificate is noted on the student’s transcript.

Certificate students complete didactic course work and clinical preceptorships and participate in clinical research seminars. They become proficient in the conduct of independent clinical research, including hypothesis development, study design, knowledge of research ethics, survey development, data collection, basic and advanced statistical analyses, and interpretation of results. They also develop core competencies in their area of interest.

The Certificate in Translational and Clinical Investigation requires the following work.

171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.
173:150 (EPID:5500) Introduction to Clinical Epidemiology 2-3 s.h.
173:152 (EPID:5520) Clinical Research Career Development 1 s.h.
173:163 (EPID:5630) Seminar in Clinical and Translational Research (completed twice) 2 s.h.
173:295 (EPID:6950) Clinical Research Ethics 2-3 s.h.
ICTS Bench to Bedside seminar arr.
Electives 6 s.h.

The certificate program is open to individuals who hold a doctoral-level degree in a clinical discipline (e.g., M.D., D.O., D.D.S., Ph.D., Pharm.D., D.V.M.) and graduate admission to the College of Public Health or enrollment in a basic or health science doctoral program at The University
of Iowa. Other admission requirements are similar to those for the M.S. program in epidemiology (see "Admission" below) or the M.S. program in translational biomedicine (p. 951) (Graduate College).

**Related Certificate: Emerging Infectious Disease Epidemiology**

The College of Public Health and the Graduate College offer the Certificate in Emerging Infectious Disease Epidemiology. The certificate program provides basic information and training related to infectious diseases. It is designed for a broad range of individuals, including graduate students, international public health professionals, laboratory professionals, physicians, nurses, veterinarians, and medical technologists. Completion of certificate is noted on the student’s transcript. To learn more, see Emerging Infectious Disease Epidemiology (p. 1153) in the Catalog.

**Admission**

Applicants to the M.S. and Ph.D. programs in the Department of Epidemiology must apply through the Schools of Public Health Application Service (SOPHAS); they also must apply for admission to the Graduate College through the University of Iowa Office of Admissions. For detailed application information, visit Prospective Students/How to Apply on the Department of Epidemiology web site.

**M.S.: Clinical Investigation**

Applicants to the M.S. program in clinical investigation must hold a doctoral-level degree in a clinical discipline (e.g., M.D., D.O., D.D.S., Ph.D., Pharm.D., D.V.M) or be enrolled in the Medical Scientist Training Program (p. 1038) (Carver College of Medicine). They must hold a baccalaureate degree with a cumulative g.p.a. of at least 3.00; foreign-trained applicants must have an outstanding doctoral training record.

All applicants must have taken the Graduate Record Examination (GRE) General Test, Medical College Admission Test (MCAT), or Dental Admission Test (DAT). Applicants whose first language is not English and who do not hold a baccalaureate degree from an accredited institution in the United States, the United Kingdom, Canada (except Quebec), Australia, or New Zealand must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants who score 550-599 (paper-based) or 81-99 (Internet-based) are required to take English fluency courses. Applicants who score below those ranges are not considered for admission. In place of TOEFL scores, the department accepts International English Testing System (IELTS) scores of 7.0 or higher, with no subscore below 6.0.

All M.S. and Ph.D. applicants and students are required to have strong written and oral communication skills.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Application deadlines for fall entrance to the M.S. in epidemiology are June 1 for U.S. citizens, April 15 for international applicants. Application deadlines for spring entrance are April 15 for U.S. citizens, March 1 for international applicants.

Application deadline for fall entrance to the Ph.D. in epidemiology is April 1. Application deadline for spring entrance (not encouraged) is October 1.

**Financial Support**

A limited number of graduate research assistantships are available for advanced M.S. and Ph.D. students; for information, consult the department. For information on financing education through jobs, grants, and loans, contact the University’s Office of Student Financial Aid.

Opportunities for funded predoctoral fellowships are available. Funded positions sponsored by federal agencies are available only to U.S. citizens.

**Resources**

The State Health Registries of Iowa, which encompasses the Iowa Cancer Registry and the Iowa Registry for Congenital and Inherited Disorders, works in cooperation with the Iowa Department of Public Health to collect medical data on Iowans. The Iowa Cancer Registry is one
of 18 registries nationwide that report data to the National Cancer Institute.

The Preventive Intervention Center conducts population-based intervention trials to prevent occurrence and recurrence of disease and to promote wellness, with a focus on the elderly. It also specializes in research promoting prevention of cardiovascular disease and provides an interdisciplinary approach to risk factor interventions. The Healthcare Effectiveness Research Center is a collaborative research enterprise with the College of Pharmacy that studies whether particular health care treatments or services are over- or underutilized. The Center for Emerging Infectious Diseases employs epidemiological methods, laboratory technologies, and clinical evaluations to achieve a better understanding of emerging infectious diseases. The Nutrition Center provides expertise in nutrition and dietary assessment, epidemiological methods, laboratory technologies, and clinical evaluations to achieve a better understanding of emerging infectious diseases. The Nutrition Center provides expertise in nutrition and dietary assessment, dietary interventions, and nutrition lifestyle change strategies.

Courses

173:099 (EPID:2999) Evidence-Based Public Health Methods 3 s.h.
How to choose, conduct, and evaluate evidence-based programs and policies in public health; finding and using scientific evidence, implementing and evaluating interventions that produce new evidence. Offered summer sessions. Requirements: Certificate in Public Health enrollment.

173:110 (EPID:4110) Quality Dietary Studies for Individuals and Environment 3 s.h.
Overview of current methods to evaluate the quality of nutrition in individuals, communities, and environment; methods include dietary records, dietary recalls, food frequency questionnaires and screeners, and nutrition environmental assessments. Recommendations: a basic nutrition course.

173:111 (EPID:4210) International Health 3 s.h.
Urgent health problems in the developing world and among disadvantaged populations in developed countries; biological, social, cultural, political aspects of international health problems; applications of research methods from epidemiology, environmental health, social sciences. Same as 152:111 (GHS:4210), 175:111 (OEH:4210).

173:120 (EPID:5200) Principles of Public Health Informatics 3 s.h.
Systematic applications of information science, computer science, and technology to public health practice, research, and learning; methods of disease surveillance, data collection, analysis, and reporting with health informatics.

173:130 (EPID:5300) Food Safety 3 s.h.
Current issues and concepts of food safety in the United States, from plant to table; foodborne illness from microbial agents, food toxins, adulterants; disease investigation, risk analysis, risk mitigation, prevention.

173:132 (EPID:5320) Exotic and Emerging Diseases of Animals 1 s.h.
Major exotic and emerging animal diseases; veterinarian’s role in recognizing and diagnosing such diseases; how outbreaks affect economies and veterinary medicine; public health concerns; responding agencies and their roles in control and eradication.

173:134 (EPID:4120) Public Health Nutrition 3 s.h.
Case studies of state and federal public health nutrition programs and role of public health practitioners; identifying community need for action around public health nutrition policy and environmental change; topic-specific public health nutrition programs in children; prevention of obesity, cardiovascular disease, and cancer.

173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.
Epidemiological concepts and methods; design of descriptive and analytic studies, such as aggregate, case series, cross-sectional, case-control, cohort studies, clinical trials; application of epidemiology to public health practice; communication and dissemination of epidemiological findings.

173:142 (EPID:5314) Field Experiences in Public Health 3 s.h.
Epidemiology application in public health practice; environmental, infectious diseases, chronic diseases, occupational and injury, behavioral health, emergency response, and death investigations. Prerequisites: 173:140 (EPID:4400).

173:145 (EPID:4450) Public Health Data 2 s.h.
Concepts and methods of obtaining and using public health data in community settings; how public health data are used for epidemiologic investigations and prevention programs. Offered spring semesters. Corequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400).

173:147 (EPID:5470) Applied Veterinary Epidemiology/Biostatistics 3 s.h.
Epidemiology and biostatistics applied to veterinary public health; outbreak investigations, surveillance, analyzing and evaluating diagnostic tests, translation methodology, risk assessment, data analysis software programs. Prerequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400).

173:150 (EPID:5500) Introduction to Clinical Epidemiology 2-3 s.h.
Epidemiologic applications and methods used in clinical settings to evaluate clinical medicine and other health profession disciplines, including health measurement, health outcome determination, diagnostic process, risk assessment and communication, prognosis, study design, patient surveys, clinical trials, decision analysis and meta-analysis, health services research. Offered fall semesters. Corequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400), if not taken as prerequisites.

173:152 (EPID:5520) Clinical Research Career Development 1 s.h.
Introduction to translational research; grant development and management, data management, communication of research findings, and academic career development. Offered summer sessions.

Experience in the Iowa Registry for Congenital and Inherited Disorders; active, population-based surveillance for selected congenital and inherited disorders. Offered fall semesters of even years. Prerequisites: 173:140 (EPID:4400), 173:160 (EPID:5600), and 173:240 (EPID:6400).

173:154 (EPID:5540) Cancer Registration Internship
2 s.h.
Sources of data necessary for operation of a population-based cancer registry; potential uses of the data; methods and personnel required for collecting, editing, storing, reporting, and assuring quality of data. Offered fall semesters of odd years. Prerequisites: 173:140 (EPID:4400).

173:155 (EPID:5550) Diagnostic Microbiology for Epidemiology 3 s.h.
Introduction to microbiological culture, antigen detection, immunological and molecular amplification laboratory techniques for bacteria, viruses, parasites, fungi. Offered spring semesters. Prerequisites: 061:103 (MICR:8202) or 061:112 (MICR:3112) or 061:157 (MICR:2157) or 061:164 (MICR:3164)

173:156 (EPID:5560) Introduction to Molecular Epidemiology 3 s.h.
Introduction to basic techniques of molecular biology (DNA, RNA, protein techniques) and their use in epidemiological research (e.g., diagnosis of disease, biomarker discovery and validation). Corequisites: 173:140 (EPID:4400), if not taken as a prerequisite.

173:157 (EPID:5570) Zoonotic Diseases 2-3 s.h.
Introduction to the epidemiology and control of zoonotic diseases; zoonoses endemic to the midwestern United States. Offered summer sessions. Prerequisites: 061:103 (MICR:8202) or 061:112 (MICR:3112) or 061:157 (MICR:2157) or 061:164 (MICR:3164) or 173:155 (EPID:5550) or 173:255 (EPID:6550).

173:158 (EPID:5580) Public Health Laboratory Techniques 1 s.h.
Common laboratory techniques in emerging infectious respiratory disease research and epidemiologic surveillance laboratories; emphasis on techniques for culturing, characterization, and serological surveillance of exposure to influenza viruses. Requirements: completion of online Basic Biological Safety and Blood-Borne Pathogens courses; completed certificates must be brought to class.

173:159 (EPID:5590) Applied Infectious Disease Epidemiology 2 s.h.
Introduction to infectious disease surveillance, outbreak investigations, interventions, biodefense, emerging infectious diseases, subject recruitment, mathematical modeling, and analytic approaches pertaining to infectious disease prevention and control; emphasis on practical knowledge and how to apply basic infectious disease epidemiology to real-life scenarios and research projects.

173:160 (EPID:5600) Introduction to Epidemiology Data Analysis With Computers 2 s.h.
Organization, collection, management, and analysis of epidemiological data using computer programs. Offered fall semesters. Corequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400), if not taken as prerequisites.

173:161 (EPID:5610) Patient-Oriented Research Data Analysis 3 s.h.
Basic principles of data analysis and collaborative research; SAS fundamentals; data manipulation and interpretation techniques. Offered spring semesters.

173:163 (EPID:5630) Seminar in Clinical and Translational Research 1 s.h.
Presentation of ongoing clinical research projects, grant applications, and methodological articles, with emphasis on works in progress.

173:170 (EPID:4510) Injury and Violence Prevention 3 s.h.
Theory, research, and practice of injury control; unintentional and intentional injuries; local, national, international injury issues. Same as 175:170 (OEH:4510).

173:175 (EPID:4520) Research Methods in Disaster Studies 3 s.h.
Epidemiologic study of disasters and their health consequences; research to identify and reduce health effects, research in context of response and preparedness. Same as 175:175 (OEH:4520), 152:195 (GHS:4275).

173:190 (EPID:5900) Problems and Special Topics in Epidemiology arr.
Didactic material in epidemiology; may include tutorial, seminar, faculty-directed independent work (e.g. literature search, project, short research project).

173:195 (EPID:5950) Preceptorship in Epidemiology arr.
Quantitative research-oriented project performed with a preceptor; preparation of prospectus, presentation of research results in a publication-quality report and a scientific poster session.

173:199 (EPID:4990) Practicing Evidence-Based Public Health 3 s.h.
How epidemiologic and other scientific studies underlie public health practice; relationship between evidence and action; controversies at interface of science and policy. Offered spring semesters.

173:200 (EPID:6000) Independent Study in Epidemiology arr.
In-depth pursuit of an area of special interest in epidemiology requiring substantial creativity and independence.

Research that may lead to a dissertation.

173:207 (EPID:6070) Social Epidemiology 3 s.h.
Introduction with global focus and emphasis on methodological issues, including definition/measurement of social constructs, appropriate research designs, analytic approaches. Prerequisites: 173:140 (EPID:4400) and 171:161 (BIOS:5110).
173:210 (EPID:6100) Writing a Research Protocol 3 s.h.
Small group projects to develop research protocols using epidemiological study designs; presentation and defense of proposals before faculty site visitors. Offered fall semesters. Prerequisites: 171:161 (BIOS:5110), 171:162 (BIOS:5120), 173:140 (EPID:4400), and 173:240 (EPID:6400). Requirements: pass epidemiology Ph.D. qualifying exam, approval of research topic by dissertation advisor, and completion and approval of literature review by dissertation advisor prior to first day of class.

173:211 (EPID:6110) Grant Writing for Clinical Investigators arr.
Development of skills for writing effective, scientifically sound applications for external research grants; for students who have completed the literature review section for their topic. Prerequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400).

173:214 (EPID:5214) Meta‑Analysis of Epidemiologic Studies 3 s.h.
Methods for quantitative pooling of analytic study associations (cohort and case‑control) between exposure and a dichotomous outcome; literature searches, data abstraction, test of homogeneity, publication bias and consideration of adjusted risk ratios (effects of confounding). Prerequisites: 171:162 (BIOS:5120) and 173:140 (EPID:4400).

173:215 (EPID:6150) Writing for Medical Journals 1 s.h.
Skill development in writing medical journal articles for publication.

173:220 (EPID:6200) Environmental and Occupational Epidemiology 3 s.h.
Overview of methods to interpret and perform environmental and occupational epidemiologic studies with focus on exposure assessment; valuable insights into identifying regional, national, global environmental, and occupational health-related issues. Prerequisites: 173:140 (EPID:4400). Same as 175:220 (OEH:6510).

173:225 (EPID:6250) Genetics and Epidemiology 4 s.h.
Basic human genetic and population genetics principles; methods of integrating genetic principles into epidemiological studies; analytical methods for case control and family data. Prerequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400).

173:233 (EPID:6330) Global Nutrition Policy 1.3 s.h.
Concepts and methods used in setting public health nutrition policy; evidence‑based aspects of nutrition policy formation in public health settings; evaluation of nutritional public health policy implementation and ways of changing policy in China, Korea, Micronesia, Hawaii, Italy, and the United States. Offered spring semesters.

173:235 (EPID:6250) Nutritional Epidemiology 2 s.h.
Application of epidemiology study designs to nutrition variables and chronic disease; analysis of nutrition epidemiology studies; research protocol design. Offered spring semesters. Recommendations: a basic nutrition course.

173:236 (EPID:6360) Nutrition Intervention in Clinical Trials Research 2 s.h.
Nutrition interventions in clinical trials; disease related to nutrition variables; research that links effects of diet on chronic diseases. Offered fall semesters. Recommendations: a basic nutrition course.

173:237 (EPID:6370) Nutrition Intervention in Research Lab 3 s.h.
Development, demonstration of group counseling skills in ongoing nutrition research projects at The University of Iowa. Offered fall semesters. Corequisites: 173:236 (EPID:6360), if not taken as a prerequisite.

173:240 (EPID:6400) Epidemiology II: Advanced Methods 4 s.h.
Epidemiologic study design and analysis; bias, confounding, effect modification; case‑control studies; cohort studies; field methods; measurement principles; exposure and disease classification; acute and chronic disease examples. Offered spring semesters. Prerequisites: 171:161 (BIOS:5110), 173:140 (EPID:4400), and 173:160 (EPID:5600).

173:241 (EPID:5241) Statistical Methods in Epidemiology 3 s.h.
Overview of methods to analyze data from epidemiologic investigations; estimation of relative measures of risk, attributable risk, stratified analysis, model-fitting approaches using logistic and Poisson regression analysis; confounding and effect modification; analysis of epidemiologic data sets. Prerequisites: 171:161 (BIOS:5110) and 171:162 (BIOS:5120).

173:245 (EPID:6245) Epidemiology of Physical Activity 3 s.h.
Physical activity/disease relationships examined through application of epidemiologic methods, including research design, interpretation of studies, selection of measures to fit research questions. Same as 027:249 (HHP:6210).

173:251 (EPID:6510) Injury Epidemiology 3 s.h.
How epidemiology can be applied to injury prevention and control: epidemiology literature, specific methodological problems involved in the epidemiology of injuries, critical evaluation of research articles. Offered spring semesters of odd years. Prerequisites: 173:140 (EPID:4400). Same as 175:251 (OEH:6520).

173:253 (EPID:6530) Epidemiology of Occupational Injuries 3-4 s.h.
Epidemiological literature on occupational injuries and their prevention; focus on research methods. Offered spring semesters of even years. Prerequisites: 173:140 (EPID:4400). Same as 175:253 (OEH:6530).

173:255 (EPID:6550) Epidemiology of Infectious Diseases 3 s.h.
Underlying epidemiological concepts of infection disease, including causation and surveillance; prevention and control; case studies. Offered fall semesters. Prerequisites: 173:140 (EPID:4400). Same as 152:257 (GHS:6550).
173:256 (EPID:6560) Hospital Epidemiology 2 s.h.
Health care-associated infections; surveillance, investigative methods, resistant organisms, molecular epidemiology; methods for preventing spread of pathogens, including isolation precautions; environmental issues, construction, sterilization; interactive exercises. Prerequisites: 173:140 (EPID:4400).

173:257 (EPID:6570) Infectious Causes of Chronic Disease 3 s.h.
Evidence linking various infectious agents with the development of different types of chronic disease. Offered every even year. Corequisites: 173:140 (EPID:4400), if not taken as a prerequisite.

173:260 (EPID:6600) Epidemiology of Chronic Diseases 3 s.h.
Chronic disease epidemiology: survey of leading chronic diseases, including measurement of disease, lifestyle, nutrition, occupation, family history. Offered spring semesters. Prerequisites: 173:140 (EPID:4400).

173:261 (EPID:6610) Epidemiology of Aging 1-2 s.h.
Epidemiologic methods for studying health and social problems of older persons; applications including research and public health practice and policy. Offered spring semesters. Prerequisites: 173:140 (EPID:4400). Same as 153:261 (ASP:6610).

173:262 (EPID:6620) Neuroepidemiology 2 s.h.
Basic epidemiologic concepts of neurologic disease; concepts, methods, examples of neuroepidemiology; varied diseases, methods. Prerequisites: 173:140 (EPID:4400), and 173:160 (EPID:5600).

173:263 (EPID:6630) Epidemiology of Reproductive Diseases 2 s.h.
Evaluation of methodological issues and current findings for reproductive diseases and conditions, etiological mechanisms, including behavioral and genetic. Offered fall semesters of odd years.

173:264 (EPID:6640) Epidemiology of Maternal and Infant Health 2 s.h.
Overview of maternal and infant epidemiologic and methodologic issues; prevalence and trends; risk factors; data sources, including limitations and availability; relevant measurement issues; directions for future research. Prerequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400).

173:265 (EPID:6650) Cardiovascular Disease Epidemiology 3 s.h.
Natural history of atherosclerotic disease in humans and risk factors affecting its development; atherosclerotic disease by age, sex, and in varied populations worldwide; recent guidelines and clinical trials to delay onset, reduce incidence, improve outcome of cardiovascular disease. Offered fall semesters of odd years. Prerequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400).

173:267 (EPID:6670) Psychiatric Epidemiology 3 s.h.
Population-based studies of psychiatric disorders and associated etiologic tools; diagnostic criteria used in psychiatric research, common structured interviews and rating scales; recent research relevant to common psychiatric disorders; experience writing a research idea using NIH PHS grant form. Offered spring semesters. Prerequisites: 173:140 (EPID:4400). Recommendations: 173:240 (EPID:6400) or two years of resident training in psychiatry. Same as 073:255 (PSYC:8267).

173:270 (EPID:6700) Cancer Epidemiology and Control 3 s.h.
Incidence, mortality, survival; risk factors for major cancer sites; comprehensive cancer control; introduction to SEER*Stat and its application. Offered spring semesters of even years. Prerequisites: 171:161 (BIOS:5110), 173:140 (EPID:4400), and 069:133 (PATH:8133).

173:272 (EPID:6720) Translational Research in Cancer 2 s.h.
Basic tumor biology and lab-based methods applied to development of translational approaches to prevention, early diagnosis, and treatment of human cancers. Offered fall semesters of even years. Same as 069:272 (PATH:6720).

173:276 (EPID:6760) Health Care Utilization Outcomes 3 s.h.
Research tools to assess changes in health care use and cost as outcomes of treatment; theories of health outcomes; analysis of hospital discharge data sets. Requirements: knowledge of SAS or SPSS. Same as 174:268 (HMP:7150).

173:290 (EPID:6900) Design of Intervention and Clinical Trials 3 s.h.
Methodologic introduction to rationale and design of clinical trials; basics of clinical trial design, variety of designs, and examples from clinical trials. Offered fall semesters. Prerequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400).

173:291 (EPID:6910) Pharmacoepidemiology 3 s.h.
Drug approval process, methods for identification and attribution of adverse drug events, current understanding of the epidemiology of adverse drug events; study designs, data sources for pharmacoepidemiology, pharmacoconomics. Offered fall semesters of even years. Prerequisites: 173:140 (EPID:4400).

173:295 (EPID:6950) Clinical Research Ethics 2-3 s.h.
Ethical and regulatory aspects of clinical research; historical background, current regulations, Institutional Review Board requirements related to human subjects protection issues. Requirements: K30 training grant or enrollment in degree program with clinical research project.


173:320 (EPID:7200) Teaching in Epidemiology 3 s.h.
173:340 (EPID:7400) Epidemiology III: Theories  
3 s.h.
How epidemiology fits into the wider context of scientific inquiry. Offered fall semesters of odd years. Prerequisites: 171:241 (BIOS:6110), 173:140 (EPID:4400), and 173:240 (EPID:6400).
Health Management and Policy

Head
• Keith J. Mueller

Professors
• Christopher Atchison (Health Management and Policy/Nursing/Public Policy Center), John Brooks (Health Management and Policy/Epidemiology/Pharmacy), Susan J. Curry, Franklin Dexter (Health Management and Policy/Anesthesia), Josephine Gittler (Law/Health Management and Policy/Pediatrics/Nursing), Diane Huber (Health Management and Policy/Iowa Consortium for Substance Abuse/Nursing), Michael Kienzle (Health Management and Policy/Internal Medicine/Nursing), Samuel Levey (Distinguished Professor in Health Management and Policy), Keith J. Mueller (Gerhard Hartman Professor; Health Management and Policy/Public Policy Center), Gary E. Rosenthal (Health Management and Policy/Epidemiology/Internal Medicine), Gerard Rushton (Geographical and Sustainability Sciences/Health Management and Policy), Marcia M. Ward, Fredric D. Wolinsky (John W. Colloton Chair; Health Management and Policy/Internal Medicine/Nursing)

Associate professors
• Brian Kaskie, Tanya Uden-Holman (Health Management and Policy/Nursing), Thomas E. Vaughn (Health Management and Policy/Nursing), George Webby

Assistant professors
• Padmaja Ayyagari, Mary Charlton (Epidemiology/Health Management and Policy), A. Clinton MacKinney, Dan Shane, Brad Wright, Xi Zhu

Adjunct professors
• William W. Hesson, Kenneth Kates, John H. Staley

Adjunct associate professors
• Douglas Beardsley, Thomas Evans, Kenneth Fisher, Ian Montgomery, William D. Petasnick, Peter Wallace

Adjunct assistant professors
• Lee Carmen, Shane Cerone, Jason Hockenberry, Sara Imhof, Thomas Klobucar, Mark Moser, Brian White

Adjunct instructor
• Thomas Persoon (Industrial Engineering/Health Management and Policy/Management Sciences)

Adjunct lecturers
• Timothy Ahlers, Richard C. Breon, Charles E. Brown, Eric T. Crowell, Stacey T. Cyphert, Mary L. Hensley, Thomas W. Keel, Christopher Kiltgaard, Todd C. Linden, Duncan Moore, Thomas Mulrooney, David Olson, Ronald R. Reed, Sarabdeep Singh, James H. Skogsergh, Thomas F. Tibbitts, James A. Tinker, Stephen L. Ummel, Kristy Platz Walker, John C. Wocher

Professors emeriti
• Rachel Anderson, Kathleen Buckwalter, Barry Greene, Charles Helms, Larry D. Prybil

Graduate degrees: M.H.A.; Ph.D. in health services and policy

Web site: http://www.public-health.uiowa.edu/hmp/
The Department of Health Management and Policy educates health care professionals for leadership roles in an increasingly complex and dynamic health care system. Graduates hold key executive, academic, research, government, and consulting positions in all areas of health management and policy, both in the United States and abroad.

Graduate Programs of Study
• Master of Health Administration
• Doctor of Philosophy in health services and policy

The department offers joint M.H.A. degree programs with the Tippie College of Business, the College of Law, and the Graduate College’s School of Urban and Regional Planning; see "Joint M.H.A. Degrees" below. It also offers the policy subtrack for the Master of Public Health; see "M.P.H. Subtrack" below.

The department’s degree programs rank among the foremost in the field. The M.H.A. is accredited by the Commission on Accreditation of Healthcare Management Education. The Ph.D. program, established in 1950, was the nation’s first doctoral program in health care management.

Master of Health Administration
The Master of Health Administration requires 60 s.h. of graduate credit earned in two academic years of full-time study. The program prepares students for a wide variety of positions in health care management. It is designed to provide a comprehensive understanding of issues encountered by health care delivery organizations, and strong business skills. Graduates are well prepared to advance to senior executive roles in a variety of health care organizations.

Students work with their advisors to create a plan of study that incorporates required and elective course work that supports their career goals in areas such as operations management, managed care, or financial management. Required courses in management, economics, law, managerial finance, and financial accounting focus on health care applications. Students also may take course work in other University of Iowa departments and programs, such as business, urban and regional planning, and aging studies.

During the first year, students are introduced to the social, political, economic, and financial environments of health care organizations. The concepts, tools, and techniques necessary for effective management also are presented. During the second year, courses focus on in-depth health care applications of management concepts that integrate prior course work and develop skills in areas relating to students’ special interests and career objectives.

Transfer credit and course waivers may be accepted, but all students are expected to complete a minimum of 54 s.h. at The University of Iowa during their course of study.

The Master of Health Administration requires the following course work.

CORE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>06N:215</td>
<td>(MBA:8140) Corporate Financial Reporting</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:216</td>
<td>(MBA:8150) Business Analytics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>06N:225</td>
<td>(MBA:8180) Managerial Finance</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Joint M.H.A./M.B.A.

The joint Master of Health Administration/Master of Business Administration Program (p. 677) (Tippie College of Business) in the Catalog.

Joint M.H.A./J.D.

The joint Master of Health Administration/Juris Doctor requires 123 s.h. of postbaccalaureate credit. The program is highly individualized, allowing students to gain training in both health care management and law. Students usually complete the program in four years; they enroll only in law courses during the first year. Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the joint degree program. For information about the J.D., see College of Law (p. 962) in the Catalog.

Joint M.H.A./M.A. or M.S. in Urban and Regional Planning

The joint Master of Health Administration/Master of Arts or Master of Science in urban and regional planning requires a minimum of 76 s.h. of graduate credit. The program gives students the opportunity to acquire expertise in community and health planning and prepares them to develop public policy alternatives that help improve the quality of life in cities and throughout regions. Students usually complete the program in three years. Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the joint degree program. For information about the graduate programs in planning, see Urban and Regional Planning (p. 955) (Graduate College) in the Catalog.

M.P.H. Subtrack

The Department of Health Management and Policy offers the policy subtrack for the Master of Public Health. The subtrack prepares individuals for careers in health policy analysis, system and organizational planning, and program evaluation. Graduates find positions in federal, state, and local government as well as in professional associations and private agencies. See Master of Public Health Program (p. 1171) in the Catalog.

Doctor of Philosophy

The Doctor of Philosophy program in health services and policy requires a minimum of 77 s.h. of graduate credit, which may include up to 30 s.h. of credit from a master’s degree. The program prepares students for careers in health services research, education, and policy leadership in universities, government agencies, and health organizations.

The Ph.D. program is oriented toward applied, interdisciplinary research and scholarly inquiry. Students develop mastery of theories and research methodologies necessary to study the complex American health system. They work closely with faculty mentors on research projects and develop research design and methodology skills through course work and an apprenticeship model of training.

Individual plans of study allow students to prepare for specific careers, and small class size encourages frequent student-faculty interaction, including participation in research projects as well as scholarly publications.

Prospective Ph.D. students apply to one of three focus areas: health economics, health organization and management, or health policy. Admitted students may...
not change focus areas unless they are formally reviewed and accepted to the new area. Students work with a faculty advisor and a mentorship team of faculty members from their focus area; the advisor and mentorship team participate in initial planning with the student during orientation and in annual professional development reviews. Students conduct required independent study and thesis research in their focus area, the their comprehensive exam and dissertation committees include faculty members from their focus area.

**FOCUS AREAS**

The **health economics focus area** provides students with in-depth training in economic theory and its applications to health and health care. Students in this area acquire advanced theoretical knowledge and state-of-the-art analytical and econometric skills that will enable them to build careers as health economists in academic departments, research organizations, and health care industries. The health economics focus area provides comprehensive course work covering all main areas in health and health care economics, including demand for health and health care, economic determinants and consequences of health behaviors, health insurance, economic organization of health care markets, impact of government policy and regulation, econometric methods, and economic evaluation methods.

The **health organization and management focus area** prepares students to conduct research on organizational, strategic, and operational issues that confront health institutions and systems. Emphasis is placed on health care applications of theories, concepts, and models from the fields of organizational theory (macro), organizational behavior (micro), strategic management, and operations management. Students in this area may conduct research on topics such as effectiveness of health care organizations; improving the organization and management of health delivery processes; measuring performance and productivity of health care organizations; examining the relative influence of mission, culture, and financial incentives in hospitals and health organizations; and management of professional groups. Graduates of the health organization and management focus area should find employment in academic and research organizations, integrated delivery systems, and governmental units that are interested in the impact of organizational structures and managerial practices on performance.

The **health policy focus area** prepares students to undertake health services and policy research aimed at improving care and management of illness and disability and enhancing individual and community health outcomes. Students in this area develop the skills necessary to conduct health services and policy research. They take courses in the basic disciplines that contribute to the fields of public and social policy (e.g., law, political science, public affairs) as well as courses that focus on the structure and organization of health policy making in the United States. They study the formation and implementation of health policies; the effect of health policies on the organization, financing, and delivery of health services; the effect of health policies on access to, use of, and costs of health services; and approaches to improve access and effectiveness of care for vulnerable populations. Students who complete the health policy focus area are prepared for employment in academic research institutions, policy organizations, and governmental agencies and departments.

**COURSE WORK**

Ph.D. students take course work in core content areas covering health care systems, health economics, health management and organizations, and health policy as well as courses in research design and statistical analysis. Credit may be awarded for guided and independent research project work. Students may waive specific courses, depending on their background. For more detailed information about Ph.D. and focus area curricula, visit Degree Programs/Ph.D. on the Department of Health Management and Policy web site.

**EXAMINATIONS**

All Ph.D. students must pass a preliminary examination that tests the student’s mastery of core material covered during the first year in the department, including American health systems and health services research methods.

Students take the comprehensive examination at or near the end of their formal course work. The comprehensive exam focuses on the student’s specific area of research and theoretical interest.

**DISSERTATION**

Doctoral candidates prepare dissertations based on original research that tests, extends, or applies concepts or principles to a health care problem related to their chosen focus area. Students may complete a traditional dissertation or a dissertation based on three publishable papers.

**Admission**

Applicants to the M.H.A. program must apply through the Schools of Public Health Application Service (SOPHAS) or the Healthcare Administration, Management & Policy Centralized Application Service (HAMPCAS). Applicants to the Ph.D. program must apply through SOPHAS. All applicants also must apply for admission to the Graduate College through the University of Iowa Office of Admissions. For detailed application information, visit Prospective Students/Admissions on the Department of Health Management and Policy web site.

Ph.D. applicants must apply to one of the program’s three focus areas: health economics, health organization and management, or health policy. Applicants are reviewed by the admissions committee; if they meet department expectations, they are reviewed by focus area faculty; if they are accepted by the focus area, they are interviewed by the admissions committee and the focus area faculty. Admission decisions are made after the interview.

Applicants to the M.H.A. program must hold a bachelor’s degree from an accredited institution. No specific undergraduate major is required, but prospective applicants are strongly advised to complete introductory courses in accounting, economics, and statistics and to gain facility in using spreadsheet and presentation software. Applicants must have a cumulative g.p.a. of at least 3.00. Preference is given to applicants with a verbal score of at least 151 and a quantitative score of at least 151 on the revised Graduate Record Examination (GRE) General Test (or a verbal score of at least 470 and a quantitative score of at least 640 on the old GRE). Applicants who have taken the GMAT (preferred score of at least 600), the MCAT, or the LSAT may submit their scores.
on those tests instead of GRE scores. Relevant work and volunteer experience are considered.

Applicants to the Ph.D. program must have a bachelor’s or master’s degree. Health care and research experience is desirable. A master’s degree in health administration, public health, policy analysis, social science, management, economics, or law is considered excellent preparation for the program. Applicants should have a cumulative g.p.a. of at least 3.25 and should score above the 50th percentile on the Graduate Record Examination (GRE) General Test.

Applicants whose first language is not English and who do not hold a bachelor’s or more advanced degree from an accredited institution in the United States, Canada (except Quebec), Australia, New Zealand, or the United Kingdom or who are not permanent residents of the United States must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants who score 550-599 (paper-based) or 81-99 (Internet-based) are required to take English fluency courses. Applicants who score below those ranges are not considered for admission.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Students begin the program in fall semester. Campus visits are encouraged, and personal interviews are required before admission. The admissions committee conducts telephone interviews with applicants unable to interview on campus.

**Financial Support**

A variety of financial assistance is available, including scholarships and awards, student loans, and research assistantships. Every effort is made to provide financial support to students who demonstrate need and maintain satisfactory academic standards. Some awards are offered in recognition of outstanding academic performance and experience, regardless of need.

Research assistantships generally are awarded on the basis of student merit and the department’s need. Assistantships afford valuable experience in health services research and management projects. Research assistants work 10-20 hours per week and must apply for reappointment each year. Research assistantships provide a stipend and some tuition assistance and entitle students to resident tuition.

Opportunities also exist for part-time employment both on and off campus. For information and financial aid application forms, contact the University’s Office of Student Financial Aid.

**Courses**

174:100 (HMP:5000) Professional Development Seminar 0-1 s.h.

Development of critical foundational management skills: business writing, personal presentation, teamwork, providing feedback, self-assessment, engaging other professionals, and organizational ethics.

174:102 (HMP:4000) Introduction to the U.S. Health Care System 3 s.h.

The U.S. health care system; socioeconomic, political, and environmental forces that influence the organization, financing, and delivery of personal and public health services; health services, policy, concepts, terminology.

174:144 (HMP:5750) Medicare and Medicaid Policy 3 s.h.

Health policies most pertinent to Americans over age of 65. Same as 153:144 (ASP:5750).

174:200 (HMP:5005) Introduction to Health Care Organization and Policy 3 s.h.

Primary project funding for the center comes from the National Institute of Health, the State of Iowa, the Agency for Healthcare Research and Quality, and the Patient Centered Outcomes Research Initiative, as well as from foundations and private organizations.

The center also sponsors educational activities and promotes collaboration among health organizations through frequent exchanges with professional and provider associations, policy and planning groups, insurance organizations, health delivery institutions, and other members of the health services research community.

**Alumni Relations**

An active alumni association with more than 1,000 members supports the program in a number of ways, including scholarships, consultation on curriculum, continuing education, research, and fund development. Alumni serve as visiting faculty, consultants, mentors, and preceptors for summer internships, residencies, and fellowships. The alumni association also provides a network for graduates entering the profession.

Graduates maintain their Iowa connection and learn about news of their classmates, the department, and faculty members and students through the web site, blogs, Linked In, and Alumni Newsletter.

The Department of Health Management and Policy and its alumni association jointly sponsor the Annual Iowa Healthcare Executive Symposium each fall. Renowned speakers from across the country present a variety of symposium topics. Health care leaders, alumni, educators, students, and friends of the department attend the symposium, which offers students a high quality educational experience in addition to the opportunity to network with faculty and alumni.

**Resources**

The Center for Health Policy and Research, the research arm of the Department of Health Management and Policy, is a University-wide interdisciplinary research facility. Faculty members from the Carver College of Medicine, the Tippie College of Business, and the Colleges of Dentistry, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health serve as investigators in a variety of studies at the center. Graduate students assist with ongoing research projects.
Organization of U.S. health care system, health policies that shape its development; historical, socioeconomic, political, environmental forces that influence the organization, financing, and delivery of personal and public health services; health services, policy concepts, and terminology, including health determinants, access to care, system integration, policy development, federalism.

174:201 (HMP:5200) Health Care Management 3 s.h.
Application of basic management principles such as leadership, goal setting, decision making, human resource management, to health care organizations.

174:202 (HMP:5350) Hospital Organization and Management 2-3 s.h.
Role of hospitals, governance, organizational structure, medical staff organization, departmental operations. Prerequisites: 174:200 (HMP:5005) and 174:201 (HMP:5200).

174:203 (HMP:6110) Strategic Planning and Marketing 3-4 s.h.
Strategy in health care including role of mission, vision, values, environmental analysis, strategic alternatives, organizational design, and evaluation of strategic decisions. Prerequisites: 174:201 (HMP:5200).

174:204 (HMP:5310) Quantitative Management in Health Care 2-3 s.h.
Quantitative analysis techniques used by managers in health care settings to assist with planning, decision making, resource allocation.

174:205 (HMP:6150) Issues in Health Management and Policy 3 s.h.

174:206 (HMP:6355) Leadership in Healthcare Organizations 2-3 s.h.
Management and leadership concepts and their application in health care organizations. Prerequisites: 174:201 (HMP:5200).

174:207 (HMP:6350) Medical Practice Administration 3 s.h.
Survey of medical practice culture, operations, governance, financials, role(s) in health care system, and future. Prerequisites: 174:200 (HMP:5005), 174:201 (HMP:5200), and 174:202 (HMP:5350).

174:208 (HMP:5315) Health Services Information Systems 2-3 s.h.
Conceptual, practical aspects of analysis, development, and use of computer-based information systems; emphasis on application to the health sciences environment.

174:210 (HMP:5342) Operations Research for Health Services Managers 3 s.h.
Functions and issues associated with health care management decision making using quantitative analysis and methodology; emphasis on operations research techniques (i.e., linear programming); resource management and optimization issues.

174:212 (HMP:5410) Health Economics I 3 s.h.
Microeconomic principles applied to health care, health insurance, information and uncertainty, models of physician and hospital behavior, theory of the firm, market structure, regulation, competitive reform, managed care.

174:213 (HMP:6555) Health Economics II 3 s.h.
Economic theory and its application to health behavior, markets for health care and health insurance, public policy related to health. Prerequisites: 174:212 (HMP:5410).

174:216 (HMP:6410) Financial Management of Health Institutions 3 s.h.
Issues in working capital management, capital financing, cost analysis and rate setting, budgeting, reimbursement, managed care contracting and health reform initiatives; emphasis on use of information from accounting, financial management systems.

174:217 (HMP:5450) Health Insurance and Managed Care 3 s.h.

174:218 (HMP:6055) Topics in Health Administration 1-3 s.h.
Topics related to contemporary problems that concern health care students, administrators.

174:221 (HMP:6120) Evaluation and Outcomes in Health Care 2 s.h.
Qualitative and quantitative methods for evaluating health care quality, effectiveness; program evaluation, health outcomes, clinical and cost effectiveness, evaluation across health care delivery systems. Prerequisites: 174:102 (HMP:4000) or 174:200 (HMP:5005).

174:223 (HMP:6315) Seminar in Health Care Ethics 1-2 s.h.
Biomedical and organization ethics in the contemporary health care environment; ethical concepts and principles, ethical issues that confront executive, clinical, and governance leaders in context of complex health organizations.

174:224 (HMP:6310) Human Resources for Health Organizations 2-3 s.h.
Overview of human resource management theories and practices for health care organizations; strategic human resource management, equal employment, staffing, training and development, appraisal, compensation. Prerequisites: 174:201 (HMP:5200).

174:226 (HMP:5370) Health Informatics I 3 s.h.

174:228 (HMP:7550) Cost Effectiveness and Decision Analysis 3 s.h.
Methods of cost-effectiveness analysis and decision analysis; applications to resource allocation decisions in public health and medicine.

174:234 (HMP:5810) Administrative Internship  
Experience with operational and planning matters in a health care setting. Requirements: second-year standing and g.p.a. of at least 3.00 for two consecutive semesters.

174:235 (HMP:6860) Administrative Residency/Fellowship

174:236 (HMP:6855) Administrative Practicum  
Experience with operational and planning matters in a health care setting. Requirements: second-year standing and g.p.a. of at least 3.00 for two consecutive semesters.

174:237 (HMP:6610) Legal Aspects of Health and Medical Care  
Statutory, common law frameworks applicable to health care system; court decisions that illustrate applications of general legal doctrines in hospital, health settings.

174:242 (HMP:6710) Federalism and Health Policy  
How American government's organization shapes development and implementation of health policy, programs, services.

174:243 (HMP:5610) Health Policy  
Policy process, policies and programs that shape provision of health care in the United States; health policies such as Medicare, Medicaid, Older Americans Act.

174:244 (HMP:5650) Health Policy Analysis  
Introduction to analysis of contemporary health policy issues; frameworks for conducting analysis of health policy process and content; qualitative and quantitative methods for policy analysis; how to present policy-relevant information effectively. Prerequisites: 174:200 (HMP:5005) and 174:243 (HMP:5610).

174:245 (HMP:6750) Seminar in Health Policy  
Contemporary health policy issues; theoretical and applied perspectives; social justice and health care for vulnerable populations (e.g., mental health, nursing homes); readings, discussion. Requirements: 174:243 (HMP:5610).

174:247 (HMP:6360) Nonprofit Organizational Effectiveness I  

174:248 (HMP:6365) Nonprofit Organizational Effectiveness II  

174:249 (HMP:5611) Contemporary Issues in Health Policy  
Current content, ethical perspectives, empirical research, and professional development in health policy; evaluation of health policy issues from a variety of theoretical perspectives; students assist with identification and recruitment of individual experts. Prerequisites: 174:243 (HMP:5610).

174:252 (HMP:7250) Organizational Behavior and Theory in Health Care  
Key concepts of organizational behavior and organizational theory and their application to health care organizations and health services; perspectives from theoretical writings and empirical studies. Requirements: Ph.D. standing and knowledge of human services organizations.

174:253 (HMP:6255) History and Health Policy in the U.S.  
Books, articles, other readings on history of the medical and nursing professions, evolution of the hospital and other key sectors of the health economy; health policy issues and their implications.

174:255 (HMP:7910) Seminar in Contemporary Health Issues  
Review of relevant literature on methodological substantive issues in health care, presentations by researchers on health services and policy research.

174:257 (HMP:7920) Ph.D. Guided Research  
Experience with empirical research, guided by a faculty mentor; structured and supervised research activities.

174:259 (HMP:7950) Design Issues in Health Service Research  
Design and causal inference reliability and validity in measurement; rules of evidence; research design for randomized-control trials, observational studies, meta-analysis.

174:260 (HMP:7930) Ph.D. Independent Research  
Experience in empirical research through one or more substantive research experiences, with faculty mentor; authorship on one manuscript suitable for publication in peer review journal. Requirements: Ph.D. in health services and policy and satisfactory completion of Ph.D. preliminary exams.

174:261 (HMP:7960) Analytic Issues in Health Services Research I  
Analytic tools used in health services research; focus on applications in nonexperimental research settings, such as analyses using administrative claims data or preexisting public use data sets. Prerequisites: 171:162 (BIOS:5120). Same as 046:261 (PHAR:7330).
174:262 (HMP:7965) Analytic Issues in Health Services Research II 3 s.h.
Continuation of 174:261 (HMP:7960); advanced applications, including panel data and qualitative response models. Prerequisites: 174:261 (HMP:7960). Same as 046:262 (PHAR:7331).

174:268 (HMP:7150) Health Care Utilization Outcomes 3 s.h.
Research tools to assess changes in health care use and cost as outcomes of treatment; theories of health outcomes; analysis of hospital discharge data sets. Requirements: knowledge of SAS or SPSS. Same as 173:276 (EPID:6760).

174:270 (HMP:7970) Seminar in Health Research and Instruction 1-3 s.h.
Opportunity for Ph.D. students to develop research and teaching skills through presentations, readings, workshops. Requirements: satisfactory completion of Ph.D. preliminary exams.

Supervised tutorial.

Research for preparation of dissertation; seminar presentation.
Master of Public Health Program

Director
• Mary L. Aquilino

Graduate degree: M.P.H.
Web site: http://www.public-health.uiowa.edu/mph/

The Master of Public Health is recognized as the primary professional degree in public health. The objective of Iowa's M.P.H. program is to provide education and practical training in public health to students who will be leaders in their respective communities. The program is appropriate for individuals who already have professional experience and/or training in public health as well as for those whose expertise lies outside of public health.

The Master of Public Health program is offered by the College of Public Health; the degree is awarded by the Graduate College.

Graduate Program of Study
• Master of Public Health

Students may earn the M.P.H. as a single degree, or they may pursue one of several joint degree programs. The College of Public Health offers joint M.P.H./professional degree programs with the Carver College of Medicine and the Colleges of Law and Pharmacy. It also offers two programs in collaboration with the College of Veterinary Science at Iowa State University. See "M.P.H. for Practicing Veterinarians" and descriptions of the joint degree programs later in this section.

In addition, the college collaborates with the College of Liberal Arts and Sciences to offer joint B.A. or B.S./M.P.H. programs for undergraduate students majoring in biology, psychology, or statistics; see "Joint B.A. or B.S./M.P.H. Degrees" below.

Master of Public Health

The Master of Public Health requires 42-59 s.h. of graduate credit, depending on the student’s choice of specialization. Students must choose one of seven subtracks: community and behavioral health, epidemiology, ergonomics, health communication, occupational and environmental health, policy, or quantitative methods.

Degree requirements include a core course in public health practice and in each of the five core disciplines of public health (epidemiology, biostatistics, environmental health, health policy and management, and social and behavioral sciences); a practicum; a set of content-specific required courses; and a set of content-specific electives. Students in the epidemiology subtrack and the occupational and environmental health subtrack also must complete a bioscience course. A final written report with oral presentation or a poster presentation related to the practicum constitutes the final examination.

All M.P.H. students complete the course work listed under "Common Requirements." In addition, each student completes the course work listed for his or her chosen subtrack.

Common Requirements

The following course work is required for all M.P.H. students. Students must earn a B-minus or higher in each core course. Students may repeat courses to achieve this standard.

CORE COURSES

All of these (15 s.h.):
170:101 (MPH:5100) Introduction to Public Health 3 s.h.
171:161 (BIOS:5110) Introduction to Biostatistics 3 s.h.
172:101 (CBH:5105) Introduction to Health Promotion and Disease Prevention 3 s.h.
173:140 (EPID:4400) Epidemiology I: Principles 3 s.h.
175:197 (OEH:4240) Global Environmental Health 3 s.h.

One of these (3 s.h.):
174:102 (HMP:4000) Introduction to the U.S. Health Care System 3 s.h.
174:200 (HMP:5005) Introduction to Health Care Organization and Policy (policy students only) 3 s.h.

PRACTICUM

The practicum is a fieldwork experience in which students show proficiency in applying academic principles in community settings. There are many practicum opportunities for M.P.H. students in Iowa and surrounding states; the college’s Institute for Public Health Practice coordinates placements. The practicum is the culmination of the M.P.H. program.

Before they register for and begin the practicum, students must choose an approved topic and must complete most of the M.P.H. course work, including all of the six M.P.H. core courses. A final written report with an oral presentation or a poster presentation is required. The practicum constitutes the final examination for the M.P.H.

170:299 (MPH:7000) M.P.H. Practicum Experience 3 s.h.

Community and Behavioral Health Subtrack

The Master of Public Health with community and behavioral health subtrack requires 42 s.h. of graduate credit. The subtrack is offered by the Department of Community and Behavioral Health (p. 1147) (College of Public Health).

The subtrack prepares public health practitioners for a variety of positions related to community development, health program implementation, and health education. Students learn how to design, implement, and evaluate evidence-based interventions directed toward identified public health problems in populations.

A bachelor's degree in the social and behavioral sciences is good preparation for this program, but students come from a variety of educational backgrounds. Preference is given to applicants who have professional experience.

In addition to the M.P.H. course work listed under "Common Requirements" above, the community and behavioral health subtrack requires the following courses.

SUBTRACK CORE

At least 12 s.h. chosen from these:
Epidemiology Subtrack

The Master of Public Health with epidemiology subtrack requires 42 s.h. of graduate credit. The subtrack is offered by the Department of Epidemiology (p. 1154) (College of Public Health).

The subtrack focuses on fundamental epidemiological concepts and methods and provides training in the use of public health data and methods for disease assessment and in methods for evaluating the need and outcome of programs and interventions. Graduates of the program work in public health departments and other health care settings.

Epidemiology subtrack students are required to attend departmental seminars and journal club. They also must present one scientific poster at an international, national, regional, state, university, or departmental poster session.

In addition to the M.P.H. course work listed under "Common Requirements" above, the epidemiology subtrack requires the following courses.

**SUBTRACK CORE**

All of these (10 s.h.):

- 173:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.
- 173:158 (EPID:5580) Public Health Laboratory Techniques 1 s.h.
- 173:160 (EPID:5600) Introduction to Epidemiology Data Analysis With Computers 2 s.h.
- 173:240 (EPID:6400) Epidemiology II: Advanced Methods 4 s.h.

One of these (2-3 s.h.):

- 173:145 (EPID:4450) Public Health Data 2 s.h.
- 173:199 (EPID:4990) Practicing Evidence-Based Public Health 3 s.h.

One of these (2 s.h.):

- 173:154 (EPID:5540) Cancer Registration Internship 2 s.h.

**ELECTIVES**

Students who already have completed a course equivalent to one of these bioscience courses may substitute an additional elective.

**Ergonomics Subtrack**

The Master of Public Health with ergonomics subtrack requires 42 s.h. of graduate credit. The subtrack is offered by the Department of Occupational and Environmental Health (p. 1178) (College of Public Health).

The subtrack takes advantage of interdisciplinary faculty strengths in the Colleges of Public Health and Engineering and the Carver College of Medicine. Ergonomics students gain a thorough understanding of workplace physical environments that contribute to musculoskeletal injuries and illness. They also acquire knowledge of engineering and administrative methods to control workplace risk factors. The program prepares students for work in industry and government agencies, as well as for further academic training.

In addition to the M.P.H. course work listed under "Common Requirements" above, the ergonomics subtrack requires the following courses.

**SUBTRACK CORE**

All of these (16 s.h.):

- 056:144 (IE:3400) Human Factors 3 s.h.
- 056:147 (IE:3450) Ergonomics 3 s.h.
- 175:180 (OEH:5010) Occupational and Environmental Health Seminar 1 s.h.

**ELECTIVES**

Students earn at least 2 s.h. in elective courses (or 5 s.h. if they substitute an elective for the bioscience requirement). At least 3 s.h. of elective credit must be earned in courses offered by the Department of Epidemiology (prefix 173) or in one of the following biostatistics courses.

- 171:241 (BIOS:6110) Applied Categorical Data Analysis 3 s.h.
The Master of Public Health with health communication subtrack requires 42 s.h. of graduate credit. The subtrack is offered by the Department of Community and Behavioral Health (p. 1147) (College of Public Health).

The subtrack provides opportunities for students to develop knowledge and skill in designing, evaluating, and implementing effective communication strategies and messages that speak to the health needs of diverse audiences. The program addresses clinician-patient interaction, family communication, group and organizational communication, and mass media and web-based campaigns. The M.P.H. may be of interest to clinicians, such as physicians, nurses, pharmacists, and dentists, as well as other professionals who do not wish to earn a Ph.D.

In addition to the M.P.H. course work listed under "Common Requirements" above, the health communications subtrack requires the following courses.

**SUBTRACK CORE: HEALTH COMMUNICATION**

Four of these (12 s.h.):

- 036:371 (COMM:6371) Communication Theory 3 s.h.
- 172:140 (CBH:4825)/019:160 (JMC:4825) Media and Health 3 s.h.
- 172:242 (CBH:6215) Persuasion and Health 3 s.h.

**SUBTRACK CORE: COMMUNITY AND BEHAVIORAL HEALTH**

Three of these (9 s.h.):

- 044:106 (GEOG:3505) Foundations of GIS 3 s.h.
- 172:106 (CBH:6205) Designing and Implementing Interventions 3 s.h.
- 172:130 (CBH:5205) Social Determinants of Health 3 s.h.
- 172:135 (CBH:5225) Health Disparities and Cultural Competence 3 s.h.
- 172:150 (CBH:5220) Health Behavior and Health Education 3 s.h.
- 172:183 (CBH:5310) Qualitative Research for Public Health 3 s.h.
- 172:202 (CBH:6115)/113:202 (ANTH:6115) Ethnographic Field Methods 3 s.h.

**Ergonomics subtrack** students earn 5 s.h. in elective courses. Electives may be chosen from the following list or may include a related course approved by the student’s advisor.

- 175:192 (OEH:5410) Occupational Safety 3 s.h.
- 175:231 (OEH:6420) Industrial Hygiene Fundamentals 3 s.h.
- 175:251 (OEH:6520) Injury Epidemiology 3 s.h.
- 175:253 (OEH:6530) Epidemiology of Occupational Injuries 3 s.h.

**Health Communication Subtrack**

The Master of Public Health with health communication subtrack requires 42 s.h. of graduate credit. The subtrack is offered by the Department of Community and Behavioral Health (p. 1147) (College of Public Health).

The subtrack provides opportunities for students to develop knowledge and skill in designing, evaluating, and implementing effective communication strategies and messages that speak to the health needs of diverse audiences. The program addresses clinician-patient interaction, family communication, group and organizational communication, and mass media and web-based campaigns. The M.P.H. may be of interest to clinicians, such as physicians, nurses, pharmacists, and dentists, as well as other professionals who do not wish to earn a Ph.D.

In addition to the M.P.H. course work listed under "Common Requirements" above, the health communications subtrack requires the following courses.

**SUBTRACK CORE**

All of these (18-22 s.h.):

- 175:180 (OEH:5010) Occupational and Environmental Health Seminar 1 s.h.
- Occupational and environmental health courses not already listed, or other approved courses 17-21 s.h.
- Bioscience—one of these (3-4 s.h.):
  - 069:133 (PATH:8133) Introduction to Human Pathology for Graduate Students 4 s.h.
  - 069:270 (PATH:5270) Pathogenesis of Major Human Diseases 3 s.h.

Students who already have completed a course equivalent to one of these bioscience courses may substitute an additional elective.

**Policy Subtrack**

The Master of Public Health with policy subtrack requires 59 s.h. of graduate credit. The subtrack is offered by the Department of Health Management and Policy (p. 1164) (College of Public Health).

The subtrack offers course work and applied learning experiences that prepare students for careers in health policy analysis, system and organizational planning, and program evaluation. Graduates of the program find positions in federal, state, and local government; professional associations; and private agencies. Varied academic backgrounds are appropriate preparation for this program, including business, liberal arts and sciences, and the health professions.

In addition to the M.P.H. course work listed under "Common Requirements" above, the policy and administration subtrack requires the following courses.

**SUBTRACK CORE**

All of these:

- 174:144 (HMP:5750) Medicare and Medicaid Policy 3 s.h.
- 174:212 (HMP:5410) Health Economics I 3 s.h.
- 174:217 (HMP:5450) Health Insurance and Managed Care 3 s.h.
- 174:221 (HMP:6120) Evaluation and Outcomes in Health Care 2 s.h.
- 174:223 (HMP:6315) Seminar in Health Care Ethics 2 s.h.
174:237 (HMP:6610) Legal Aspects of Health and Medical Care 3 s.h.
174:242 (HMP:6710) Federalism and Health Policy 3 s.h.
174:243 (HMP:5610) Health Policy 3 s.h.
174:245 (HMP:6750) Seminar in Health Policy 3 s.h.

ELECTIVES
At least 6 s.h. chosen from these:
030:113 (POLI:3100) American State Politics 3 s.h.
030:120 (POLI:3117) Public Administration and Bureaucratic Politics 3 s.h.
030:125 (POLI:3118) Interest Groups 3 s.h.
030:126 (POLI:3111) American Public Policy 3 s.h.
030:150 (POLI:3404) Public Policy Around the World 3 s.h.
030:151 (POLI:3417) Political Leadership 3 s.h.
030:152 (POLI:3102) The U.S. Congress 3 s.h.
030:153 (POLI:3121) The Judicial Process 3 s.h.
030:200 (POLI:5000) Introduction to Political Analysis 4 s.h.
030:310 (POLI:7100) Modeling American Politics 4 s.h.
030:315 (POLI:7102) The Presidency 4 s.h.
030:319 (POLI:7150) Problems in American Politics 4 s.h.
030:339 (POLI:7350) Problems in Political Theory 4 s.h.
030:352 (POLI:7200) Legislative Behavior 4 s.h.
091:261 (LAW:8562) Health Law 3 s.h.

Policy courses not already listed in the required section, or other approved courses

Quantitative Methods Subtrack
The Master of Public Health with quantitative methods subtrack requires 42 s.h. of graduate credit. The subtrack is offered by the Department of Biostatistics (p. 1141) (College of Public Health).

The subtrack is designed to train public health professionals who can provide leadership in the analysis of public health data and the design of studies for public health investigations. It is intended for individuals who are interested in public health and who have quantitative ability but not advanced mathematics training.

Applicants to the subtrack must meet all M.P.H. admission requirements; see "Admission" toward the end of this Catalog section. They also should have a cumulative g.p.a. of at least 3.00 and should have completed the following math and computer science course work: single variable calculus and matrix algebra, satisfied by one semester of calculus equivalent to AP Calculus AB and a high school algebra course involving matrices; and elementary computer programming instruction in any commonly used modern programming language (e.g. Python, Java, C+ +). Individuals who are admitted to the subtrack without having met all of these requirements must satisfy unmet requirements during their first semester of enrollment in the program.

In addition to the M.P.H. course work listed under "Common Requirements" above, the biostatistics subtrack requires the following courses.

SUBTRACK CORE
All of these (12 s.h.):
171:162 (BIOS:5120) Design and Analysis of Biomedical Studies 3 s.h.
171:164 (BIOS:5310) Research Data Management 3 s.h.
171:178 (BIOS:5510) Biostatistical Computing 3 s.h.
171:241 (BIOS:6110) Applied Categorical Data Analysis 3 s.h.

ELECTIVES
At least 9 s.h. chosen from these:
002:170 (BIOL:4213) Bioinformatics 4 s.h.
22S:105 (STAT:4200) Statistical Methods and Computing 3 s.h.
22S:130 (STAT:3100) Introduction to Mathematical Statistics I 3 s.h.
22S:131 (STAT:3101) Introduction to Mathematical Statistics II 3 s.h.
22S:138 (STAT:4520) Bayesian Statistics 3 s.h.
22S:153 (STAT:4100) Mathematical Statistics I 3 s.h.
22S:154 (STAT:4101) Mathematical Statistics II 3 s.h.
22S:156 (STAT:6560) Applied Time Series Analysis 3 s.h.
22S:158 (STAT:3210) Experimental Design and Analysis 3 s.h.
22S:161 (STAT:6540) Applied Multivariate Analysis 3 s.h.
22S:193 (STAT:5100) Statistical Inference I 3 s.h.
22S:194 (STAT:5101) Statistical Inference II 3 s.h.
061:147 (MICR:3147) Survey of Immunology 3 s.h.
061:157 (MICR:2157) General Microbiology 5 s.h.
171:174 (BIOS:6310) Introductory Longitudinal Data Analysis 3 s.h.
171:242 (BIOS:6210) Applied Survival Analysis 3 s.h.
171:266 (BIOS:6610) Statistical Methods in Clinical Trials 3 s.h.
171:290 (BIOS:7600) Advanced Biostatistics Seminar 0-3 s.h.

Joint B.A. or B.S./M.P.H. Degrees
The College of Public Health collaborates with the College of Liberal Arts and Sciences to offer joint bachelor’s degree/Master of Public Health programs for undergraduate students majoring in biology, psychology, or statistics who would like to earn an M.P.H. degree. The joint programs permit students to count a limited amount of credit toward the requirements of both degrees, enabling them to begin the study of public health before they complete the bachelor’s degree. Each joint program pairs an undergraduate major with a specific M.P.H. subtrack, as follows.

Joint B.A. in biology/M.P.H. with epidemiology subtrack; see Biology (p. 118) (College of Liberal Arts and Sciences) in the Catalog for information about the biology major.

Joint B.A. in psychology/M.P.H. with community and behavioral health subtrack; see Psychology (p. 518) (College of Liberal Arts and Sciences) in the Catalog for information about the psychology major.

Joint B.S. in statistics/M.P.H. with quantitative methods subtrack; see Statistics and Actuarial Science (p. 594) (College of Liberal Arts and Sciences) in the Catalog for information about the statistics major.

Undergraduate students must apply to the joint programs. They should consult their undergraduate advisors. Visit Areas of Study/Undergrad to Grad on the Master of Public Health web site to learn more.

M.P.H. for Practicing Veterinarians
The Master of Public Health for practicing veterinarians requires a minimum of 42 s.h. of graduate credit. The program is presented through a collaboration between the University of Iowa College of Public Health and the College of Veterinary Medicine at Iowa State University and is offered primarily by distance learning. It enables students to prepare for new career opportunities and
equips them to respond to public health challenges such as zoonotic diseases, food security and foodborne illnesses, bioterrorism, and environmental health.

Students participate in two summer institutes, one on each campus during consecutive summers (two weeks in May and June); the rest of the program is Internet-based, so students may complete requirements at times that fit their schedules. Specific courses are required each semester of the program.

The M.P.H. for practicing veterinarians requires the following course work.

**M.P.H. COMMON REQUIREMENTS**

Students must complete courses listed under "Common Requirements" (core courses and practicum) for the Master of Public Health; see the beginning of this Catalog section.

**ADDITIONAL REQUIRED COURSES**

All of these (21 s.h.):

- 173:120 (EPID:5200) Principles of Public Health 3 s.h.
- 173:130 (EPID:5300) Food Safety 3 s.h.
- 173:132 (EPID:5320) Exotic and Emerging Diseases of Animals 1 s.h.
- 173:147 (EPID:5470) Applied Veterinary Epidemiology/ Biostatistics 3 s.h.
- 173:155 (EPID:5550) Diagnostic Microbiology for Epidemiology 3 s.h.
- 173:159 (EPID:5590) Applied Infectious Disease Epidemiology 2 s.h.
- 175:209 (OEH:6110) Rural Health and Agricultural Medicine 3 s.h.
- 175:211 (OEH:5120) Veterinary Public Health: The Profession 1 s.h.

**Joint M.P.H./D.V.M.**

The joint Master of Public Health/Doctor of Veterinary Medicine is offered by the University of Iowa College of Public Health and the College of Veterinary Medicine at Iowa State University (ISU). It requires a minimum of 42 s.h. in addition to the requirements of the D.V.M. degree (see College of Veterinary Medicine in the Iowa State University catalog). The program prepares students for work as state veterinarians, as college and university faculty members, in local and state departments of public health, in the Public Health Commissions Corp., in state agricultural departments, and for public health positions in the military.

Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the joint degree program. For M.P.H. admission requirements, see "Admission" later in this section.

The joint M.P.H./D.V.M. requires the following course work.

**M.P.H. COMMON REQUIREMENTS**

Students must complete courses listed under "Common Requirements" (core courses and practicum) for the Master of Public Health; see the beginning of this Catalog section.

**M.P.H. ELECTIVES**

Students must earn at least 9 s.h. from the following courses.

- 173:130 (EPID:5300) Food Safety 3 s.h.
- 173:147 (EPID:5470) Applied Veterinary Epidemiology/ Biostatistics 3 s.h.
- 173:155 (EPID:5550) Diagnostic Microbiology for Epidemiology (offered by distance education) 3 s.h.
- 173:159 (EPID:5590) Applied Infectious Disease Epidemiology 2 s.h.
- 173:255 (EPID:6550) Epidemiology of Infectious Diseases (offered by distance education) 3 s.h.
- 175:170 (OEH:4510) Injury and Violence Prevention (offered by distance education) 3 s.h.
- 175:209 (OEH:6110) Rural Health and Agricultural Medicine (offered by distance education) 3 s.h.
- 175:210 (OEH:6120) Current Topics in Agricultural Health 0-1 s.h. (offered by distance education)
- 175:211 (OEH:5120) Veterinary Public Health: The Profession 1 s.h.

**REQUIRED D.V.M. COURSES**

All of these (ISU courses):

- Public Health and the Role of the Veterinary Profession (VMPM 388) 3 s.h.
- Small Animal Internal Medicine (VCS 436) 2 s.h.
- Infectious Diseases and Preventive Medicine (VMPM 437) 3 s.h.
- Pharmacology and Therapeutics (BMS 443) 3 s.h.
- Laboratories in Public Health (VMPM 486) 1 s.h.

**Joint M.P.H./J.D.**

The joint Master of Public Health/Juris Doctor requires a minimum of 42 s.h. of graduate credit in addition to the requirements of the J.D. degree. The program helps students develop special expertise in public health legal issues. It is designed to train qualified students for leadership roles in both the public and private sectors. Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the joint degree program.

The joint M.P.H./J.D. requires the following course work.

**M.P.H. COMMON REQUIREMENTS**

Students must complete courses listed under "Common Requirements" (core courses and practicum) for the Master of Public Health; see the beginning of this Catalog section.

**M.P.H. ELECTIVES**

Students earn 9 s.h. in elective courses chosen from one of the following public health areas: aging studies; biostatistics; community and behavioral health; epidemiology; global health; health policy; maternal, child, and family health; nutrition and exercise; or occupational and environmental health. Students choose electives in consultation with their advisors in the College of Law and the College of Public Health.

**J.D. REQUIREMENTS**

Students in the joint M.P.H./J.D. program must complete the curriculum of the J.D. program; see College of Law (p. 962) in the Catalog. Students must be enrolled in the College of Law to take College of Law courses.
COURSES THAT COUNT TOWARD BOTH DEGREES

Students may count up to 12 s.h. earned in the following College of Law courses toward the M.P.H. degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>091:204</td>
<td>(LAW:8105) Administrative Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>091:250</td>
<td>(LAW:8421) Employment Law</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>091:255</td>
<td>(LAW:8433) Environmental Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>091:261</td>
<td>(LAW:8562) Health Law</td>
<td>2-3 s.h.</td>
</tr>
<tr>
<td>091:268</td>
<td>(LAW:8467) Family Law</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>091:291</td>
<td>(LAW:8622) International Environmental Law</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>091:292</td>
<td>(LAW:8670) Labor Law</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>091:320</td>
<td>(LAW:8751) Nonprofit Organizational Effectiveness I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>091:322</td>
<td>(LAW:8752) Nonprofit Organizational Effectiveness II</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>091:341</td>
<td>(LAW:8714) Managing National Security</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td>091:342</td>
<td>(LAW:8742) Negotiations</td>
<td>2-4 s.h.</td>
</tr>
<tr>
<td>091:354</td>
<td>(LAW:8887) State and Local Government</td>
<td>1-3 s.h.</td>
</tr>
<tr>
<td>091:455</td>
<td>(LAW:9413) Health and Elder Law Practicum</td>
<td>1-3 s.h.</td>
</tr>
</tbody>
</table>

Joint M.P.H./M.D.

The joint Master of Public Health/Doctor of Medicine requires a minimum of 42 s.h. of graduate credit in addition to the requirements of the M.D. degree. Students who complete the program enjoy expanded career opportunities and are well prepared to apply the principles of medicine and public health in their work. Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the joint program.

The joint M.P.H./M.D. requires the following course work.

M.P.H. COMMON REQUIREMENTS

Students must complete courses listed under "Common Requirements" (core courses and practicum) for the Master of Public Health; see the beginning of this Catalog section.

M.P.H. ELECTIVES

Students earn 9 s.h. in elective courses chosen from one of the following public health areas: biostatistics, community and behavioral health, epidemiology, health communication, health policy, occupational and environmental health. Students select electives in consultation with their advisors in the Carver College of Medicine and the College of Public Health.

M.D. REQUIREMENTS

Students in the joint M.P.H./M.D. program must complete the curriculum of the M.D. program; see Doctor of Medicine (p. 1019) (Carver College of Medicine) in the Catalog.

COURSES THAT COUNT TOWARD BOTH DEGREES

Students may count up to 12 s.h. earned in the following M.D. courses toward the M.P.H. degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>050:180</td>
<td>(MED:8301) Community-Based Primary Care (up to 10 s.h.)</td>
<td></td>
</tr>
<tr>
<td>050:183</td>
<td>(MED:8213) Healthcare Ethics, Law, and Policy</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>078:102</td>
<td>(IM:8302) Outpatient Internal Medicine</td>
<td>3-4 s.h.</td>
</tr>
</tbody>
</table>

Joint M.P.H./Pharm.D.

The joint Master of Public Health/Doctor of Pharmacy requires 42 s.h. of graduate credit in addition to the requirements of the Pharm.D. degree. The program helps students develop expertise in public health related to pharmacotherapy, health promotion, disease prevention, and medication safety.

Graduates of the program may work in areas of interest common to pharmacy and public health, such as spread and treatment of disease, community health, and immunology; bioterrorism, terrorism, and preparedness; genetics; insurance; managed care; family and juvenile health; and protection of special populations. Employment opportunities are available in hospitals and clinics and with health care providers; private practice; insurance and managed care organizations; local, county, state, and federal government; public health governmental agencies; and colleges and universities.

Separate application to each degree program is required; applicants must be admitted to both programs before they may be admitted to the joint degree program.

The joint M.P.H./Pharm.D. requires the following course work.

M.P.H. COMMON REQUIREMENTS

Students must complete courses listed under "Common Requirements" (core courses and practicum) for the Master of Public Health; see the beginning of this Catalog section.

M.P.H. ELECTIVES

Students select electives totaling 9 s.h. from one of the following public health areas: biostatistics, community and behavioral health, epidemiology, health communication, health policy, or occupational and environmental health. Electives are chosen in consultation with the student’s advisors in the Colleges of Pharmacy and Public Health.

PHARM.D. REQUIREMENTS

Students in the joint M.P.H./Pharm.D. program must complete the curriculum of the Pharm.D. program; see the College of Pharmacy (p. 1123) section of the Catalog. Students must be enrolled in the College of Pharmacy in order to take College of Pharmacy courses.

COURSES THAT COUNT TOWARD BOTH DEGREES

Students may count up to 12 s.h. earned in the following Pharm.D. courses toward the M.P.H. degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>046:117</td>
<td>(PHAR:8204) Pharmacy Practice Lab IV (1 s.h. counts toward both degrees)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:122</td>
<td>(PHAR:8105) Social Aspects of Pharmacy Care</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:129</td>
<td>(PHAR:8308) Pharmaceutical Economics and Insurance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>046:154</td>
<td>(PHAR:8241) Endocrinology, Ophthalmology, Women’s and Men’s Health Therapeutics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:156</td>
<td>(PHAR:8243) Cardiovascular Therapeutics</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>046:165</td>
<td>(PHAR:8343) Infectious Disease Therapeutics</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

Admission

Applicants to the M.P.H. program must apply through the Schools of Public Health Application Service (SOPHAS); they also must apply for admission to the Graduate College through the University of Iowa Office of Admissions. Applicants must submit scores on the
Graduate Record Exam (GRE) General Test, LSAT, DAT, VCAT, GMAT, or another professional placement exam; scores must be at or above the median scores for test takers applying to similar programs. For detailed application information, visit Admissions/Application Process on the Master of Public Health web site.

Applicants to the M.P.H. program must have successfully completed one semester each of college algebra and biology.

Applicants whose first language is not English and who do not hold a bachelor’s degree from an accredited institution in the United States, the United Kingdom, Canada (except Quebec), Australia, or New Zealand must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants who score 550-599 (paper-based) or 81-99 (Internet-based) are required to take English fluency courses. Applicants who score below those ranges are not considered for admission.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Students may enter the M.P.H. program in fall and summer. Application deadlines for fall entrance to the M.P.H. program are May 1 for U.S. citizens and permanent residents, April 1 for international applicants. Application deadlines for summer entrance are April 1 for U.S. citizens and permanent residents, March 15 for international applicants.

Application deadline for the M.P.H. for practicing veterinarians is March 1.

Students may enter the M.P.H. joint programs in fall, spring, and summer. Contact the individual joint programs for deadline information.

Financial Support
A limited number of modest tuition awards are available each year for M.P.H. students. For information on financing education through jobs, grants, and loans, contact the University's Office of Student Financial Aid.

Courses

170:099 (MPH:3000) Fundamentals of Public Health
Introduction to public health; emphasis on issues, challenges, achievements, careers; historical events that serve as a foundation for public health practice.

170:101 (MPH:5100) Introduction to Public Health
Concepts, structures, and activities in public health practice. Offered fall semesters and summer sessions.

170:172 (MPH:6500) Independent Study in Public Health
In-depth pursuit of an area of special interest in public health.

170:173 (MPH:6600) Service-Learning in Public Health
Occupational and Environmental Health

Head
• Peter Thorne

Professors
• Thomas Cook (Occupational and Environmental Health/International Programs/Physical Therapy and Rehabilitation Science), Kenneth Culp (Occupational and Environmental Health/Nursing), Kelley Donham (Occupational and Environmental Health/Nursing), William Field (Occupational and Environmental Health/Epidemiology), Laurence Fuortes (Occupational and Environmental Health/International Programs/Epidemiology), Fredric Gerr (Occupational and Environmental Health/Epidemiology/Internal Medicine), Vicki Grasian (Occupational and Environmental Health/Education/Chemistry/Chemical and Biochemical Engineering), Patrick Hartley (Occupational and Environmental Health/Internal Medicine), Keri Hornbuckle (Civil and Environmental Engineering/Occupational and Environmental Health), Paul James (Family Medicine/Occupational and Environmental Health), Joel Kline (Occupational and Environmental Health/Internal Medicine), Gabriele Ludewig, James Merchant (Occupational and Environmental Health/Internal Medicine/Nursing), Patrick O'Shaughnessy (Civil and Environmental Engineering/Occupational and Environmental Health), David Osterberg (Geographical and Sustainability Sciences/Occupational and Environmental Health), Gene Parkin (Civil and Environmental Engineering/Occupational and Environmental Health), Corinne Peek-Asa (Occupational and Environmental Health/Epidemiology/Nursing/Public Policy Center), George Phillips (Occupational and Environmental Health/Pediatrics), Larry Robertson (Radiation Oncology/Occupational and Environmental Health), Jerald Schnoor (Civil and Environmental Engineering/Occupational and Environmental Health), Peter Thorne (Civil and Environmental Engineering/Occupational and Environmental Health), David Wilder (Occupational and Environmental Health/Biomedical Engineering)

Associate professors
• Hans-Joachim Lehmler, Thomas Peters, Marizen Ramirez, Diane Rohman, Thomas Schnell (Industrial Engineering/Occupational and Environmental Health/Electrical and Computer Engineering/Neurology)

Assistant professors
• Renee Anthony, Brenda Buikema, Nathan Fethke (Occupational and Environmental Health/Biomedical Engineering), Matthew Nonnenmann

Adjunct professors
• Michael Rosmann, Wayne Sanderson (Occupational and Environmental Health/Epidemiology)

Adjunct associate professors
• Craig Bainbridge (Occupational and Environmental Health/Internal Medicine), Kevin Kelly (Occupational and Environmental Health/Anthropology/Community and Behavioral Health), Kenneth McMains, Peter Weyer

Adjunct assistant professors
• Chandran Achutan, Danielle Bickett-Weddle, Edward Bottei (Occupational and Environmental Health/Internal Medicine/Pediatrics/Pharmacy), Razvan Chereches, Gregory Couser, Christine Deignan, Gregory Flamme, Dian Gottlob, Rex Kuye, Murray Madsen, John Rosecrance, Donald Simmons, Laurie Taylor, Londa Vanderwal, John Vargo, Michael Wichman, Catherine Zeman

Adjunct associate
• Daniel McGhee

Professors emeriti
• William Hausler, L.W. Knapp Jr., Keith Long, Donald Morgan, Nancy Sprince, Craig Zwerling

Assistant professor emeritus
• Pamela Willard

Graduate degrees: M.S. in occupational and environmental health; Ph.D. in occupational and environmental health

Web site: http://www.public-health.uiowa.edu/oeh/

The Department of Occupational and Environmental Health focuses on assessment of risk factors in the physical environment and their relationship to disease—particularly health problems of agricultural and industrial workers. Students are guided by faculty members whose research interests include rural health care delivery, agricultural health, environmental health, occupational medicine, occupational lung disease, mammalian toxicology, inhalation toxicology, ergonomics, indoor air quality, occupational injury, injury epidemiology, injury prevention programs, aerosol physics, air and water quality, environmental chemistry, analytical toxicology, and environmental health in developing countries.

Graduate Programs of Study
• Master of Science in occupational and environmental health
• Doctor of Philosophy in occupational and environmental health

Both of the department’s graduate degree programs offer optional subtracks in agricultural safety and health and industrial hygiene.

In addition to its degree programs, the department offers two subtracks for the Master of Public Health: the ergonomics subtrack and the occupational and environmental health subtrack; see “M.P.H. Subtracks” below. It also participates in the College of Public Health’s graduate Certificate in Agricultural Safety and Health; see Agricultural Safety and Health (p. 1140) in the Catalog.

The department collaborates with the Department of Biomedical Engineering (College of Engineering) and the School of Urban and Regional Planning (Graduate College) to offer joint degree programs; see “Joint B.S.E. in Biomedical Engineering/M.S.” and “Joint M.S./M.A. or M.S. in Urban and Regional Planning” below.

Individuals who are not enrolled in one of the department’s degree programs but wish to take courses offered by the department may apply for professional improvement status. The department also offers an occupational medicine residency training program.
Master of Science

The Master of Science program in occupational and environmental health requires a minimum of 38 s.h. of graduate credit. It is offered with two optional subtracks: agricultural safety and health and industrial hygiene. The M.S. with agricultural safety and health subtrack requires a minimum of 40 s.h. of graduate credit; the M.S. with industrial hygiene subtrack requires a minimum of 43 s.h. of graduate credit. All M.S. students are required to complete a thesis.

The M.S. in occupational and environmental health without a subtrack requires the following work.

**CORE COURSES**
Students must complete all of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:197</td>
<td>(OEH:4240) Global Environmental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:230</td>
<td>(OEH:5620) Occupational Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:260</td>
<td>(OEH:5810) Environmental Toxicology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:180</td>
<td>(OEH:5010) Occupational and Environmental Health Seminar (taken three times, twice for 0 s.h. and once for 1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>170:200</td>
<td>(MPH:6100) Essentials of Public Health</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>171:161</td>
<td>(BIOS:5110) Introduction to Biostatistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:140</td>
<td>(EPID:4400) Epidemiology I: Principles</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>069:133</td>
<td>(PATH:8133) Introduction to Human Pathology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td></td>
<td>for Graduate Students</td>
<td></td>
</tr>
<tr>
<td>650:270</td>
<td>(GRAD:7270) Principles of Scholarly Integrity</td>
<td>0 s.h.</td>
</tr>
</tbody>
</table>

**ELECTIVES**
Credit earned in elective courses and the thesis completes the 40 s.h. required for the degree. Agricultural safety and health subtrack students must complete elective course work from one of five focus areas. The amount of credit required varies by focus area, as follows.

Industrial hygiene: 9 s.h.
Ergonomics: 9 s.h.
Occupational and environmental health: 9 s.h.
Occupational epidemiology: 9 s.h.
Occupational injury prevention: 8 s.h.

**THESIS**
A thesis is required. Students earn a minimum of 3 s.h. for the thesis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

**M.S. with Subtrack in Agricultural Safety and Health**

The M.S. with subtrack in agricultural safety and health requires a minimum of 40 s.h. of graduate credit. The program prepares students for careers in education, health care, insurance, and agribusiness as specialists in agricultural safety and health.

The M.S. in occupational and environmental health with the agricultural safety and health subtrack requires the following work.

**SUBTRACK CORE**
Students must complete all of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:209</td>
<td>(OEH:6110) Rural Health and Agricultural Medicine</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:196</td>
<td>(OEH:4110) Agricultural Safety: Theories and Practice</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>175:210</td>
<td>(OEH:6120) Current Topics in Agricultural Health (seminar, taken two times, once for 0 s.h. and once for 1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>175:203</td>
<td>(OEH:7140) Preceptorship in Occupational and Environmental Health</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>175:197</td>
<td>(OEH:4240) Global Environmental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:230</td>
<td>(OEH:5620) Occupational Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:260</td>
<td>(OEH:5810) Environmental Toxicology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:180</td>
<td>(OEH:5010) Occupational and Environmental Health Seminar (taken three times, twice for 0 s.h. and once for 1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>170:200</td>
<td>(MPH:6100) Essentials of Public Health</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>173:140</td>
<td>(EPID:4400) Epidemiology I: Principles</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>069:133</td>
<td>(PATH:8133) Introduction to Human Pathology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td></td>
<td>for Graduate Students</td>
<td></td>
</tr>
<tr>
<td>650:270</td>
<td>(GRAD:7270) Principles of Scholarly Integrity</td>
<td>0 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>171:161</td>
<td>(BIOS:5110) Introduction to Biostatistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:182</td>
<td>(OEH:4540) Statistics for Experimenters</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**M.S. with Subtrack in Industrial Hygiene**

The M.S. with subtrack in industrial hygiene requires a minimum of 43 s.h. of graduate credit. The program prepares students for careers in industrial hygiene as well as the broad field of occupational and environmental health. Career opportunities are available in health and safety departments of industries; in consulting firms; in academic institutions; and in local, state, and federal public health agencies.

The M.S. in occupational and environmental health with the industrial hygiene subtrack requires the following work.

**SUBTRACK CORE**
Students must complete all of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:180</td>
<td>(OEH:5010) Occupational and Environmental Health Seminar (taken three times, twice for 0 s.h. and once for 1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>175:182</td>
<td>(OEH:4540) Statistics for Experimenters</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:190</td>
<td>(OEH:4310) Occupational Ergonomics I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:192</td>
<td>(OEH:5410) Occupational Safety</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:197</td>
<td>(OEH:4240) Global Environmental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:221</td>
<td>(OEH:6450) Aerosol Technology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:230</td>
<td>(OEH:5620) Occupational Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:231</td>
<td>(OEH:6420) Industrial Hygiene Fundamentals</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:232</td>
<td>(OEH:6430) Assessing Physical Agent Hazards</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:233</td>
<td>(OEH:6440) Control of Occupational Hazards</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:260</td>
<td>(OEH:5810) Environmental Toxicology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>170:200</td>
<td>(MPH:6100) Essentials of Public Health</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>
The program prepares students for professional and environmental health requires 72 s.h. of graduate credit. The Doctor of Philosophy program in occupational and environmental health offers two subtracks: the ergonomics subtrack and the occupational and environmental health subtrack.

**M.P.H. Subtracks**

The Department of Occupational and Environmental Health offers two subtracks for the Master of Public Health: the ergonomics subtrack and the occupational and environmental health subtrack.

The ergonomics subtrack focuses on understanding how workplace environments contribute to musculoskeletal injuries and illness and on control of workplace risk factors. Graduates are prepared to work in industry and government agencies or pursue further academic training.

The occupational and environmental health subtrack provides a broad perspective on public health and career preparation for a variety of professional positions in occupational and environmental health.

For detailed information about the M.P.H. degree, see Master of Public Health Program (p. 1171) in the Catalog.

**Doctor of Philosophy**

The Doctor of Philosophy program in occupational and environmental health requires 72 s.h. of graduate credit. The program prepares students for professional and academic careers in environmental and occupational health. It is offered with two optional subtracks: agricultural safety and health, and industrial hygiene.

All doctoral students must complete a dissertation—a substantial scholarly treatise.

The Ph.D. in occupational and environmental health without a subtrack requires the following work.

**Core Courses**

Students must complete all of the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:180 (OEH:5010) Occupational and Environmental Health Seminar (taken three times, twice for 0 s.h. and once for 1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>175:197 (OEH:4240) Global Environmental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:230 (OEH:5620) Occupational Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>170:200 (MPH:6100) Essentials of Public Health</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>171:161 (BIOS:5110) Introduction to Biostatistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:162 (BIOS:5120) Design and Analysis of Biomedical Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:140 (EPID:4400) Epidemiology I: Principles</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>069:133 (PATH:8133) Introduction to Human Pathology for Graduate Students</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

**Electives**

Students must earn a minimum of 24 s.h. in non-research-related courses, including classroom courses or equivalent web-based courses. Students work with their advisors to select courses appropriate for their professional goals.

**Research Credit**

Students earn the remaining credit for the Ph.D. by completing any combination of the following courses or other classroom courses. All Ph.D. students must complete a dissertation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:172 (OEH:7120) Independent Study in Occupational and Environmental Health</td>
<td>arr.</td>
</tr>
<tr>
<td>175:201 (OEH:7130) Research in Occupational and Environmental Health</td>
<td>arr.</td>
</tr>
</tbody>
</table>

**Ph.D. with Subtrack in Agricultural Safety and Health**

The Ph.D. with subtrack in agricultural safety and health prepares doctoral students for academic, research, and policy-making careers in occupational and environmental health, with specialty in agricultural safety and health.

The Ph.D. in occupational and environmental health with the agricultural safety and health subtrack requires the following work.

**Subtrack Core**

Students must complete all of the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:209 (OEH:6110) Rural Health and Agricultural Medicine</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:196 (OEH:4110) Agricultural Safety: Theories and Practice</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>175:210 (OEH:6120) Current Topics in Agricultural Health (seminar, taken two times, once for 0 s.h. and once for 1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>175:203 (OEH:7140) Preceptorship in Occupational and Environmental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:197 (OEH:4240) Global Environmental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:230 (OEH:5620) Occupational Health</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
The Ph.D. in occupational and environmental health with subtrack requires the following work.

**SUBTRACK CORE**

Students must complete all of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:180 (OEH:5010)</td>
<td>Occupational and Environmental Health Seminar (taken three times, twice for 0 s.h. and once for 1 s.h.)</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>170:200 (MPH:6100)</td>
<td>Essentials of Public Health</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>171:162 (BIOS:5120)</td>
<td>Design and Analysis of Biomedical Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:140 (EPID:4400)</td>
<td>Epidemiology I: Principles</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>173:157 (EPID:5570)</td>
<td>Zoonotic Diseases</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>069:133 (PATH:8133)</td>
<td>Introduction to Human Pathology for Graduate Students</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>650:270 (GRAD:7270)</td>
<td>Principles of Scholarly Integrity</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>171:161 (BIOS:5110)</td>
<td>Introduction to Biostatistics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:182 (OEH:4540)</td>
<td>Statistics for Experimenters</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**ELECTIVES**

Agricultural safety and health subtrack students must complete elective course work from one of five focus areas. The amount of credit required varies by focus area, as follows.

- Industrial hygiene: 24 s.h.
- Ergonomics: 15 s.h.
- Occupational and environmental health: 24 s.h.
- Occupational epidemiology: 11 s.h.
- Occupational injury prevention: 11 s.h.

**RESEARCH CREDIT**

Students earn the remaining credit for the Ph.D. by completing any combination of the following courses or other classroom courses. All Ph.D. students must complete a dissertation.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:172 (OEH:7120)</td>
<td>Independent Study in Occupational and Environmental Health</td>
<td>arr.</td>
</tr>
<tr>
<td>175:201 (OEH:7130)</td>
<td>Research in Occupational and Environmental Health</td>
<td>arr.</td>
</tr>
</tbody>
</table>

**Ph.D. with Subtrack in Industrial Hygiene**

The Ph.D. with subtrack in industrial hygiene provides doctoral students with specialized knowledge in industrial hygiene in addition to their expertise in the broad field of occupational and environmental health.

The Ph.D. in occupational and environmental health with the industrial hygiene subtrack requires the following work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:231 (OEH:6420)</td>
<td>Industrial Hygiene Fundamentals</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:232 (OEH:6430)</td>
<td>Assessing Physical Agent Hazards</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:233 (OEH:6440)</td>
<td>Control of Occupational Hazards</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:221 (OEH:6450)</td>
<td>Aerosol Technology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:234 (OEH:6460)</td>
<td>Quantitative Exposure Assessment: Study Design and Evaluation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:230 (OEH:5620)</td>
<td>Occupational Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:192 (OEH:5410)</td>
<td>Occupational Safety</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:190 (OEH:4310)</td>
<td>Occupational Ergonomics I</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:260 (OEH:5810)</td>
<td>Environmental Toxicology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:197 (OEH:4240)</td>
<td>Global Environmental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>175:180 (OEH:5010)</td>
<td>Occupational and Environmental Health Seminar (taken three times, twice for 0 s.h. and once for 1 s.h.)</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>170:200 (MPH:6100)</td>
<td>Essentials of Public Health</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>173:140 (EPID:4400)</td>
<td>Epidemiology I: Principles</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:162 (BIOS:5120)</td>
<td>Design and Analysis of Biomedical Studies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>650:270 (GRAD:7270)</td>
<td>Principles of Scholarly Integrity</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:182 (OEH:4540)</td>
<td>Statistics for Experimenters</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>171:161 (BIOS:5110)</td>
<td>Introduction to Biostatistics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**ELECTIVES**

Students must earn a minimum of 12 s.h. in non-research-related courses, including classroom courses or equivalent web-based courses. Students work with their advisors to select courses appropriate for their professional goals.

**RESEARCH CREDIT**

Students earn the remaining credit for the Ph.D. by completing any combination of the following courses or other classroom courses. All Ph.D. students must complete a dissertation.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>175:172 (OEH:7120)</td>
<td>Independent Study in Occupational and Environmental Health</td>
<td>arr.</td>
</tr>
<tr>
<td>175:201 (OEH:7130)</td>
<td>Research in Occupational and Environmental Health</td>
<td>arr.</td>
</tr>
</tbody>
</table>

**Admission**

Applicants to the M.S. and Ph.D. programs in occupational and environmental health must apply through the Schools of Public Health Application Service (SOPHAS); they also must apply for admission to the Graduate College through the University of Iowa Office of Admissions. For detailed application information, visit Prospective Students/How to Apply on the Department of Occupational and Environmental Health web site.

The occupational and environmental health faculty takes several factors into consideration when evaluating applications for admission, including Graduate Record Exam (GRE) General Test scores, grade-point averages, letters of recommendation, intent and motivation for graduate study, and research interests. A student with deficiencies in one area may be admitted if all other components of his or her application are very strong.

All M.S. and Ph.D. program applicants must hold a bachelor's degree and have a cumulative g.p.a. of at least 3.00 (M.S. applicants) or at least 3.25 (Ph.D. applicants). All applicants must have taken the Graduate Record Exam (GRE) General Test. A GRE combined verbal and quantitative score of 299 or higher is recommended for applicants to the M.S. program; a combined verbal and quantitative score of 302 or higher is recommended for applicants to the Ph.D. program. For applicants who have not taken the GRE, the department considers scores from other standardized tests, such as the Medical College Admission Test (MCAT).

Applicants whose first language is not English and who do not hold a bachelor's degree from an accredited institution in the United States, the United Kingdom, Canada (except Quebec), Australia, or New Zealand must score at least 600 (paper-based) or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL). Applicants who score 550-599 (paper-based) or 81-99 (Internet-based) are required to take English fluency courses. Applicants
who score below those ranges are not considered for admission.

Undergraduate preparation for M.S. applicants must include course work in mathematics, biology, chemistry, and either physical sciences or engineering, depending on the applicant’s chosen specialty area.

M.S. applicants who intend to pursue the industrial hygiene subtrack also must have taken physics and mathematics through calculus; course work in biology, microbiology, and computer programming is highly recommended.

Completion of the M.S. program before beginning Ph.D. study is recommended. Undergraduate preparation for doctoral applicants must include at least two semesters of chemistry, one semester of physics, and one semester of calculus. Course work in biology, microbiology, and computer programming is highly recommended, particularly for students interested in some specialized areas.

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College or the Graduate (p. 888) College section of the Catalog.

Students may enter the department’s graduate programs in the fall. February 1 is the priority application deadline for consideration for financial support; May 1 is the final application deadline.

Financial Support

Several graduate student awards, including tuition and stipend support, are available for individuals interested in industrial hygiene, agricultural safety and health, ergonomics, occupational epidemiology, or occupational injury prevention. Both stipend and tuition support are available for all occupational medicine residents. Full-time graduate students in good academic standing (those not admitted on conditional status) are eligible for a stipend and tuition support. All other students are eligible for tuition support only; requests are considered case-by-case. All recipients must be U.S. citizens or permanent residents.

POSTDOCTORAL POSITIONS

The College of Public Health’s Environmental Health Sciences Training Program offers postdoctoral positions in environmental health/toxicology. Appointments are made for two years with the possibility of an additional year. Applicants must be U.S. citizens or permanent residents.

Residency Program

In cooperation with University of Iowa Hospitals and Clinics, the department offers residency training in occupational medicine for physicians seeking specialty training in occupational medicine. For information contact the director of the Occupational Medicine Residency Program.

Facilities and Resources

The Department of Occupational and Environmental Health is housed in the College of Public Health Building, on the University’s health sciences campus, and at the Institute for Rural and Environmental Health, at the University of Iowa Research Park. College of Public Health-based laboratory facilities give researchers and students access to cutting-edge technologies for the study of occupational and environmental health.

The Inhalation Toxicology Facility provides a full array of inhalation toxicology, aerosol science, and bioaerosol assay services. A primary focus of the facility is the study of toxicants found in the agricultural environment and related exposure situations. The facility is particularly well-equipped for studying organic dusts and bioaerosols.

The Occupational Hygiene Laboratory provides expertise and equipment for exposure assessment in occupational settings. The laboratory offers a range of sample collection capabilities and an extensive inventory of sampling equipment. Field and laboratory services available through the laboratory support exposure-response studies and control technology development studies in a variety of occupational arenas, including agriculture, construction, and indoor environments (home and office).

A computer laboratory is available for student use, and a library collection is located at the Institute for Rural and Environmental Health.

Heartland Center for Occupational Health and Safety

The Heartland Center for Occupational Health and Safety, one of 17 education and research centers funded by the National Institute of Occupational Safety and Health, provides training, education, and outreach. Its program areas are industrial hygiene, occupational medicine, ergonomics, agricultural safety and health, occupational injury prevention research, occupational epidemiology, and continuing education and outreach.

Courses

Current topics in occupational and environmental health; how the United States protects workers, protects people from environmental agents, and reduces environmental harm. Same as 044:174 (GEOG:4130).

175:111 (OEH:4210) International Health 3 s.h.
Urgent health problems in the developing world and among disadvantaged populations in developed countries; biological, social, cultural, political aspects of international health problems; applications of research methods from epidemiology, environmental health, social sciences. Same as 152:111 (GHS:4210), 173:111 (EPID:4210).

175:170 (OEH:4510) Injury and Violence Prevention 3 s.h.
Theory, research, and practice of injury control; unintentional and intentional injuries; local, national, international injury issues. Same as 173:170 (EPID:4510).

175:171 (OEH:7110) Problems in Occupational and Environmental Health arr.
Didactic material in occupational and environmental health; may include tutorial, seminar, faculty-directed independent work (e.g., literature search, project, short research project).

175:172 (OEH:7120) Independent Study in Occupational and Environmental Health arr.
In-depth pursuit of an area in occupational and environmental health requiring substantial creativity and independence.

175:175 (OEH:4520) Research Methods in Disaster Studies 3 s.h.
Epidemiologic study of disasters and their health consequences; research to identify and reduce health effects, research in context of response and preparedness. Same as 173:175 (EPID:4520), 152:195 (GHS:4275).

175:180 (OEH:5010) Occupational and Environmental Health Seminar 0-1 s.h.
Contemporary topics in occupational health, agricultural and comparative medicine, environmental health.

175:182 (OEH:4540) Statistics for Experimenters 3 s.h.
Application of statistical techniques to evaluate data derived from experimental samples designs; use of spreadsheets, statistical software; design and analysis of experiments; regression analysis; model building; practical applications. Same as 053:187 (CEE:4187).

175:185 (OEH:5020) Interpreting Occupational and Environmental Health Research 2 s.h.
Tools necessary for making critical assessment of published scientific research reports from a methodological perspective; examples from recently published research studies in occupational and environmental health. Corequisites: 171:161 (BIOS:5110) and 173:140 (EPID:4400).

175:190 (OEH:4310) Occupational Ergonomics I 2-3 s.h.
Principles of ergonomics, with focus on physical capabilities of workers and their interactions with their work environment; physiological basis of work, patterns of work, occupational risk factors for musculoskeletal and neurovascular disorders, workplace and equipment design, integration of ergonomics in manufacturing processes.

175:192 (OEH:5410) Occupational Safety 3 s.h.
Principles and practices of occupational safety; applications in industrial and other occupational settings; interactions with other disciplines.

175:196 (OEH:4110) Agricultural Safety: Theories and Practice 2 s.h.
General theories and practice of injury prevention from varied fields, including industrial safety, engineering, regulation, education, epidemiology, social psychology; strategic application in agriculture.

175:197 (OEH:4240) Global Environmental Health 3 s.h.
Environmental health comprised of aspects of human health determined by interactions with physical, chemical, biological, and social factors in global environment; worldview and survey; focus on issues most relevant today; sustainability; air, water, and soil pollution and remediation; occupational health; injury prevention; food safety and security; risk assessment; environmental health policy.

175:198 (OEH:4920) Solid and Hazardous Wastes 3 s.h.

175:201 (OEH:7130) Research in Occupational and Environmental Health arr.
Research that may lead to a dissertation.

175:203 (OEH:7140) Preceptorship in Occupational and Environmental Health arr.
Work experience using knowledge and skills acquired in the classroom; arranged in conjunction with departmental or collegiate activities or with governmental agencies or private industry.

175:209 (OEH:6110) Rural Health and Agricultural Medicine 3 s.h.
Clinical orientation of specific health problems of rural residents, agricultural workers; rural health care delivery, socioeconomic issues in agriculture and their effects on health and safety of the agricultural population; occupational health problems, environmental health hazards in rural areas. Requirements: enrollment in College of Public Health or health sciences.

175:210 (OEH:6120) Current Topics in Agricultural Health 0-1 s.h.
Issues that affect the health of agricultural populations, such as agro-terrorism, antibiotic resistance, genetically modified organisms; current scientific literature.

175:211 (OEH:5120) Veterinary Public Health: The Profession 1 s.h.
History and overview of veterinary public health and the American College of Veterinary Preventive Medicine (ACVPM); preparation for ACVPM board of certification.

175:220 (OEH:6510) Environmental and Occupational Epidemiology 3 s.h.
Overview of methods to interpret and perform environmental and occupational epidemiologic studies with focus on exposure assessment; valuable insights into identifying regional, national, global environmental, and occupational health-related issues. Prerequisites: 173:140 (EPID:4400). Same as 173:220 (EPID:6200).

175:221 (OEH:6450) Aerosol Technology 3 s.h.
Particle statistics and physics of aerosols, including inertia, diffusion, nucleation, evaporation, condensation, optics, electrical properties; relationship to fields such as agriculture, nanotechnology, environmental and occupational health, atmospheric chemistry, drug delivery.

175:230 (OEH:5620) Occupational Health 3 s.h.
Principles, practice of occupational medicine, fundamentals of industrial hygiene and safety, occupational health management, ergonomics, occupational health nursing. Offered fall semesters.

175:231 (OEH:6420) Industrial Hygiene Fundamentals 3 s.h.
Principles, with emphasis on recognition of chemical health hazards, physical health hazards at work. Corequisites: 175:230 (OEH:5620), if not taken as a prerequisite.

175:232 (OEH:6430) Assessing Physical Agent Hazards 3 s.h.
Basic principles of recognizing and evaluating hazards presented by physical agents in occupational environments. Prerequisites: 175:231 (OEH:6420).

175:233 (OEH:6440) Control of Occupational Hazards 3 s.h.
Physical science concepts applied to control of occupational hazards ranging from dusts to mists to vapors; strategies, management issues, personal protective equipment; implementation skills; in-depth instruction on local exhaust ventilation system design. Prerequisites: 175:231 (OEH:6420).

175:234 (OEH:6460) Quantitative Exposure Assessment: Study Design and Evaluation 3 s.h.

175:251 (OEH:6520) Injury Epidemiology 3 s.h.
How epidemiology can be applied to injury prevention and control: epidemiology literature, specific methodological problems involved in the epidemiology of injuries; critical evaluation of research articles. Offered spring semesters of odd years. Prerequisites: 173:140 (EPID:4400). Same as 173:251 (EPID:6510).

175:252 (OEH:4220) U.S. and Global Environmental Health Policy 3 s.h.

175:253 (OEH:6530) Epidemiology of Occupational Injuries 3-4 s.h.
Epidemiological literature on occupational injuries and their prevention; focus on research methods. Offered spring semesters of even years. Prerequisites: 173:140 (EPID:4400). Same as 173:253 (EPID:6530).

175:260 (OEH:5810) Environmental Toxicology 3 s.h.
Sources, routes of absorption, effects of environmental toxicants affecting man; pathophysiology of toxicant actions, including those of air and water pollutants, metals, pesticides, solvents, food toxicants, chemicals. Requirements: college chemistry or physiology or biochemistry.

175:265 (OEH:6720) Advanced Toxicology 4 s.h.
Hepatic metabolism and toxification mechanisms, pulmonary and immunotoxicology, nervous system poisons and their mechanisms of action, general and molecular concepts of chemical carcinogenesis. Prerequisites: 175:260 (OEH:5810).

175:285 (OEH:6610) Advanced Topics in Occupational Medicine 2 s.h.
Skills and knowledge for evaluating and treating patients with work-related illness.

175:294 (OEH:6320) Occupational Ergonomics II 3 s.h.
Application of ergonomic principles in varied work settings, through case study approach; participatory ergonomics, economics of ergonomics, workforce issues, psychosocial factors, shift work, integration of ergonomics into business models, current legislative issues, legal aspects of ergonomics, international perspectives; biomedical instrumentation used for risk factor exposure measurements.

175:295 (OEH:6310) Clinical Ergonomics 3 s.h.
Clinical orientation to specific ergonomic problems and issues; preparation for conducting independent on-site ergonomic evaluations in occupational settings; experience developing and evaluating ergonomic inventions in an occupational setting; rotation through an occupational medicine clinic. Prerequisites: 175:190 (OEH:4310).


175:996 (OEH:8610) Occupational Medicine arr.
In-depth study of an area in occupational and environmental medicine, with clinical experience in an outpatient community setting. Four-week course. Requirements: M.D. enrollment.
University College

Dean
• Beth F. Ingram

Assistant dean
• Andrew Beckett

Affiliated faculty
• Julie Andsager (Journalism and Mass Communication/Community and Behavioral Health), Chris Brochu (Earth and Environmental Sciences), Cary Covington (Political Science), Steve Duck (Communication Studies/Psychology), Kathleen Kamerick (History), Brooks Landon (English), Shaun Vecera (Psychology)

Web site: http://uc.uiowa.edu/

University College is home to a wide range of programs for University of Iowa students and precollege students. It includes major college-level programs such as the University of Iowa Honors Program, Study Abroad, Career Center Programs, and study at Iowa Lakeside Laboratory.

University College offers programs leading to the Bachelor of Applied Studies (B.A.S.) degree and the Bachelor of Liberal Studies (B.L.S.) degree. Both programs enable students to complete a bachelor’s degree by distance education. The B.A.S., which is designed for graduates of community college technical programs, provides alternatives to traditional academic majors, permitting students to plan their own emphasis areas in consultation with their advisors. The B.L.S. is a general undergraduate degree without a traditional academic major; students work with their advisors to plan study programs that meet their individual objectives.

The college also offers undergraduate certificate programs in human rights, leadership studies, nonprofit management, and sustainability.

Some University College programs are designed to smooth entering students’ transition to college life, such as College Success Initiatives and First-Year Programs, or to provide opportunities for populations underrepresented in the sciences and engineering, such as Iowa Biosciences Advantage.

Lifetime Leisure Skills courses in a broad range of sport and fitness activities are offered through University College, as are special courses for student orientation advisors, residence hall assistants, fraternity and sorority community leaders, and students who design web sites for University departments and offices.

The University’s Reserve Officer Training Corps programs, Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC), reside in University College.

In addition, University College offers courses in several precollege programs: the Belin-Blank Center for Gifted Education, the Center for Diversity & Enrichment, the Iowa Young Writers’ Studio, the Secondary Student Training Program, and University of Iowa Upward Bound.

Courses offered through University College programs are taught by University of Iowa faculty and staff members.

College-Level Programs

Aerospace Studies (Air Force ROTC) (p. 1186)
Bachelor of Applied Studies (p. 1188)
Bachelor of Liberal Studies (p. 1191)
Career Center Programs (p. 1195)
College Success Initiatives (p. 1200)
First-Year Programs (p. 1201)
Human Rights (p. 1202)
Intercollegiate Athletic Participation (p. 1205)
Iowa Biosciences Advantage (p. 1206)
Iowa Lakeside Laboratory (p. 1207)
Leadership Studies (p. 1211)
Lifetime Leisure Skills (p. 1216)
Military Science (Army ROTC) (p. 1219)
Nonprofit Management (p. 1222)
Orientation Training (p. 1223)
Patient Care Practicum (p. 1224)
Student Information Technology Skills (p. 1226)
Student Services (p. 1227)
Study Abroad (p. 1228)
Sustainability (p. 1242)
Undergraduate Research Experiences (p. 1245)
University Libraries (p. 1246)
University of Iowa Honors Program (p. 1247)

Precollege Programs

Belin-Blank Center for Gifted Education (p. 1193)
Center for Diversity & Enrichment (p. 1199)
Iowa Young Writers’ Studio (p. 1210)
Secondary Student Training Program (p. 1225)
University of Iowa Upward Bound (p. 1252)
Aerospace Studies (Air Force ROTC)

**Director**
- Lt. Col. Rick A. Spyker

**Assistant professor**
- Capt. Anthony Clark

**Web site:** http://www.uiowa.edu/~afrotc/

The Aerospace Studies Program administers the Air Force Reserve Officer Training Corps (AFROTC) at The University of Iowa. AFROTC prepares highly qualified students who are working toward a degree for commissions as officers in the United States Air Force.

AFROTC is voluntary, with courses open to all undergraduate and graduate students. The amount of AFROTC academic credit that may be applied toward a degree varies from college to college at the University. The College of Liberal Arts and Sciences, for example, accepts a maximum of 20 s.h.

In order to receive a commission, AFROTC cadets must complete all University of Iowa degree requirements as well as courses specified by the U.S. Air Force.

**Programs**

AFROTC offers programs lasting three or four years. Joining early gives students the opportunity to try AFROTC without obligation. It also can give them an advantage in the scholarship selection process.

The AFROTC program’s three main components are the general military course (GMC), the professional officer course (POC), and field training (FT).

**General Military Course**

The general military course (GMC) consists of one AFROTC course (1 s.h.) and a leadership laboratory taken each semester for two years. Any student who meets AFROTC qualifications and is in good academic standing is eligible to participate in the GMC. Students normally apply for the GMC up to the time they earn 60 s.h. Students who have earned more than 60 s.h. may enroll in the GMC if they are willing to extend their academic plan by a semester or more.

**Professional Officer Course**

The professional officer course (POC) consists of one AFROTC course (3 s.h.) and a leadership laboratory taken each semester for two years. Students accepted into the POC make a commitment to serve a minimum of four years as U.S. Air Force officers. To enter the POC, students must be selected to attend and must successfully complete field training. Students generally take the POC during their last 60 s.h.

**Field Training**

All POC applicants must successfully complete field training at a U.S. Air Force base. Field training is an intensive, four-week program completed the summer after the sophomore year. It provides a first-hand look at the active duty Air Force and develops military leadership and discipline. Students participate in aircraft and aircrew orientation, junior officer education, marksmanship, survival training, and physical fitness training. When they complete the program, they are ready to return to school and assume a leadership position in the AFROTC program.

Students receive authorized pay and allowances when they attend field training.

**Activities**

Students have the option to compete for acceptance to a variety of optional AFROTC summer training programs. They may shadow a junior officer in a career field of interest, or they may compete to attend the Air Force Academy’s free-fall parachute, glider, or combat survival schools. Students may return to field training as cadet training assistants, go to the Pentagon to see how the Air Force operates, or travel to a foreign country for a cultural immersion program. The Air Force provides transportation, meals, lodging, and a daily expense allowance for all summer programs.

Throughout the year, students may learn more about the Air Force by choosing to participate in base visits, aircraft orientation rides, a Dining Out (a formal ball in Air Force tradition), and other activities.

The AFROTC Cadet Corps also sponsors community service projects, intramural athletics, and social events, including formal and informal dinners.

**Education Delay**

Cadets may request an education delay to postpone entry to active duty until after completion of an advanced degree or professional training program.

**Financial Aid**

Merit scholarships are available for two and three years of study. They provide varying awards for tuition and fees, a $900 stipend for books, and a monthly tax-free subsistence allowance. Applicants are selected based on objective and subjective factors. Students should apply directly to the head of aerospace studies.

Nonscholarship cadets in the last two years of AFROTC are eligible for some financial assistance. They receive a tax-free subsistence allowance per month. Uniforms are furnished as well as all books for AFROTC classes.

**Courses**

23A:010 (AERO:1100) Foundations of the U.S. Air Force I 1 s.h.

Introduction to U.S. Air Force: military customs and courtesies, basic oral and written communication techniques, careers available to Air Force officers. Requirements: first-year or sophomore standing.

23A:011 (AERO:1150) AFROTC Leadership Laboratory (LLAB) AS 100-FA 1 s.h.
A progression of experiences designed to develop leadership ability; military customs and courtesies, drill and ceremonies, military professional development, the life and work of a junior officer; leadership skills in a practical, supervised military lab setting. Offered fall semesters. Corequisites: 23A:010 (AERO:1100). Requirements: first-year or sophomore standing.

23A:012 (AERO:1200) Foundations of the U.S. Air Force II
1 s.h.
Continuation of 23A:010 (AERO:1100); leadership theory and practice, team building, diversity in the work force. Requirements: first-year or sophomore standing.

23A:013 (AERO:1250) AFROTC Leadership Laboratory (LLAB) AS 100-SP
1 s.h.
A progression of experiences designed to develop leadership ability; military customs and courtesies, drill and ceremonies, military professional development, the life and work of a junior officer; leadership skills in a practical, supervised military lab setting. Offered spring semesters. Corequisites: 23A:012 (AERO:1200). Requirements: first-year or sophomore standing.

23A:020 (AERO:2100) Evolution of USAF Air and Space Power I
1 s.h.
Air power from Civil War hot air balloons through World War II; emphasis on developments in U.S. Air Force.

23A:021 (AERO:2150) AFROTC Leadership Laboratory (LLAB) AS 200-FA
1 s.h.

23A:022 (AERO:2200) Evolution of USAF Air and Space Power II
1 s.h.
Continuation of 23A:020 (AERO:2100); air power from post-World War II to present; emphasis on developments in U.S. Air Force.

23A:023 (AERO:2250) AFROTC Leadership Laboratory (LLAB) AS 200-SP
1 s.h.

23A:130 (AERO:3100) Air Force Leadership Studies I
3 s.h.
Emphasis on management, leadership, communication skills required of an Air Force officer. Requirements: junior or higher standing.

23A:131 (AERO:3150) AFROTC Leadership Laboratory (LLAB) AS 300-FA
1 s.h.

23A:132 (AERO:3200) Air Force Leadership Studies II
3 s.h.
Continuation of 23A:130 (AERO:3100); leadership topics in counseling, accountability, ethics. Requirements: junior or higher standing.

23A:133 (AERO:3250) AFROTC Leadership Laboratory (LLAB) AS 300-SP
1 s.h.
Bachelor of Applied Studies

Coordinators
• Nancy Romine, Jared S. Trullinger, Destiny L. Wallace

Undergraduate major: Bachelor of Applied Studies (B.A.S.)

Undergraduate Program of Study
• Bachelor of Applied Studies
The Bachelor of Applied Studies (B.A.S.) is designed for graduates of community colleges who wish to complete a bachelor’s degree by distance education. The B.A.S. is a general undergraduate degree without a traditional academic major, but students have the option to include a certificate or an emphasis area in their program or to design an individual program. B.A.S. students may not earn minors.

Working with their academic advisors, B.A.S. students may plan programs designed to advance their careers, begin new careers, or prepare for graduate or professional study. Students who have specific career goals or advanced degree programs in mind should learn what educational background they will need in order to achieve their goals, and they should include appropriate course work in their B.A.S. programs.

Students may earn credit toward the degree through several types of courses, including Division of Continuing Education on-campus courses, web-based independent study courses, semester-based web courses, extension courses at sites throughout Iowa, and regular session courses.

Individuals interested in applying to the B.A.S. program should hold an A.A.S., an A.A., or an A.S. degree; see “Admission” below for more detailed admission requirements.

The B.A.S. is awarded by University College and is administered by the Division of Continuing Education.

Bachelor of Applied Studies
The Bachelor of Applied Studies requires a minimum of 120 s.h. and is intended to be completed entirely by distance education. Students must earn at least 30 s.h. of credit toward the degree in University of Iowa courses after admission to the B.A.S. program. They must earn at least 60 s.h. of the minimum 120 s.h. at four-year colleges, including 45 s.h. in course work defined as upper level.

The University is in the process of revising its course numbering system. Under the current system, University of Iowa courses are considered upper level if they are numbered 100 and above. Some courses numbered below 100 may be considered upper level for the B.A.S.; for a list of these courses, contact the Division of Continuing Education. Under the new system, University of Iowa courses numbered 3000-4999 will be considered upper level for the B.A.S.

The program of study requires that students complete 12 s.h. in three of the following five distribution areas (total of 36 s.h.). In each distribution area, 6 of the required 12 s.h. must be earned in upper-level courses.

Humanities (e.g., literature, history, philosophy, religion)
Communication and arts (e.g., journalism, speech, drama, art, music)
Natural sciences and mathematics (e.g., geology, biology, statistics, computer science)
Social sciences (e.g., geography, psychology, economics, political science, anthropology)
Professional fields (e.g., business, education, nursing, social work, library science)

Students must maintain a cumulative g.p.a. of 2.00 or higher in all course work attempted, work undertaken at The University of Iowa, and all upper-level course work.

All University College policies regarding pass/nonpass and satisfactory/fail grading, academic standards, and so forth apply to B.A.S. students.

Optional Certificate or Emphasis Area
Students may include a certificate or an emphasis area in their B.A.S. programs, or they may design an interdisciplinary focus area. Certificates and emphasis areas are noted on students’ transcripts.

CERTIFICATE IN ENTREPRENEURIAL MANAGEMENT
The Certificate in Entrepreneurial Management is offered by the Tippie College of Business. It requires 18-20 s.h. Courses are offered online. See Entrepreneurial Management (p. 650) (Tippie College of Business) in the Catalog or contact the Tippie College of Business for details.

CERTIFICATE IN NONPROFIT MANAGEMENT
The Certificate in Nonprofit Management is offered by University College in collaboration with Distance Education and the Larned A. Waterman Iowa Nonprofit Resource Center. The certificate requires 18 s.h. Courses are offered primarily online. See Nonprofit Management (p. 1222) (University College) in the Catalog or contact the Division of Continuing Education for details.

CERTIFICATE IN PUBLIC HEALTH
The Certificate in Public Health (p. 1146) is offered by the College of Public Health and is designed primarily for individuals working in public health practice and for those considering public health careers. The certificate requires 12 s.h. Courses are offered online. Applicants must have substantial relevant work experience. Contact the College of Public Health for details.

CREATIVE WRITING EMPHASIS AREA
The creative writing emphasis area requires 18 s.h. It provides students with an understanding of the multiple facets of written communication. The emphasis area requires the following course work.

All of these:
08A:080 (ENNM:2100) Nonfiction Writing for Non-English Majors
08C:023 (CW:1810) Creative Writing

Three of these:
JUSTICE STUDIES EMPHASIS AREA

The justice studies emphasis area requires 18 s.h. It focuses on human development, personality theory, interpersonal and group communication, multiculturalism, professional ethics, and the development of helping skills. The emphasis area requires the following course work.

At least three of these:

- 07C:194 (RCE:4194) Interpersonal Effectiveness 3 s.h.
- 07C:197 (RCE:4197) Citizenship in a Multicultural Society 3 s.h.
- 07C:199 (RCE:4199) Counseling for Related Professions 3 s.h.

At least four of these:

- 07C:185 (RCE:4185) Introduction to Substance Abuse 3 s.h.
- 07C:194 (RCE:4194) Interpersonal Effectiveness 3 s.h.
- 030:108 (POLI:3104) Immigration Politics 3 s.h.
- 034:184 (SOC:4450) Juvenile Justice: A Socio-legal Perspective 3 s.h.
- 034:186 (SOC:3450) Criminal Legal System 3 s.h.

For additional details about the emphasis area and related careers, see the justice studies emphasis page on the Bachelor of Applied Studies web site.

HUMAN RELATIONS EMPHASIS AREA

The human relations emphasis area requires 18 s.h. It focuses on human development, personality theory, interpersonal and group communication, multiculturalism, professional ethics, and the development of helping skills. The emphasis area requires the following course work.

All of these:

- 07C:194 (RCE:4194) Interpersonal Effectiveness 3 s.h.
- 07C:197 (RCE:4197) Citizenship in a Multicultural Society 3 s.h.
- 07C:199 (RCE:4199) Counseling for Related Professions 3 s.h.

At least three of these:

- 07C:162 (RCE:4162) Introduction to Couple and Family Therapy 3 s.h.
- 07C:174 (RCE:4174) Positive Psychology 3 s.h.
- 07C:176 (RCE:4176) Child Abuse: Assessment, Intervention, and Advocacy 3 s.h.
- 07C:178 (RCE:4178) Microcounseling 1-3 s.h.
- 07C:179 (RCE:4179) Sexuality Within the Helping Profession 3 s.h.
- 07C:180 (RCE:4180) Topical Seminar for Helping Professionals arr.
- 07C:185 (RCE:4185) Introduction to Substance Abuse 3 s.h.
- 07E:114 (EDTL:3114) Parent-Child Relationships 3 s.h.
- 042:112 (SSW:3712) Human Sexuality, Diversity, and Society 3 s.h.

For additional details about the emphasis area and related careers, see the human relations emphasis page on the Bachelor of Applied Studies web site.

POLITICAL SCIENCE EMPHASIS AREA

The political science emphasis area requires 18 s.h. It focuses on the United States’ political role in shaping social and public policy worldwide and on the interplay between foreign and domestic politics. The emphasis area requires the following course work.

Two of these:

- 030:001 (POLI:1100) Introduction to American Politics 3 s.h.
- 030:043 (POLI:1403) Introduction to Politics in the Muslim World 3 s.h.
- 030:045 (POLI:1405) Introduction to Comparative Politics 3 s.h.
- 030:050 (POLI:1200) Introduction to Political Behavior 3 s.h.
- 030:060 (POLI:1500) Introduction to International Relations 3 s.h.
- 030:061 (POLI:1501) Introduction to American Foreign Policy 3 s.h.

At least four of these:

- 030:108 (POLI:3104) Immigration Politics 3 s.h.
- 030:110 (POLI:3123) State Politics in Iowa 3 s.h.
- 030:111 (POLI:3110) Local Politics 3 s.h.
- 030:113 (POLI:3100) American State Politics 3 s.h.
- 030:115 (POLI:3116) The Presidency 3 s.h.
- 030:119 (POLI:3150) Problems in American Politics 1-3 s.h.
- 030:125 (POLI:3118) Interest Groups 3 s.h.
- 030:126 (POLI:3111) American Public Policy 3 s.h.
- 030:152 (POLI:3102) The U.S. Congress 3 s.h.
- 030:177 (POLI:3504) Globalization 3 s.h.

For additional details about the emphasis area and related careers, see the political science emphasis page on the Bachelor of Applied Studies web site.

Admission

Individuals who wish to earn a B.A.S. must apply formally for admission to the program. Prospective students should contact the Division of Continuing Education before they apply.

The B.A.S. is designed for students who need to earn a bachelor’s degree by distance education. Individuals who have access to the full range of the University’s on-campus daytime classes should seek admission to the College of Liberal Arts and Sciences in order to earn a degree with a major. The interdepartmental studies major allows students to tailor a degree program to their individual interests (see Interdepartmental Studies (p. 377) in the Catalog).

Applicants to the B.A.S. program must have earned an Associate of Applied Science (A.A.S.) degree, an Associate of Arts (A.A.), or an Associate of Science (A.S.) from a community college that participates in the Iowa Community College/Regents Articulation Agreement or from a regionally accredited community college. They must have a minimum of 60 s.h. of approved transfer
credit. Applicants who graduated from an Iowa community college must have a cumulative g.p.a. of at least 2.00; those who graduated from a community college outside Iowa must have a cumulative g.p.a. of at least 2.50.

The program recommends that B.A.S. applicants complete the following B.A.S. minimum core requirements before entering the program.

Rhetoric (course work equivalent to composition I, composition II, and speech)
Quantitative or formal reasoning (3 s.h.)
Social sciences (3 s.h.)
Values, society, and diversity (3 s.h.)
Business/management (6 s.h.)

See a B.A.S. advisor for a list of other acceptable courses.

Contact the Division of Continuing Education for more information about the B.A.S. program.
Bachelor of Liberal Studies

Coordinators
- Nancy Romine, Jared S. Trulinger, Destiny Wallace

Undergraduate major: Bachelor of Liberal Studies (B.L.S.)

Undergraduate Program of Study
- Bachelor of Liberal Studies
The Bachelor of Liberal Studies (B.L.S.) is designed for students who wish to complete a bachelor’s degree by
distance education. The B.L.S. is a general undergraduate
degree without a traditional academic major. Students
work with their academic advisors to structure programs
that meet their individual objectives.

B.L.S. students may plan programs designed to advance
their careers, begin new careers, or prepare for graduate
or professional study. Students who have specific career
goals or advanced degree programs in mind should learn
what educational background they will need in order to
achieve their goals, and they should include appropriate
course work in their B.L.S. programs.

Students may earn credit toward the degree through
several types of courses, including Division of Continuing
Education on-campus courses, web-based Guided
Independent Study courses, semester-based web courses,
extension courses at sites throughout Iowa, and regular
session courses. Courses from any of the three Board
of Regents, State of Iowa, universities may be applied
toward the degree, as may appropriate courses from other
accredited institutions.

B.L.S. students may not earn minors, but they may include
certificates in their degree programs.

For application information, see "Admission" below.

The B.L.S. is awarded by University College and is
administered by the Division of Continuing Education.

Bachelor of Liberal Studies
The Bachelor of Liberal Studies requires a minimum of 120
s.h. and is intended to be completed entirely by distance
education. Students must earn at least 30 s.h. of credit
toward the degree in University of Iowa courses after
admission to the B.L.S. program. They must earn at least
60 s.h. of the minimum 120 s.h. at four-year colleges,
including 45 s.h. in course work defined as upper level.

The University is in the process of revising its course
numbering system. Under the current system, University
of Iowa courses are considered upper level if they are
numbered 100 and above. Some courses numbered below
100 may be considered upper level for the B.L.S.; for a
list of these courses, contact the Division of Continuing
Education. Under the new system, University of Iowa
courses numbered 3000-4999 will be considered upper-
level for the B.L.S.

B.L.S. students are required to complete the College of
Liberal Arts and Sciences General Education Program (p.
306).

Students complete at least 12 s.h. of credit in three of the
following five distribution areas (total of at least 36 s.h.).
In each distribution area, 6 of the required 12 s.h. must be
earned in upper-level courses.

- Humanities (e.g., literature, history, philosophy, religion)
- Communication and arts (e.g., journalism, speech, drama,
  art, music, writing)
- Natural sciences and mathematics (e.g., geology, biology,
  statistics, computer science)
- Social sciences (e.g., geography, psychology, economics,
  political science, anthropology)
- Professional fields (e.g., business, education, nursing,
  social work, library science)

Students must maintain a cumulative g.p.a. of 2.00 or
higher in all course work applied toward the degree, all
course work completed after admission to the program,
and all upper-level course work.

All College of Liberal Arts and Sciences policies regarding
pass/nonpass and satisfactory/fail grading, academic
standards, and so forth apply to B.L.S. students. See the

Admission
Individuals who wish to earn a B.L.S. must apply formally
for admission to the program. Prospective students should
contact the Division of Continuing Education before they
apply.

The B.L.S. is designed for students who need to earn a
bachelor’s degree by distance education. Individuals who
have access to the full range of the University’s on-campus
daytime classes should seek admission to the College
of Liberal Arts and Sciences in order to earn a degree with a
major.

B.L.S. application requirements vary depending on
educational background.

New applicants to The University of Iowa must have 60 s.h.
of approved transfer credit and a cumulative g.p.a. of at
least 2.50. They also must have satisfied the following high
school course requirements: four years of English/language
arts, two years of a single foreign language, three years of
science, three years of social studies, two years of algebra,
and one year of geometry.

Former University of Iowa students applying for reentry
must have a total of 60 s.h. of University of Iowa and
approved transfer credit and a g.p.a. of at least 2.00 on all
University of Iowa course work or all college course work
completed.

Applicants who hold an Associate of Arts (A.A.) degree
from an Iowa community college or from Waldorf College
must have a g.p.a. of at least 2.25 and are considered to
have satisfied all General Education Program requirements
except foreign language.

Applicants who hold an A.A. from Black Hawk College
(Illinois) must have a g.p.a. of at least 2.25 and are
considered to have satisfied all General Education Program
requirements except foreign language.

Applicants who hold an A.A. from another institution must
have 60 s.h. of approved transfer credit and a cumulative
g.p.a. of at least 2.50. They also must have satisfied the
following high school course requirements: four years
of English/language arts, two years of a single foreign language, three years of science, three years of social studies, two years of algebra, and one year of geometry. Transfer credit is evaluated course by course.

Contact the Division of Continuing Education for more information about the Bachelor of Liberal Studies.
Belin-Blank Center for Gifted Education

**Director**
- Susan Assouline

**Web site:** http://www.education.uiowa.edu/belinblank/

The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development is dedicated to serving the needs of the gifted community at local, national, and international levels. It offers programs for preservice and inservice educators, including the State of Iowa Talented and Gifted Endorsement. Its online and on-campus courses and workshops on gifted education support the professional development of educators worldwide.

The center is home to the Assessment and Counseling Clinic, the Institute for Research and Policy on Acceleration, and the National Institute for Twice Exceptionality. The center also administers the College of Education’s Honors Opportunity Program, through which qualified undergraduate students in education work toward graduation with collegiate honors.

For more information about the center and its programs, contact the Belin-Blank Center or visit its web site.

**Precollege Programs**

The Belin-Blank Center offers a wide variety of programs for precollege students. The Exceptional Student Talent Search (grades 2-9) helps determine talented students’ academic abilities and needs. Outreach programs include Invent Iowa (grades K-12), which encourages students to think about and solve problems through invention, and Scholastic Arts and Writing Awards (grades 7-12), which recognize achievement in the literary, visual, and performing arts.

The Junior Science and Humanities Symposium (grades 9-12) engages students in original research and experimentation in the STEM fields (science, technology, engineering, and math). Students present the results of their research to a panel of judges and an audience of their peers at the Iowa Regional Junior Science and Humanities Symposium. The top two presenters are invited to present at the national symposium.

The National Academy of Arts, Sciences, and Engineering (grade 12) gives high-achieving students the opportunity to enroll at The University of Iowa before they finish high school. To enter the program, students must have completed grade 11 or the equivalent. The program is open to high-ability students worldwide.

The center’s academic year nonresidential programs include Challenge Saturdays (grades 3-8), which offers half-day Saturday classes in Iowa City and in Des Moines, Iowa, for high-ability students and for Belin-Blank Exceptional Student Talent Search members; and the Weekend Institute for Gifted Students (grades 3-8), which offers three-hour Saturday classes in Iowa City and in Council Bluffs, Iowa, for high-ability students. Challenges for Elementary School Students (grades 2-6) is a nonresidential summer program for Belin-Blank Exceptional Student Talent Search members that offers two weeks of half-day classes in Iowa City and Des Moines.

The Belin-Blank Center also offers the following residential programs, which are held on the University of Iowa campus during summer. Students in each program participate in cultural and recreational activities and have access to the University’s libraries, computer facilities, and study areas. Housing and meals are provided at the University’s residence halls.

**Blank Summer Institute**

The Blank Summer Institute for the Arts & Sciences (BSI) is a one-week program that provides an intensive, advanced educational experience designed to enhance exceptionally talented students’ intellectual and social growth. The BSI study plan complements the regular school curriculum. Students choose one of eight courses that explore advanced science, math problem solving, social sciences, creative writing, invention and innovation, visual arts, performing arts, and global and cultural studies.

To be eligible for BSI, students must be Iowa residents, must be completing grade 7 or 8, and must be nominated by their schools. Students selected for BSI receive a Myron and Jacqueline Blank Summer Scholarship to cover part of the institute’s cost.

**China and Hong Kong Scholars**

The China and Hong Kong Scholars Program is a Belin-Blank Center partnership that brings high-ability students from China and Hong Kong to The University of Iowa to sample life as university students during the summer before their senior year of high school. The scholars take classes and engage in recreational and social activities on campus. Some of the students may be admitted to the University once they have completed high school in their home countries.

**Iowa Talent Project**

The Belin-Blank Center collaborates with the Des Moines and Cedar Rapids, Iowa, school districts through the Iowa Talent Project (ITP) to identify talented and gifted students from underrepresented populations who are taking Advanced Placement (AP) courses as they progress through secondary school. ITP participants attend a residential summer program at The University of Iowa that focuses on college preparation. They also complete AP courses and take at least three AP exams. Upon finishing high school, successful ITP students are admitted to The University of Iowa. Many earn an Iowa Talent Project scholarship.

**Junior Scholars Institute**

The Junior Scholars Institute (JSI) is a one-week program in which students take a single advanced course for the entire week. Students choose from courses on subjects ranging from creative writing to engineering to the arts.

JSI is open to students from around the world. To be eligible, students must be completing grade 6, 7, or 8. They may nominate themselves and must submit a nomination packet. Students selected for JSI receive a scholarship to cover part of the institute’s cost.

**National Scholars Institute**

The National Scholars Institute (NSI) is a one-week program that provides an advanced educational
experience designed to enhance the development of
talent. Students enroll in one advanced-level course,
choosing from math, science, visual arts, creative writing,
leadership, and other subjects.

NSI is open to students from around the world. To be
eligible for the institute, students must be completing
grade 9, 10, or 11 and must submit a nomination packet.
Students selected for the institute receive a scholarship to
cover part of the institute’s cost.

Secondary Student Training Program

Students in grades 10-11 may nominate themselves for
the Secondary Student Training Program (SSTP), a six-week
residential summer research program at the University
of Iowa. SSTP students conduct scientific research in
University laboratories under the guidance of a faculty
mentor. See Secondary Student Training Program (p. 1225)
in the Catalog to learn more.
Career Center Programs

**Director**
- David Baumgartner

**Web site:** [http://www.careers.uiowa.edu/](http://www.careers.uiowa.edu/)

The University of Iowa Marvin A. and Rose Lee Pomerantz Career Center administers the University’s Career Center Programs. The center helps students explore and plan careers, search for employment and internship opportunities, and prepare for interviews. Students may use the Pomerantz Career Center’s services at any time during their academic careers, but the center encourages entering first-year and transfer students to visit after they arrive on campus and to make use of all of the center’s services throughout their study at Iowa.

The center offers online workshops throughout the year on a variety of topics, including résumé writing, job and internship search techniques, employer research, interviewing skills, and more. It hosts several career fairs each fall and spring, offering students the opportunity to talk with and learn about prospective employers.

The Pearson Library contains career-related books, periodicals, and online resources—some broad in scope, others targeted to specific careers or jobs. Employer recruiting brochures join information on salaries, geographical cost of living, resources for jobs and internships, graduate schools, and other topics.

The Pomerantz Career Center facilitates job and internship interviewing with a wide range of employers: regional, national, and international; profit and nonprofit; state and federal government. Employers conduct on-campus interviews at specific times during the year, and many post immediate openings year-round for internships and for full-time positions. On-campus recruiting and job postings are available on the center’s web site. The center also offers career-related courses.

The center helps students find internships in Iowa, the Midwest, nationwide, and sometimes in other countries. For a list of discipline-related internships (all require course registration), see "Internships" under “Courses” below.

For more information about the center’s services and facilities, contact the Pomerantz Career Center.

## Courses

### Career Exploration

**409:051 [CCP:1301] Communication for the Workplace**
- 1 s.h.

How effective verbal and written communication is utilized in the workplace; how email and social media communication is used at work; appropriate ways to utilize assertiveness skills; development of refined presentation skills necessary for the workplace; hands-on, skills-based learning environment.

Requirements: sophomore or higher standing.

### 409:052 [CCP:1302] Office Etiquette for the Workplace**
- 1 s.h.

How professionalism and work ethic is demonstrated in the workplace; time management and organization skills relevant to full-time employment; succeeding in multigenerational workplaces; hands-on, skills-based learning environment.

Requirements: sophomore or higher standing.

**409:053 [CCP:1303] Successful Teamwork for the Workplace**
- 1 s.h.

Demonstration of problem solving and self-awareness skills relevant to the workplace; application of listening and critical thinking skills; how to perform with a global mindset in the workplace; hands-on, skills-based learning environment.

Requirements: sophomore or higher standing.

**409:054 [CCP:1304] “Suit Camp” for the Job Search**
- 1 s.h.

Basic needs for finding full-time employment; creating and polishing a résumé, techniques for interviewing and networking, developing a personal job search plan; “boot camp” style, skills-based experience; for students thinking about graduation and wanting to get serious about a job search.

Requirements: sophomore or higher standing.

**409:055 [CCP:1305] Social Media for Your Job Search**
- 1 s.h.

Effective use of social media for networking as part of preparing for a job search; efficient identification and utilization of online tools (e.g., LinkedIn, Twitter); building a professional online presence; creating a plan for utilizing social networks for an entry-level job search.

**409:057 [CCP:2001] Graduate Admissions 101**
- 1 s.h.

Preparation for graduate school application and admissions process; graduate entrance examinations, how to select a graduate program, graduate school applications and personal statements, securing a graduate assistantship, and graduate school interviews.

- 1 s.h.

Beginner’s guide to international employment: how to conduct an international job search, applying and interviewing for work abroad, using the Internet to your advantage, networking domestically, using United States resources in seeking foreign employment, what to expect in the foreign workplace.

- 2-3 s.h.

How to conduct successful job search; résumé development, interviewing, networking, branding, job search strategies; develop career management plan.

**409:110 [CCP:1300] Career Exploration**
- 2 s.h.

Helps students identify their interests, skills, and values relative to majors and careers; self-assessment, information interviews, research on majors and careers, site visits.

## Internships

Students must register before beginning an internship in order for the internship to be noted on the transcript.

**409:001 [CCP:1001] Internship in Art**
- 0 s.h.
409:002 (CCP:1002) Internship in Biological Science 0 s.h.

409:003 (CCP:1003) Internship in Communication Sciences and Disorders 0 s.h.

409:004 (CCP:1004) Internship in Chemistry 0 s.h.
Prerequisites: 004:122 (CHEM:2220). Requirements: junior standing, completion of 12 s.h. of UI course work, and minimum 2.75 cumulative g.p.a.

409:006 (CCP:1006) Internship in Business 0 s.h.

409:007 (CCP:1007) Internship in Education 0 s.h.
Requirements: admission to Teacher Education Program.

409:008 (CCP:1008) Internship in English 0 s.h.

409:009 (CCP:1009) Internship in French 0 s.h.

409:012 (CCP:1012) Internship in Geoscience 0 s.h.
Requirements: cumulative g.p.a. of at least 2.50, g.p.a. in geology courses of at least 3.00, and grade of C or higher in 012:150 (GEOS:3500).

409:013 (CCP:1013) Internship in German 0 s.h.

409:015 (CCP:1015) Internship 0 s.h.

409:016 (CCP:1016) Internship in History 0 s.h.

409:019 (CCP:1019) Internship in Journalism 0 s.h.

409:020 (CCP:1020) Internship in Classics 0 s.h.

409:021 (CCP:3021) Internship in Library Science 0 s.h.

409:022 (CCP:1022) Internship in Computer Science 0 s.h.
Prerequisites: 22C:021 (CS:2230), and 22M:025 (MATH:1850) or 22M:031 (MATH:1550). Requirements: 24 s.h. of undergraduate course work.

409:024 (CCP:1024) Internship in Museum Studies 0 s.h.

409:025 (CCP:1025) Internship in Music 0 s.h.

409:027 (CCP:1027) Internship in Health and Human Physiology 0 s.h.
Requirements: admission to health and human physiology.

409:029 (CCP:1029) Internship in Physics and Astronomy 0 s.h.

409:030 (CCP:1030) Internship in Political Science 0 s.h.

409:031 (CCP:1031) Internship in Psychology 0 s.h.
Requirements: completion of 12 s.h. of departmental course work.

409:032 (CCP:1032) Internship in Religious Studies 0 s.h.

409:033 (CCP:1033) Internship in Literature, Science, and the Arts 0 s.h.

409:034 (CCP:1034) Internship in Sociology 0 s.h.

409:035 (CCP:1035) Internship in Spanish 0 s.h.

409:036 (CCP:1036) Internship in Communication Studies 0 s.h.
Requirements: declared communication studies major, completion of 12 s.h. of departmental course work, and minimum 2.50 cumulative g.p.a.

409:039 (CCP:1039) Internship in Asian Languages and Literature 0 s.h.

409:041 (CCP:1041) Internship in Russian 0 s.h.

409:042 (CCP:1042) Internship in Social Work 0 s.h.

409:044 (CCP:1044) Internship in Geography 0 s.h.
Requirements: sophomore standing, completion of 12 s.h. of departmental course work, and minimum 2.25 cumulative g.p.a.

409:045 (CCP:1045) Internship in American Studies 0 s.h.

409:048 (CCP:1048) Internship in Cinema and Comparative Literature 0 s.h.

409:049 (CCP:1049) Internship in Theatre Arts 0 s.h.

409:062 (CCP:1062) Internship in Informatics 0 s.h.
Prerequisites: 22C:080 (CS:2110), and 06K:182 (MSCI:3200) or 22C:084 (CS:2420). Requirements: 24 s.h. of undergraduate course work.
409:070 (CCP:1070) Global Internship Preparation 1 s.h.
Classroom preparation for international summer internship program in Paris, London, or Madrid; internship goal setting, predeparture orientation activities, reflective learning, professional development concepts.

409:071 (CCP:1071) ROTC International Cultural Internship 0 s.h.
Internship opportunity to develop leaders capable of positive interactions with other cultures and their governments, and who possess the language skills to effectively communicate cultural sensitivities when interacting with American and international media; recent locations include China, Indonesia, Japan, Morocco, Russia, Senegal, Slovakia, Tajikistan, Tanzania, Ghana, Thailand, Botswana, Costa Rica, Czech Republic, and Vietnam. Requirements: ROTC member and Military Science program chair approval.

409:072 (CCP:1072) Internship in Human Rights 0 s.h.
Recognition of approved work in human rights arena.

409:073 (CCP:2202) ISSS Academic Internship 9 s.h.
Academic credit for full-time internship employment out of area; for international students in the Tippie College of Business. Requirements: F-1 or J-1 visa international student, Tippie College of Business undergraduate standing, minimum 3.50 g.p.a., full-time internship offer letter in hand (at least 40 hours/week and one semester in length), internship approved by International Student and Scholar Services for F-1 Curricular Practical Training (CPT) or J-1 Academic Training (AT), concurrent registration in approved 3 s.h. distance education course, internship work location at least 100 miles from Iowa City, and preapproval of internship by Pomerantz Career Center.

409:074 (CCP:1074) Office of the Provost Internship 0 s.h.
Internship in the Office of the Provost.

409:091 (CCP:1091) Internship in Law 0 s.h.

409:099 (CCP:1099) Internship in Biochemistry 0 s.h.

409:103 (CCP:1103) Internship in Linguistics 0 s.h.

409:113 (CCP:1113) Internship in Anthropology 0 s.h.

409:114 (CCP:1114) International Internship: Madrid 2 s.h.
Ten-week program, includes orientation, Spanish language school, and eight-week unpaid internship. Requirements: acceptance to undergraduate internship program in Madrid.

Ten-week program, includes orientation, French language school, and eight-week unpaid internship. Requirements: acceptance to undergraduate internship program in Paris.

409:122 (CCP:1122) Internship in Mathematics 0 s.h.
Prerequisites: 22M:025 (MATH:1850) or 22M:031 (MATH:1550). Requirements: junior standing, completion of 12 s.h. of UI course work, and cumulative g.p.a. of at least 2.75.

409:131 (CCP:1131) Internship in Gender, Women’s, and Sexuality Studies 0 s.h.

409:137 (CCP:1137) Internship in Dance 0 s.h.

409:145 (CCP:1145) Internship in Interdepartmental Studies 0 s.h.

409:153 (CCP:1153) Internship in Aging Studies 0 s.h.

409:159 (CCP:1159) Internship in Environmental Sciences 0 s.h.
Requirements: cumulative g.p.a. of at least 2.50.

409:169 (CCP:1169) Internship in Leisure Studies 0 s.h.

409:170 (CCP:3170) Internship in Public Health 0 s.h.
Requirements: admission to the College of Public Health.

409:171 (CCP:3171) Internship in Biostatistics 0 s.h.
Requirements: admission to the College of Public Health.

409:172 (CCP:3172) Internship in Community and Behavioral Health 0 s.h.
Requirements: admission to the College of Public Health.

409:173 (CCP:3173) Internship in Epidemiology 0 s.h.
Requirements: admission to the College of Public Health.

409:174 (CCP:3174) Internship in Health Management and Policy 0 s.h.
Requirements: admission to the College of Public Health.

409:175 (CCP:3175) Internship in Occupational and Environmental Health 0 s.h.
Requirements: admission to the College of Public Health.

409:187 (CCP:1187) Internship in International Studies 0 s.h.

409:188 (CCP:1188) Internship in Performing Arts 0 s.h.

Internship placements for students in all University of Iowa majors (typical placements include Congress, the White House, the Center for Strategic and International Studies, the U.S. Department of Commerce, the U.S. Department of Defense, the Environmental Protection Agency, CNN, C-SPAN, BET, MCI Center, the Smithsonian Institution, the National Institutes of Health, Amnesty International, the Children's Defense Fund, Mexican Cultural Institute Embassies, the U.S. Marshall's Office, federal courts, law offices, and the U.S. Secret Service); participation in Presidential Lecture Series and Congressional Breakfast Series. Full semester or summer session.

Combined classroom instruction, faculty-led discussions, and experiential work opportunities; usually offered in Washington, D.C., occasionally at other locations tied to an event (e.g., political convention); one or two weeks.

409:192 (CCP:1192) Internship in Statistics and Actuarial Science 0 s.h.
Requirements: junior standing.

409:193 (CCP:1193) Internship in Accounting 0 s.h.
Requirements: admission to Tippie College of Business and accounting major.

409:194 (CCP:1194) Internship in Finance 0 s.h.
Requirements: admission to Tippie College of Business and finance major.

409:195 (CCP:1195) Internship in Marketing 0 s.h.
Requirements: at least 3.00 g.p.a. in 06M:100 (MKTG:3000) and 06M:134 (MKTG:3100), admission to Tippie College of Business, and marketing major.

409:196 (CCP:1196) Internship in Economics 0 s.h.
Requirements: economics major.

409:197 (CCP:1197) Internship in Management and Organizations 0 s.h.
Requirements: admission to Tippie College of Business and management and organizations major.

409:198 (CCP:1198) Internship in Management Information Systems 0 s.h.
Requirements: admission to the Tippie College of Business and management sciences major.

409:201 (CCP:1201) Academic Internship 1-3 s.h.
Opportunity for students to expand on internship experiences by developing learning objectives and reflecting on experience; how internship experience relates to academic course work and future career goals. Requirements: secured internship, cumulative g.p.a. of at least 2.00, and completion of 24 s.h. of UI course work (12 s.h. for transfer students).

409:217 (CCP:1217) Internship in Fundraising and Philanthropy Communication 0 s.h.
Supervised experience working with fundraising and development professionals in nonprofit organization. Requirements: sophomore standing and completion of 12 s.h. of UI course work.
Center for Diversity & Enrichment

**Director**
- Nancy J. Humbles

**Web site:** http://diversity.uiowa.edu/cde/

The Center for Diversity & Enrichment offers the Iowa First Nations summer program for high school students and the Iowa Edge program for students entering The University of Iowa.

**Precollege Program of Study**

**Iowa First Nations**

The Iowa First Nations program enables students entering grades 11 and 12 to explore the educational opportunities offered on the University of Iowa campus and by higher education in general. Iowa First Nations students live on campus for a week (Monday through Friday), spending five nights in one of the University’s residence halls. They go on structured field trips to campus departments, participate in hands-on classroom experiences, and take part in activities on campus and in the community.

**Undergraduate Program**

**The Iowa Edge**

The Iowa Edge program supports incoming students as they make their transition to The University of Iowa. The program takes place the week before fall semester classes begin. Iowa Edge students move into the residence halls early, learn about campus resources, become familiar with the campus setting, and build community with other students. Current UI students serve as Iowa Edge peer leaders, facilitating the program.

**Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>402:002</td>
<td>(CDE:0002) Life Science Summer Program</td>
<td>0 s.h.</td>
</tr>
<tr>
<td>402:013</td>
<td>(CDE:2013) Iowa Edge Peer Leader Training</td>
<td>1 s.h.</td>
</tr>
<tr>
<td></td>
<td>Preparation for role of Iowa Edge Peer Leader; working with African American, Alaskan Native, American Indian, Asian American, Pacific Islander, Latino/a, and first generation college students; development of leadership, group facilitation, presentation, and peer mentoring skills.</td>
<td></td>
</tr>
<tr>
<td>402:023</td>
<td>(CDE:0023) Iowa First Nations</td>
<td>0 s.h.</td>
</tr>
</tbody>
</table>
College Success Initiatives

Coordinator

• Lisa Ingram

The College Success Initiatives program is designed to enrich students' experiences at The University of Iowa. College Success Initiatives offers the following courses focused on helping first-year and entering students make a successful transition to the University:

- **407:001 (CSI:1100) The College Transition**, a traditional first-year experience course;
- **407:004 (CSI:1150) The College Transition Lab**, a practical application of study skill strategies;
- **407:011 (CSI:2100) The Transfer Transition**, a transition course for transfer students;
- **407:007 (CSI:1700) Online at Iowa**, a web-based course introducing first-year and transfer students to electronic tools and resources at The University of Iowa;
- **407:008 (CSI:1800) Managing Your Money: Personal Finance for College Students**, a web-based course introducing students to the basics of money management; and
- **407:002 (CSI:1500) College Success Seminar**, a course for first-year students who have been placed on academic probation.

College Success Initiatives is administered by the associate provost for undergraduate education. For more information about College Success Initiatives courses, contact the Academic Advising Center.

Courses

**407:001 (CSI:1100) The College Transition**

College culture, University of Iowa resources, refinement of study skills, test taking, identification of personal values, self-motivation, goal setting; taught in small sections with emphasis on classroom discussion. Requirements: entering first-year student.

**407:002 (CSI:1500) College Success Seminar**

Skills, habits, and attitudes essential for college success; self-assessment, goal setting, problem solving, motivation, time management, study skills, preparing for and taking tests; campus resources, including the Pomerantz Career Center, University Counseling Service; emphasis on class participation and completion of assignments related to course topics. Requirements: selected students with first-year standing in the College of Liberal Arts and Sciences.

**407:004 (CSI:1150) The College Transition Lab**

Preparation for affiliated lecture course; practical context to apply, evaluate, and refine study skills strategies explored in 407:001 (CSI:1100); expand study strategies, enhance grasp of affiliated course material, and apply study skills to future course work. Corequisites: 407:001 (CSI:1100). Requirements: Concurrent enrollment in a CIC affiliated lecture course.

**407:007 (CSI:1700) Online at Iowa**

Web-based introduction to electronic tools and resources at The University of Iowa; web sites, e-mail, databases; how to research courses, register for classes, and review grades; computer security; virtual campus tour.

**407:008 (CSI:1800) Managing Your Money: Personal Finance for College Students**

Introduction to basic concepts and practices for management of resources and prevention of financial problems commonly associated with college, including credit and student loans.

**407:009 (CSI:1900) International at Iowa**

Introduction to immigration and other laws; academic expectations on the University of Iowa campus; cultural adjustment; how to succeed academically; caring for one's mental health; web-based course for new international undergraduate students.

**407:011 (CSI:2100) The Transfer Transition**

University of Iowa resources, career and major selection, identification of personal values, self-motivation, goal setting, study and test-taking skills; small sections with classroom discussion. Requirements: entering transfer student standing.

**407:025 (CSI:1000) Mindfulness: Being Here With It All**

Training in Mindfulness-Based Stress Reduction; application to dealing with life changes (i.e., transition to University life); navigating daily life (academics, roommates, schedules); improving academic skills; self-regulation of emotions; questions of meaning and purpose. Same as 07P:026 (PSQF:1026).

**407:030 (CSI:1250) Introduction to Law Study and Legal Careers**

Introduction to legal education and careers; exploration of role of law in society, nature of legal education, careers in law, and current legal issues; opportunity for students to begin reflecting on their own interest in this field.
First-Year Programs

**Director**
- Beth F. Ingram

**Assistant director**
- Andrew Beckett

First-Year Programs offers courses designed for first-year students and provides special opportunities for students to interact with faculty and senior administrators.

**Courses**

**420:029 (FYP:1000) First-Year Seminar**
- 1 s.h.
  - Introduction to the intellectual life of the University; opportunity to work closely with a faculty member or senior administrator; active participation that eases the transition to college-level learning.

**420:050 (FYP:1100) College Expectations: Safe and Smart**
- 0 s.h.
  - Alcohol and sexual violence awareness training.

**420:060 (FYP:2100) College Expectations for Transfer Students**
- 0 s.h.
  - Alcohol and sexual violence awareness training.

**420:090 (FYP:1400) The Passport Project: Exploring Knowledge and Culture Beyond the Classroom**
- 1 s.h.
  - Attendance at 12 events selected from the University and Iowa City’s rich intellectual and cultural offerings, including art workshops and openings, literary readings, lectures in the sciences and humanities, hands-on engineering demonstrations, dance recitals, political forums, plays and music performances; small-group discussion; written and multimedia reviews and reflections; special events with some of the area’s outstanding leaders in research, teaching, and scholarship.
Human Rights

Director
• Greg Hamot

Associate director
• Amy Weismann

Affiliated faculty
• Loyce Arthur (Theatre Arts), Jeremy Brigham (International Programs), Diana Cates (Religious Studies), Mary Cohen (Education/Music), Carolyn Colvin (Education), Jovana Davidovic (Philosophy), Brian Farrell (Law/International Programs), Elizabeth Heineman (History/Gender, Women's, and Sexuality Studies), Maureen McCue (Public Health/International Programs), Nathan Miller-Lor's (Philosophy), David Osterberg (Occupational and Environmental Health), Sally Scott (Policy Center), Shelton Stromquist (History), Burns H. Weston (Law), Andrew Willard (International Programs/University of Iowa Honors Program), Adrien Wing (Law)

Undergraduate certificate: human rights
Human rights concern the inherent dignity of all human beings and the promotion and protection of that dignity regardless of race, color, gender, sexual orientation, religion, culture, nationality, birth, or other status. The Certificate in Human Rights program broadens students' understanding of human rights issues and helps them learn how to use an interdisciplinary approach to identify solutions.

Course work for the certificate is drawn from units across The University of Iowa. It prepares students to examine societal problems critically and to design specific solutions to human rights dilemmas in a wide range of areas, such as civil governance, the situations of women and racial and sexual minorities, child welfare, socioeconomic development and well-being, hunger and poverty, education, health, immigration, ecological sustainability, and mass violence.

Undergraduate Program of Study
• Certificate in Human Rights

Certificate
The Certificate in Human Rights requires 18 s.h. of credit. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor's degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

Individuals must declare their intent to earn the certificate and must submit a plan of study; see the Certificate in Human Rights web site for details.

Work for the certificate consists of two core courses (6 s.h.) and several approved electives (12 s.h.) chosen from the lists under “Elective Courses” below.

Students may use certificate courses to fulfill requirements of the College of Liberal Arts and Sciences General Education Program (p. 306) and requirements of majors and minors. They may count a maximum of 6 s.h. of transfer credit toward the certificate with approval from the certificate program’s faculty advisory group. A maximum of 3 s.h. of credit graded satisfactory/unsatisfactory may be counted toward the certificate.

The Certificate in Human Rights requires the following course work.

**CORE COURSES**
Philosophical foundations and contemporary issues in human rights—one of these (students who take additional courses from this list may count them as certificate electives):

- 091:193 (LAW:8570) Human Rights in the World Community 3 s.h.
- 026:130 (PHIL:3430) Philosophy of Human Rights 3 s.h.
- 216:080 (HRTS:2115)/187:080 (IS:2115) Introduction to Human Rights 3 s.h.

Human rights in practice—all students must take this course:


**ELECTIVE COURSES**
Certificate students must earn 12 s.h. of credit in elective course work chosen from the following lists. They may count a maximum of 6 s.h. of credit from any one department or program toward the certificate elective requirement.

The courses below are grouped by theme to help students choose electives that meet their interests and objectives, but some courses could fit into more than one of these groupings. Each course’s content is described on ISIS.

Students who would like to take a course not included in the following lists may submit a petition to the certificate’s faculty advisory group. The petition should state the course’s number and name and tell why the student wishes to include the course in his or her certificate electives. The petition should be submitted before the preregistration period for the session in which the course will be offered. Students must receive approval from the advisory group in order to count the course toward the certificate. Many courses have prerequisites, and some require enrollment in certain programs or colleges; students should consult the certificate program advisor to be sure they meet the registration requirements for the course they are petitioning to count toward the certificate.

**Culture**
- 01H:167 (ARTH:3970) African American Art and Architecture 3 s.h.
- 16A:104 (HIST:4201) History of the American Deaf Community 3-4 s.h.
- 026:001 (PHIL:2401) Matters of Life and Death 3 s.h.
- 030:156 (POLI:3406) Ethnic and Religious Conflict in the Muslim World 3 s.h.
- 032:003 (RELS:1903) Quest for Human Destiny 3 s.h.
- 032:016 (RELS:1810) Religion and Liberation 3 s.h.
- 036:051 (COMM:2051) Politics of Popular Culture 3 s.h.
- 045:025 (AMST:2025) Diversity and American Identities 3 s.h.
Global Interactions

16E:130 (HIST:4438) Modern European Imperialism 3 s.h.
16W:126 (HIST:4730) Slavery, Jihads, and Saints in Islamic Africa 3 s.h.
030:160 (POLI:3507) Women and Politics in Global Perspective 3 s.h.
032:155 (RELS:3855) Human Rights and Islam 3 s.h.
044:010 (GEOG:1090) Globalization and Geographic Diversity 3 s.h.
113:010 (ANTH:2100) Anthropology and Contemporary World Problems 3 s.h.
129:097 (AFAM:2610)/169:097 (LEIS:1097) Race, Sport, and Globalization 3 s.h.
131:149 (GWSS:2150)/113:115 (ANTH:2150) Transnational Feminism 3 s.h.
152:120 (GHSS:4600) Global Health and Human Rights 2-3 s.h.
152:158 (GHSS:3850) Promoting Health Globally 3 s.h.
421:071 (LS:3010) Global Leadership Initiative 1 s.h.

Health

16A:106 (HIST:4203) Disability in American History 3 s.h.
152:120 (GHSS:4600) Global Health and Human Rights 2-3 s.h.
152:158 (GHSS:3850) Promoting Health Globally 3 s.h.
152:182 (GHSS:4230) Health Experience of Immigrants, Migrants, and Refugees 3 s.h.
153:135 (ASP:3135)/042:135 (SSW:3135) Global Aging 3 s.h.

Labor

16A:141 (HIST:4250) Work and Society in Industrializing America 3 s.h.
16A:142 (HIST:4252) American Labor in the Twentieth Century 3-4 s.h.
16A:147 (HIST:4275)/129:137 (AFAM:4275) History of Slavery in the U.S.A. 3-4 s.h.
16W:123 (HIST:4723) Slavery, Gender, and Identity in East Africa 3 s.h.

Mass Violence

16E:132 (HIST:4435) War and Society in Modern Europe 3 s.h.
16E:158 (HIST:4978) Holocaust in History and Memory 3 s.h.
16W:183 (HIST:4176) Vietnam War on Film 3-4 s.h.

Migration/Immigration

16A:146 (HIST:4254) Immigrant America 1845-1925 3 s.h.
045:145 (AMST:3045) Immigration and American Culture 3 s.h.
152:182 (GHSS:4230) Health Experience of Immigrants, Migrants, and Refugees 3 s.h.

Political and Legal Systems and Thought

026:034 (PHIL:1034) Philosophy and the Just Society 3 s.h.
026:102 (PHIL:2402) Introduction to Ethics 3 s.h.
026:132 (PHIL:3432) Introduction to Political Philosophy 3 s.h.
030:107 (POLI:3114) Women and Politics in the United States 3 s.h.
030:108 (POLI:3104) Immigration Politics 3 s.h.
030:112 (POLI:3105) Minority Representation in American Politics 3 s.h.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>030:114</td>
<td>(POLI:3106) Racism and Politics in the U.S.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:155</td>
<td>(POLI:3509) International Courts: The Intersection of Law and Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:156</td>
<td>(POLI:3406) Ethnic and Religious Conflict in the Muslim World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:045</td>
<td>(SOC:3415) Global Criminology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:126</td>
<td>(SOC:4540) Social Movements in the U.S.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:149</td>
<td>(SOC:4420) Sociology of Criminal Punishment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>036:054</td>
<td>(COMM:2054) Movements, Protest, Resistance</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:010</td>
<td>(GEOG:1090) Globalization and Geographic Diversity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>091:663</td>
<td>(LAW:9528) Advanced Topics in International Law (when topic is Human Rights Law and Policy Research)</td>
<td>arr.</td>
</tr>
<tr>
<td>149:102</td>
<td>(AINS:3002)/16A:110 (HIST:3002) Introduction to American Indian History and Policy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td></td>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>01H:167</td>
<td>(ARTH:3970) African American Art and Architecture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16A:147</td>
<td>(HIST:4275)/129:137 (AFAM:4275) History of Slavery in the U.S.A.</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>028:079</td>
<td>(SPST:2079)/129:079 (AFAM:2079) Race and Ethnicity in Sport</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:108</td>
<td>(POLI:3104) Immigration Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:112</td>
<td>(POLI:3105) Minority Representation in American Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:114</td>
<td>(POLI:3106) Racism and Politics in the U.S.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>030:164</td>
<td>(POLI:3508) Race in World Politics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:155</td>
<td>(SOC:3830) Race and Ethnicity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>034:175</td>
<td>(SOC:3840) Community and Urban Sociology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>045:030</td>
<td>(AMST:1030)/129:061 (AFAM:1020) Introduction to African American Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>129:097</td>
<td>(AFAM:2610)/169:097 (LEIS:1097) Race, Sport, and Globalization</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>129:123</td>
<td>(AFAM:3245)/032:126 (RELS:3745) Twentieth-Century African American Religion: Civil Rights to Hip-Hop</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>131:055</td>
<td>(GWSS:1002) Gender, Race, and Class in the U.S.</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>07C:176</td>
<td>(RCE:4176) Child Abuse: Assessment, Intervention, and Advocacy</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>216:175</td>
<td>(HRTS:3900)/187:175 (IS:3900) Child Labor and International Rights</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>#</td>
<td>Topics</td>
<td></td>
</tr>
<tr>
<td>187:003</td>
<td>(IS:2012) Issues in International Studies</td>
<td>1 s.h.</td>
</tr>
<tr>
<td>187:176</td>
<td>(IS:3905)/216:176 (HRTS:3905) Topics in Human Rights</td>
<td>1-3 s.h.</td>
</tr>
</tbody>
</table>
Intercollegiate Athletic Participation

Students who are members of University of Iowa intercollegiate athletics teams and are certified to participate in their sport may register for 408:021 (IAP:1021) Intercollegiate Athletic Participation. Each section of the course represents a specific sports team; students register for the appropriate section. Registration requires approval from the director of athletic student services. Qualified students may repeat the course. Members of University of Iowa sport clubs are not eligible to enroll in 408:021 (IAP:1021).

Courses

408:021 (IAP:1021) Intercollegiate Athletic Participation 1 s.h.
Iowa Biosciences Advantage

Codirectors
• Vincent G.J. Rodgers (Physics and Astronomy), Lori Adams (Biology)

Lecturer
• Meaghan Rowe-Johnson

Web site: http://iba.biology.uiowa.edu/

Undergraduate Program
Iowa Biosciences Advantage (IBA) is a highly competitive undergraduate research and academic enrichment program funded by the National Institutes of Health. The program identifies academically talented undergraduate, underrepresented students who aspire to research careers and gives them first-rate training that facilitates entry into doctoral programs in biomedical, behavioral, and biophysical sciences.

Iowa Biosciences Advantage students have opportunities to work in research laboratories with faculty mentors during the course of their undergraduate careers. The program’s faculty represents a broad range of disciplines in the basic and biomedical sciences. IBA students also benefit from specialized course work, career counseling, and academic advising for biomedical and bioscience careers.

Students selected for IBA must maintain good standing in academics and research. Good academic standing requires a g.p.a. of at least 3.00 and is evaluated at the end of each semester. Good research standing is determined by each student’s research mentor. Students work with their mentors throughout the academic year and summer.

STUDENTS ACCEPTED FROM HIGH SCHOOL
Students admitted to IBA from high school spend their first year at The University of Iowa establishing good academic standing and conducting laboratory rotations.

During fall semester, IBA students enroll in 168:041 (IBA:1041) IBA Student Development Seminar (1 s.h.), where they explore topics such as college culture, University resources, study skills, test taking, and goal setting.

During spring semester, IBA students again enroll in 168:041 (IBA:1041); this semester of the course is designed to help them navigate their laboratory rotations. They also enroll in 168:047 (IBA:1047) IBA Research in Biomedical Science (0 s.h.) and complete two research rotations. The rotations, which are set up by IBA staff, introduce students to laboratory research at the University.

Students may choose to remain on campus for the eight-week summer session. At the end of his or her first summer of research, each student is evaluated for admission to the IBA Scholar Program. Students who win admission may continue in IBA throughout the year. They earn pay for laboratory work with their research mentors and may participate in IBA events.

STUDENTS ACCEPTED FROM COLLEGE
Applications also are accepted from current University of Iowa undergraduates majoring in the sciences as well as students transferring to Iowa. Students accepted to IBA during their first, second, or third year of college join the appropriate class of IBA scholars. During their first semester of participation, new undergraduates complete lab rotations and establish good academic standing. They also enroll in 168:041 (IBA:1041) IBA Student Development Seminar (1 s.h.). Once students are matched with a research mentor, they earn pay for their laboratory work during summer and the academic year. They also enroll in 168:047 (IBA:1047) IBA Research in Biomedical Science (0 s.h.).

Admission
Students apply to Iowa Biosciences Advantage during their senior year of high school or once they are undergraduate students.

Applicants must:
• have a strong interest in pursuing a research career;
• have a qualifying academic major;
• be in good academic standing;
• submit an IBA application, including short essays; and
• submit one letter of recommendation from a science or math instructor.

Admission requires an interview. Admission decisions are made in March, July, and October.

Faculty
Faculty members from the University’s broad range of basic and biomedical science disciplines serve as teachers and mentors to IBA students. They represent many departments, including anatomy and cell biology, biochemistry, biology, biomedical engineering, chemistry, health and human physiology, microbiology, molecular physiology and biophysics, neuroscience, and psychology.

Courses
168:041 (IBA:1041) IBA Student Development Seminar 1 s.h.
Academic and professional development; presentations by faculty researchers, admissions representatives, or students in graduate bioscience programs; discussions about succeeding at the University; talks by professional educators on topics such as effective study skills.

168:047 (IBA:1047) IBA Research in Biomedical Science 0 s.h.
Registration in a section taught by student’s research mentor. Requirements: enrollment in IBA.
Iowa Lakeside Laboratory

**Director**
- Peter J. van der Linden

**University of Iowa coordinator**
- Stephen Hendrix (Biology)

**Iowa State University participating faculty**
- Bonnie S. Bowen (Ecology, Evolution, and Organismal Biology), Lee Burras (Agronomy)

**University of Iowa participating faculty**
- John F. Doershuk (Anthropology)

**University of Northern Iowa participating faculty**
- Daryl D. Smith (Biology)

**Web site:** [http://www.continuetolearn.uiowa.edu/lakesidelab/](http://www.continuetolearn.uiowa.edu/lakesidelab/)

Iowa Lakeside Laboratory is a field station run cooperatively by The University of Iowa, Iowa State University, and the University of Northern Iowa. Students at all three institutions may take Iowa Lakeside Laboratory courses for credit. They should check with their advisors to determine whether specific courses count toward requirements of their academic majors or minors or toward other requirements.

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

Each summer Iowa Lakeside Laboratory offers students a unique educational experience—small, full-immersion, field-oriented courses in the natural sciences (archaeology, botany, ecology, hydrology, soils, zoology). Courses are taught at the sophomore/junior level and the senior/graduate level. Enrollment usually is limited to 10 or fewer students per course. Most courses meet all day Monday through Friday, last four weeks, and offer 1 s.h. of credit for each week (40 clock hours) in class. One- and two-week courses also are available, including courses designed especially for teachers.

Weather permitting, students normally spend at least part of each day doing fieldwork, either as part of their class work or for individual or group projects.

Not all courses are offered every year; visit List of Courses on the Iowa Lakeside Laboratory web site or consult the University of Iowa summer course offerings on ISIS (Iowa Student Information Services) to learn which courses will be offered during a particular summer session.

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

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

**Registration**

Students may enroll in Iowa Lakeside Laboratory courses only by submitting an Iowa Lakeside Laboratory Registration and Housing Form to the Iowa Lakeside Laboratory Administrative Office. Information about current courses and housing is available on the Iowa Lakeside Laboratory web site.

Registration usually opens in early January. Enrollment is limited, so students should register early. When they register, they must apply for housing or indicate that they plan to live off campus.

**Financial Support**

Financial support is available for undergraduate and graduate students. The Friends of Lakeside Lab organization provides a merit scholarship that is equivalent to the cost of room and board. Additional financial support may be available from Iowa Lakeside Laboratory and from other sources. Consult the Office of Student Financial Aid for information about support, including work-study and loan programs.

**Courses**

00L:010 (IALL:1010) Earth, Air, and Sky 3 s.h.
Essentials of earth science, including astronomy, meteorology, geology, and paleontology; includes laboratory and fieldwork.

00L:019 (IALL:1019) Soils and Environmental Quality 3-4 s.h.
The role of soils in environmental quality and natural resources management; soil erosion and conservation, water quality, environmental planning; weekend field trip.

00L:030 (IALL:1030) Natural History Workshop 1-2 s.h.
A specific aspect of the upper Midwest’s natural history, or techniques for studying natural history; amphibians and reptiles, birds and birding, nature photography, mushrooms and other fungi, Iowa’s trees and forests, fish biology, prairies, common algae, common insects, aquatic plants, life in rivers, life in lakes, mosses and liverworts, natural history of Iowa Great Lakes region, field archaeology, scuba diving, astronomy, nature sketching: five-day, nontechinical introductions.

00L:034 (IALL:1034) Topics in Ecology and Sustainability 1-4 s.h.
Scientific introduction to ecology and evolution of important groups of organisms: 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. Requirements: one general biology course.

00L:040 (IALL:1040) Archaeology
Nature of cultural and environmental evidence in archaeology, how such evidence is used to model past human behavior and land use; emphasis on Iowa prehistory; basic reconnaissance surveying, excavation techniques.

4 s.h.

00L:043 (IALL:1043) Illustrating Nature--Sketching
Sketching plants, animals, terrain; visual communication, development of a personal style, integration of typographic and visual elements on a page.

2 s.h.

00L:044 (IALL:1044) Illustrating Nature--Photography
Beginning/intermediate technique and composition in color photography of natural areas, their plants and animals.

2 s.h.

00L:050 (IALL:1050) Undergraduate Internship
Placement with county conservation boards, camps, parks, and other agencies for experience as interpreters, rangers, technicians. Requirements: sophomore standing.

1-4 s.h.

00L:100 (IALL:3100) Techniques for Biology Teaching
Development and implementation of laboratory exercises suitable for inclusion in elementary, middle, high school, and community college biology and environmental courses; exercises built around common organisms and ecosystems in Iowa; animal biology, plant biology, fungi and lichens, aquatic ecology, prairie ecology, wetland ecology, limnology, animal behavior, insect ecology, biology of invertebrates, noninvasive use of living organisms, Project WET; field trips.

1-2 s.h.

00L:102 (IALL:3102) Plant-Animal Interactions
Introduction to ecology and co-evolution of plants and animals; emphasis on dispersal, pollination, plant-herbivore interactions; field and laboratory work, reading, discussion. Requirements: one biological science course.

4 s.h.

00L:103 (IALL:3103) Aquatic Ecology
Analysis of aquatic ecosystems; emphasis on basic ecological principles; ecological theories tested in the field; identification of common plants and animals. Requirements: ecology, chemistry, and physics courses.

4 s.h.

00L:105 (IALL:3105) Plant Taxonomy
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, recognition of major plant families.

4 s.h.

00L:109 (IALL:3109) Freshwater Algae
Structure and taxonomy of freshwater algae based on field material collected; emphasis on genus-level identifications; habitat visits to lakes, fens, streams, rivers; algal ecology.

3 s.h.

00L:111 (IALL:3111) Summer Writing Festival at Iowa Lakeside Laboratory
Application of imagination to life experiences to become more effective writers; writing exercises invite imaginative leaps, thoughtful reflections, humor, and seriousness; participants work in various forms of expression, including personal essay, poetry, and short fiction; designed for young adult to adult writers of all levels. One week.

1 s.h.

00L:113 (IALL:3113) Undergraduate Independent Study
Requirements: junior or senior standing.

1-4 s.h.

00L:115 (IALL:3115) Field Mycology
Identification and classification of the common fungi; techniques for identification, preservation, and culture practiced with members of the various fungi groups.

4 s.h.

00L:117 (IALL:3117) Ecology and Systematics of Diatoms
Field and laboratory study of freshwater diatoms; techniques in collection, preparation, and identification of diatom samples; study of environmental factors affecting growth, distribution, taxonomic characters; project design and execution, including construction of reference and voucher collections; data organization and analysis.

4 s.h.

00L:121 (IALL:3121) Plant Ecology
Principles of plant population, community, and ecosystem ecology illustrated through studies of native vegetation in local prairies, wetlands, forests; group or individual projects.

4 s.h.

00L:122 (IALL:3122) Prairie Ecology
Basic patterns, underlying physical and biotic causes of regional and local distributions of North American prairie plants and animals; field and laboratory analysis and projects. Requirements: familiarity with basic principles of biology and ecology.

4 s.h.

00L:124 (IALL:3124) Wetland Ecology
Ecology, classification, creation, restoration, and management of wetlands; field studies on composition, structure, and function of local natural wetlands, restored prairie pothole wetlands; individual or group projects. Prerequisites: 00L:131 (IALL:3131).

4 s.h.

00L:126 (IALL:3126) Ornithology
Biological, ecological, and behavior of birds; emphasis on field studies of local avifauna; group projects with focus on techniques of population analysis and methodology for population studies.

4 s.h.

00L:127 (IALL:3127) Introduction to Insect Ecology
Insects; their diversity and life history; emphasis on ecology and behavior; field, laboratory study.

4 s.h.

00L:128 (IALL:3128) Fish Ecology
Basic principles of fish interaction with biotic and abiotic environments; field methods, taxonomy, and biology of fish with emphasis on the fish fauna of northwestern Iowa.

4 s.h.
00L:131 (IALL:3131) Ecology 4 s.h.
Introduction to the principles of ecology at the population, community, ecosystem levels; field studies of local lakes, wetlands, and prairies used to examine factors that control distributions, interactions, and roles of plants and animals in native ecosystems. Requirements: two semesters of introductory biology.

00L:133 (IALL:3133) Animals and Their Ecosystems 4 s.h.
Vertebrate and invertebrate animals of the Midwest; observation of animals in nature, either through passive observational techniques or active trapping exercises; once identified, placement of animals in proper taxonomic position (i.e., "Tree of Life"); ecological perspective, including habitat preferences (i.e., wetland, lake, prairie, forest, river, edge), trophic position, and activity patterns; discussion and emphasis on conservation status. Requirements: introductory biology course.

00L:135 (IALL:3135) Aquatic Toxicology and Wetland Dynamics in Freshwater Systems 2-4 s.h.
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. Requirements: one year of biology and one year of chemistry.

00L:140 (IALL:3140) Water Policy and Politics 1 s.h.
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.

00L:142 (IALL:3142) Watershed Hydrology and Surficial Processes 4 s.h.
Effects of geomorphology, soils, and land use on transport of water and materials (nutrients, contaminants) in watersheds; fieldwork emphasizing investigations of the Iowa Great Lakes watershed. Requirements: four courses in physical or biological sciences or engineering.

00L:151 (IALL:3151) Analysis of Environmental Data 2 s.h.
Theory and application of statistical techniques for analysis of ecological and paleoecological data.

00L:160 (IALL:3160) Restoration Ecology 4 s.h.
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, wetland vegetation. Requirements: an ecology course.

00L:163 (IALL:3163) Conservation Biology 4 s.h.
Population- and community-level examination of factors influencing viability of plant and animal populations from demographic and genetic perspectives; assessment of biodiversity; design, management of preserves. Offered summer sessions of odd years. Prerequisites: 00L:131 (IALL:3131).

00L:165 (IALL:3165) Behavioral Ecology 4 s.h.
Ecological and evolutionary theories of animal behavior examined through field studies of animal coloniality, courtship, territoriality, predator defense, habitat selection, foraging, mating systems, parental care. Requirements: two biology courses.

00L:175 (IALL:3175) Soil Formation and Landscape Relationships 4 s.h.
Relationships between soil formation, geomorphology, environment; soil description, classification, geography, mapping, interpretation for land use. Prerequisites: 00L:142 (IALL:3142).

00L:199 (IALL:3199) Undergraduate Research 1-4 s.h.
Requirements: junior or senior standing.

00L:210 (IALL:5210) Global Climate Change: Causes, Connections, and Cures 2 s.h.
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. Requirements: bachelor’s degree.

00L:213 (IALL:5213) Graduate Independent Study 1-4 s.h.

00L:217 (IALL:5217) Ecology and Systematics of Diatoms 4 s.h.

00L:225 (IALL:5225) Physical Limnology 2-4 s.h.
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.

00L:240 (IALL:5240) Natural History Workshop 1-3 s.h.
An aspect of the upper Midwest’s natural history, or techniques for studying natural history.

00L:250 (IALL:5250) Graduate Internship 1-5 s.h.
Experience as interpreters, rangers, technicians, and teachers through placement with county conservation boards, camps, parks, schools, other agencies.

00L:299 (IALL:5299) Research 1-4 s.h.
Iowa Young Writers' Studio

**Director**
- Stephen Lovely

**Web site:** http://iowayoungwritersstudio.org/

### Precollege Program of Study

The Iowa Young Writers’ Studio is a summer creative writing program for high school students at The University of Iowa. Students in the program build a community of peers while working with experienced writing teachers, primarily students and graduates of the University’s M.F.A. program in creative writing.

The program is residential; students live on campus in one of the University’s residence halls.

The studio offers three courses of study: poetry, fiction, and creative writing (a mix of poetry, fiction, and creative nonfiction). Each course consists of a seminar and a workshop. In seminars, students read literature by established writers. In workshops they share their own writing, get feedback from their classmates and teacher, and discuss issues of narrative and form.

The studio offers two two-week sessions: one in June and one in July.

Young writers who have completed grade 10, 11, or 12 are eligible to attend the studio. Application materials include an application form, a creative writing sample, a statement of purpose, a high school transcript, and a letter of recommendation from an English teacher or another instructor familiar with the applicant’s writing. For complete application information, contact the Iowa Young Writers’ Studio or visit its web site.

Application deadline is early February for the following summer.

### Courses

`406:001 (IYWS:1001) Iowa Young Writers’ Studio` 0 s.h.
Leadership Studies

Co-directors

• Kelley Ashby, William Nelson

Undergraduate certificate: leadership studies
Web site: http://www.careers.uiowa.edu/leadershipstudies/

Leadership studies is a multidisciplinary academic field that draws upon theories and applications from a wide variety of related disciplines, such as the social sciences (e.g., psychology, sociology, political science, and anthropology) and the humanities (e.g., philosophy and history), as well as professional fields, including management and education. The University of Iowa's Leadership Studies Program examines ethical issues, principles, theories, and styles of leadership; the dynamics of interactions between leaders, followers, and group members; leaders' impact on organizations and communities; and leadership skills such as goal setting, communicating effectively, creating a vision, and empowering others.

The Leadership Studies Program offers the undergraduate Certificate in Leadership Studies as well as the Career Leadership Academy, a four-course sequence designed to help undergraduate students develop leadership and employment skills, and the online course Global Leadership Initiative. See "Undergraduate Program of Study" and "Other Undergraduate Programs" below.

Undergraduate Program of Study

• Certificate in Leadership Studies

The Certificate in Leadership Studies is an interdisciplinary program coordinated by the Pomerantz Career Center and supported by the Tippie College of Business, the College of Education, the College of Liberal Arts and Sciences, and the Center for Student Involvement and Leadership.

Certificate

The Certificate in Leadership Studies requires 21 s.h. of credit. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student's transcript.

Students must declare their intent to earn the certificate to a leadership studies advisor in the Pomerantz Career Center; see Certificate in Leadership Studies on the center's web site for information on how to enter the certificate program.

The certificate program provides a structure for involvement and commitment to leadership. It introduces students to leadership concepts and offers them hands-on leadership experiences they will need in order to begin the life-long development of these skills. Certificate students complete an interdisciplinary core course (3 s.h.), area electives (15 s.h.), an experiential learning course (3 s.h.), and a final personal and program evaluation.

The Certificate in Leadership Studies requires the following course work.

INTERDISCIPLINARY CORE COURSE

All certificate students are required to complete the interdisciplinary core course (3 s.h.). In order to enroll in the course, they must have earned a minimum of 30 s.h. of credit and must be in good academic standing as defined by the College of Liberal Arts and Sciences (cumulative g.p.a. of at least 2.00).


The core course provides students with a broad foundation of leadership knowledge. It introduces diverse approaches to studying and practicing leadership and gives students a structure for organizing knowledge and skills from other leadership courses and experiences. The course features presentations by guest instructors from across the University, offering students an interdisciplinary perspective on leadership.

Certificate students must complete 421:072 (LS:2010) before they may enroll in the required experiential learning or service learning course.

AREA ELECTIVES

Area electives are drawn from five developmental areas central to effective leadership: self-leadership, group leadership, communication, cultural competence, and ethics and integrity. Students must complete 3 s.h. from each of these areas (total of 15 s.h.).

Self-Leadership

At least 3 s.h. from these:

023:101 (MILS:1010) Leadership and Personal Development MSL101 1 s.h.
023:102 (MILS:1020) Introduction to Tactical Leadership MSL102 1 s.h.
06J:162 (MGMT:4300) Leadership and Personal Development 3 s.h.
410:045 (LLS:1045) Leadership in the Outdoors 3 s.h.
413:050 (STS:1050) Introduction to Leadership 3 s.h.
413:100 (STS:1100) President's Leadership Class (PLC) 3 s.h.
421:071 (LS:3010) Global Leadership Initiative 1 s.h.
421:076 (LS:2002) Career Leadership Academy Phase 1 and 2 3 s.h.
421:077 (LS:1007) The 7 Habits of Highly Successful College Students 1 s.h.
421:106 (LS:2000) Career Leadership Academy--Phase 1 2 s.h.
421:109 (LS:4001) Career Leadership Academy--Phase 4 1 s.h.

Group Leadership

At least 3 s.h. from these:

023:103 (MILS:2010) Innovative Team Leadership MSL201 2 s.h.
23A:130 (AERO:3100) Air Force Leadership Studies I 3 s.h.
23A:132 (AERO:3200) Air Force Leadership Studies II 3 s.h.
031:015 (PSY:2501) Introduction to Social Psychology 3 s.h.
034:020 (SOC:3210) Principles of Social Psychology 3 s.h.
034:164 (SOC:3610) Organizations and Modern Society 3 s.h.
036:019 (COMM:1819) Organizational Leadership 3 s.h.
042:157 (SSW:3500) Nonprofit Organizational Effectiveness I 3 s.h.
At least 3 s.h. from these:

**Ethics and Integrity**

06:048 (MGMT:2100) Introduction to Management 3 s.h.
06:130 (MGMT:3200) Individuals, Teams, and Organizations 3 s.h.
169:061 (LEIS:1061) Recreation Leadership and Programming 3 s.h.
410:067 (LSS:1067) Team Building Challenge Course 1 s.h.
421:107 (LS:2001) Career Leadership Academy—Phase 2 2 s.h.
421:108 (LS:3001) Career Leadership Academy—Phase 3 2 s.h.
421:110 (LS:3002) Career Leadership Academy Phase 3 and 4 3 s.h.

Communication

At least 3 s.h. from these:

01:115 (INTM:3755) What is Storytelling For? 4 s.h.
036:012 (COMM:1112) Interpersonal Communication 3 s.h.
036:017 (COMM:1117) Theory and Practice of Argument 4 s.h.
036:018 (COMM:1818) Leadership and Organizational Procedures 2 s.h.
036:030 (COMM:1130) The Art of Persuading Others 3 s.h.
036:070 (COMM:1170) Communication Theory in Everyday Life 3 s.h.
036:091 (COMM:2091) Organizational Communication 3 s.h.
068:100 (BUS:3000) Business Communication and Protocol 3 s.h.
068:140 (BUS:3800) Business Writing 3 s.h.
06j:156 (MGMT:4100) Dynamics of Negotiations 3 s.h.

Cultural Competence

At least 3 s.h. from these:

016:040 (HIST:1040) Perspectives: Diversity in American History 3 s.h.
025:103 (MUS:3310) World Music 3 s.h.
078:150 (EPLS:4150)-078:151 (EPLS:4151) Leadership and Public Service I-II (both courses are required) 5 s.h.
129:116 (AFAM:3459) African American Literature Before 1900 3 s.h.
131:055 (GWSS:1002) Gender, Race, and Class in the U.S. 3 s.h.
16A:154 (HIST:3154)/131:158 (GWSS:3154) Sexuality in the United States 3 s.h.
165:126 (ABRD:3352) & 421:071 (LS:3010) International Perspectives: Xicotepec - Global Leadership Initiative (both courses are required) arr.
208:120 (CCCC:2220) Foundations of Critical Cultural Competence 3 s.h.
One elective approved for the Certificate in Critical Cultural Competence 3 s.h.

Students who use an elective approved for the Certificate in Critical Cultural Competence to satisfy this requirement must choose it from the list Elective Courses for Selected Categories: Certificate in Critical Cultural Competence.

Ethics and Integrity

At least 3 s.h. from these:

01H:182 (ARTH:4040)/091:192 (LAW:8163) Art, Law, and Ethics 3 s.h.
019:140 (JMC:3300) Media Law and Communication 3 s.h.
019:168 (JMC:4805) Journalism Ethics 3 s.h.
026:001 (PHIL:2401) Matters of Life and Death 3 s.h.
026:034 (PHIL:1034) Philosophy and the Just Society 3 s.h.

026:036 (PHIL:1636) Principles of Reasoning: Argument and Debate 3 s.h.
026:102 (PHIL:2402) Introduction to Ethics 3 s.h.
026:132 (PHIL:3432) Introduction to Political Philosophy 3 s.h.
026:135 (PHIL:3435) Philosophy of Law 3 s.h.
06j:132 (MGMT:3400) Law and Ethics in Management 3 s.h.
07C:195 (RCE:4195) Ethics in Human Relations and Counseling 3 s.h.
101:120 (PTRS:5100) Professional Issues and Ethics 1 s.h.
174:223 (HMP:6315) Seminar in Health Care Ethics 1-2 s.h.
216:080 (HRTS:2115) Introduction to Human Rights 3 s.h.

EXPERIENTIAL LEARNING

Certificate students must earn 3 s.h. in a course focused on experiential, or hands-on, learning. An experiential learning course may take different forms, such as a service learning experience, an internship, or an on-campus leadership practicum.

Before they may enroll in the hands-on course, students must have completed at least 9 s.h. of work toward the certificate, including the core course 421:072 (LS:2010) Perspectives on Leadership: Principles and Practices, so that they have a solid foundation of knowledge to apply to the experience.

Service Learning Courses

Service learning courses incorporate community engagement with academic course work. They allow students to gain hands-on experience along with a deeper understanding of course content while responding to real community needs. Students may satisfy the certificate's experiential learning requirement by earning 3 s.h. in service learning courses approved by the University of Iowa Center for Teaching or by completing 421:078 (LS:1008) Service Learning Fellow Course.

Students who satisfy the requirement with 421:078 (LS:1008) register for the course in order to receive credit for their service learning experience. Students must complete all course assignments and must earn 3 s.h. in order to fulfill the experiential learning requirement. The service learning experience must take place during the semester in which 421:078 (LS:1008) is offered. Service learning experiences completed during fall and spring semesters must last at least 15 weeks and must require eight hours of service per week; those completed during a summer session must last at least 10 weeks and must require 12 hours of service per week.

Students enrolled in 421:078 (LS:1008) meet weekly to discuss topics related to theory and practices of academic service learning, including how service learning relates to democracy, citizenship, and civic responsibility. Service that fulfills the certificate’s experiential learning requirement must be approved in advance by the instructor of 421:078 (LS:1008); contact the Pomerantz Career Center.

Internship

Internships consist of preapproved, supervised on-the-job learning; they may be paid or unpaid.

Students register for 421:073 (LS:3011) Leadership Certificate Internship in order to receive certificate credit for the internship; they must complete all course assignments and must earn 3 s.h. in order to fulfill the experiential learning requirement.
To meet the certificate's experiential learning requirement, an internship must consist of professional experience that relates to the student's major field of study or career interest area and allows the student to build on the academic course work he or she has completed in the certificate program. At least 80 percent of the student's internship duties must be professional-level work, and the student must receive continuous supervision by a professional (not a student) in the internship field. The internship must last a minimum of 6 weeks and must require 225 hours of work.

Internships that fulfill the certificate's experiential learning requirement must be approved in advance by one of the certificate program's internship advisors, and the internship site supervisor must agree to the terms of the internship and must complete the required form before the internship may be approved. Students may work with staff at the Pomerantz Career Center to find an approved internship opportunity, or they may develop their own internship.

For more information about internships, see Internships/Students on the Pomerantz Career Center web site.

**On-Campus Leadership Practicum**

Students who wish to fulfill the experiential learning requirement with an on-campus leadership practicum must engage in a formal, approved experience that is meaningful, educational, and cocurricular. It must require the student to take initiative and pursue active leadership roles and responsibilities. Examples include positions as student organization leaders, student government leaders, University Housing resident assistants, student orientation advisors, peer educators, and fraternity and sorority leaders. Practicums may be paid or unpaid.

Students register for 413:125 (STS:1125) Leadership Certificate Practicum Class in order to receive certificate credit for the practicum; they must earn 3 s.h. in order to fulfill the experiential learning requirement. Students meet weekly in the practicum course to discuss topics related to the academic course work as applied in practice, and they must successfully complete a goal-setting assignment and a reflection assignment.

To meet the certificate's experiential learning requirement, a practicum must last at least 15 weeks during the semester in which 413:125 (STS:1125) is offered and must require 10-15 hours of work per week [413:125 (STS:1125) is not offered every semester].

Practicums that fulfill the certificate's experiential learning requirement must be approved in advance by the leadership practicum instructor in the University's Center for Student Involvement and Leadership. Students must submit a list of goals and assignments and/or duties they will complete during the practicum, to demonstrate that the practicum will provide substantive work assignments and opportunities to build on the academic course work they have completed in the certificate program.

Each student also must identify a practicum mentor and demonstrate that the mentor will be willing to guide and evaluate the student's work and development of leadership skills, and will participate in reviewing the student’s goal-setting assignment and in the final review of the student’s performance.

**PERSONAL AND PROGRAM EVALUATION**

In order to be awarded the Certificate in Leadership Studies, students must complete a final report detailing how they completed the certificate requirements. The report should include a list of all courses taken for the certificate, indicating the requirement each course met, when each course was taken, and what grade the student earned for each course.

**Other Undergraduate Programs**

**Career Leadership Academy**

The Career Leadership Academy is a four-semester sequence of courses designed to help undergraduate students develop vital skills for leadership and employment: communication, interpersonal, and presentation skills and the ability to work well with others. The program consists of weekly seminars, activities, and events. Participants also have access to exclusive programs such as career exploration opportunities, networking events, and leadership development experiences.

421:076 (LS:2002) Career Leadership Academy Phase 1 3 s.h.
421:106 (LS:2000) Career Leadership Academy--Phase 1 2 s.h.
421:107 (LS:2001) Career Leadership Academy--Phase 2 2 s.h.
421:108 (LS:3001) Career Leadership Academy--Phase 3 2 s.h.
421:109 (LS:4001) Career Leadership Academy--Phase 4 1 s.h.
421:110 (LS:3002) Career Leadership Academy Phase 3 3 s.h.
and 4

For more information, see Career Leadership Academy on the Pomerantz Career Center web site.

**Global Leadership Initiative**

The Leadership Studies Program offers 421:071 (LS:3010) Global Leadership Initiative (1 s.h.), an online course designed to help those engaged in international experiences develop their leadership knowledge, awareness, and skills. Individuals involved in study abroad, international internships, international exchange programs, or employment opportunities that involve international cooperation may enroll in the course concurrently with their international experiences. The course includes online discussion with other students, guided reflection, opportunities to engage with successful leaders in cross-cultural roles, pre- and postexperience assessment, and direction for continued development of global leadership competence after the course concludes.

**Courses**

421:010 (LS:2012) Communication Skills for Leaders 1 s.h.

Shortcomings that exist in today’s world, where messages are typically conveyed in 140 characters or less, and when people need to communicate effectively as leaders; how to develop and improve essential communication skills in order to be effective leaders in professional and personal relationships; road trip with visits to different organizations to learn how communication is used effectively in the workplace in a variety of settings; opportunity to network and develop communication skills in interactions with employers.
421:011 (LS:2013) Strengths-Based Leadership 1 s.h.
Examination and evaluation of personal unique talents, be more engaged, and gain better understanding of leadership from a "Strengths" perspective; how to maximize strengths to stand out from the crowd; how society encourages people to be well-rounded (according to Gallup Organization's Strengths research) and how this pursuit of many goals can actually result in mediocrity.

421:012 (LS:2014) PCC Leadership Internship 0 s.h.
Opportunity to develop and improve leadership and professional skills in a structured environment; skills employers seek in new graduates; evaluation of internship experience; for students who have secured an internship focused on leadership and professional skills development in the Pomerantz Career Center and related programs. Requirements: sophomore or higher standing, completion of at least 12 s.h. of UI course work, secured internship approved in advance by instructor, and compliance with Pomerantz Career Center internship requirements.

421:014 (LS:2016) UI STEP--Student to Employed Professional 1 s.h.
Current employment trends, changes in employer recruitment, and career preparation procedures as undergraduate students; analysis of current employment and University experiences through self-assessment activities; development of a personal action plan to minimize experience gaps; expectations of entry-level employees in résumé, interview, and on-the-job performance; small-group discussion, online discussion boards, assigned readings, education workshops, and action activities. Requirements: student hourly or work-study employment. Recommendations: sophomore or junior standing.

421:018 (LS:1018) Issues in College Residence Halls I 1 s.h.
Development of knowledge and skills required for work as a resident assistant: creating community, handling crises and emergencies; leadership.

421:019 (LS:1019) Issues in College Residence Halls II 1 s.h.
Continuation of 421:018 (LS:1018).

Introduction to theoretical approaches to service learning; shared experiential learning event off campus (i.e., alternative break) coordinated by professional or graduate staff member; variety of concepts including intersectionality of varied social and community issues, reflection and reciprocity, active citizenship and community building, practical implementation of skills from student's academic disciplines, leadership development, and other related areas; five expectations of the IOWA Challenge, with emphasis on STRETCH and SERVE, through education, direct service, and reflection. Requirements: application and acceptance to program.

421:071 (LS:3010) Global Leadership Initiative 1 s.h.
Development of knowledge, attitudes, and skills to be effective global leaders regardless of the industry or field; working effectively in a global environment with empathy; ability to deal with ambiguity and unfamiliarity; critical thinking and comparative skills, including the ability to think creatively and integrate knowledge; pre- and post-travel assessment, guided reflection, guest speakers, online discussion; intercultural communication; online course for students engaged in a study abroad experience or international internship. Requirements: concurrent enrollment in a study abroad or international internship experience, or completing an international component of current employment.

Broad foundation of leadership knowledge representing diverse approaches to studying and practicing leadership; core course for students pursuing the leadership certificate. Requirements: sophomore standing.

421:073 (LS:3011) Leadership Certificate Internship 0,3 s.h.
Registration of practical work experience (internship) with leadership components, for students pursuing the leadership certificate. Prerequisites: 421:072 (LS:2010). Requirements: an additional 6 s.h. of approved leadership course work.

421:075 (LS:1005) Leadership Community Seminar 0-1 s.h.
Opportunity to expand on content and deepen discussion from Career Leadership Academy; leadership skill development through workshops and programs; meaningful involvement and engagement on campus and in community through service learning opportunities; team building through a variety of initiatives and student-led programming; mentors participate while sharing their knowledge, skills, and experiences. Requirements: Leadership Learning Community member or Career Leadership Academy peer mentor.

421:076 (LS:2002) Career Leadership Academy Phase 1 and 2 3 s.h.

421:077 (LS:1007) The 7 Habits of Highly Successful College Students 1 s.h.
Workshop to help students change their approach to responsibilities, relationships, problems, and opportunities; balancing aspects of college life through time management skills; uncovering and exploring a personal mission and setting goals; increase trust levels and proactive behaviors; developing strong relationships with other students and professors; understand and effectively meet needs and expectations of professors, family, and others most important to student; setting priorities to achieve what matters most.
421:078 (LS:1008) Service Learning Fellow Course  3 s.h.
Basic theory and practices of academic service-learning, including how it connects to higher education priorities of democracy, citizenship, and civic responsibility; practical skills and deep learning related to student’s major and/or career goals by incorporating community engagement with academic course work; key theoretical elements of establishing and maintaining successful community partnerships; awareness of potential benefits to students and communities derived from development of civic capacity and community leadership skills. Prerequisites: 421:072 (LS:2010). Requirements: an additional 6 s.h. of approved leadership course work.

National Coalition Building Institute (NCBI) and Cultural Intelligence Quotient (CQ) skill-based training to become more culturally intelligent leaders; in-class participation by employers, networking, learning how these principles take shape in the real world at their respective organizations; book of student’s résumés provided to employers at completion of course. Requirements: sophomore or higher standing.

421:080 (LS:1009) Mock Trial  2 s.h.
Legal analysis and argumentation, public performance, participation in the University of Iowa Mock Trial Club; mock trial role preparation, tournament competition, stage annual club tournament.

421:106 (LS:2000) Career Leadership Academy--Phase 1  2 s.h.
Leadership history and concepts, goal setting, the Relational Leadership Model, personal values and ethics, meaningful involvement and engagement, time and stress management, career development information, and varied self-awareness assessments and interest inventories. First in a four-semester sequence. Requirements: completion of 15 s.h.

421:107 (LS:2001) Career Leadership Academy--Phase 2  2 s.h.
Group dynamics and teambuilding, understanding others, effective communication and listening, delivering presentations, problem solving, and dealing with difficult people; participation in a team-building workshop. Second in a four-semester sequence. Prerequisites: 421:106 (LS:2000).

421:108 (LS:3001) Career Leadership Academy--Phase 3  2 s.h.

421:109 (LS:4001) Career Leadership Academy--Phase 4  1 s.h.
Professionalism and office communication, marketing one’s skills, transitioning from college to the workforce, negotiating salaries, understanding benefits, realistic expectations of an entry-level position, and building a career. Last in a four-semester sequence. Prerequisites: 421:076 (LS:2002), or 421:106 (LS:2000) and 421:107 (LS:2001); and 421:108 (LS:3001).

421:110 (LS:3002) Career Leadership Academy Phase 3 and 4  3 s.h.

421:126 (LS:3009) Global Leadership Initiative in Xicotepec  1-3 s.h.
Culture, history, and values of Mexico; leadership skills and work on civil and humanitarian projects; reflection of learning and experiences; spring break week in Xicotepec, Mexico. Requirements: participation in Career Leadership Academy.
Lifetime Leisure Skills

Director
• Robert DuBay

Web site: http://www.recserv.uiowa.edu/

Lifetime Leisure Skills courses are open to University of Iowa undergraduate and graduate students. Undergraduates in the College of Liberal Arts and Sciences may count credit earned in Lifetime Leisure Skills courses toward the minimum of 120 s.h. required for a bachelor’s degree. Students should consult with their academic advisors.

Courses

410:001 (LLS:4000) Independent Study
arr.
Individual study in an area of interest to students; course work determined by faculty supervisor.

410:002 (LLS:1002) Water Safety Instructor
1 s.h.
Training for instructor candidates to teach courses in the American Red Cross Swimming and Water Safety Program; how to use course materials, conduct training sessions, and evaluate participants’ progress.

410:003 (LLS:1003) Wilderness First Responder
2 s.h.
Tools to make critical medical and evacuation decisions in remote locations; practical skills, case studies, and scenarios designed to challenge decision making abilities; Wilderness Medicine Institute (WMI) adult and child CPR.

410:004 (LLS:1004) Waltz
1 s.h.
Beginning through intermediate-level waltz figures; performing a beautiful waltz routine; skills and knowledge to dance with confidence at any formal dance occasion.

410:005 (LLS:1005) Intermediate Ballroom Dancing: Rhumba, Cha Cha, Merengue
1 s.h.

1 s.h.

410:007 (LLS:1007) Introduction to Rowing
1 s.h.
Introduction to technique, vocabulary, and procedures needed to safely participate in the sport of rowing; use of rowing machines, rowing tank, and rowing shells.

410:008 (LLS:1008) Intermediate Kickboxing
1 s.h.
Aggressive workout utilizing heavy bags, coach’s mitts, and other equipment; conducted at moderate to intense pace using competitive kickboxing techniques, training methods, and equipment: kickboxing as a conditioning tool with self-defense as a byproduct; not designed to prepare for competition. Prerequisites: 410:047 (LLS:1047).

410:009 (LLS:1009) Introduction to the Outdoors
1 s.h.
Mastering fundamental skills needed to safely enjoy an extended experience in an outdoor environment; development of technical skills in “Leave No Trace” principles, outdoor cooking, useful knots, campsite selection, setup; participation in overnight experiential learning camping class; team work to demonstrate skills in completing camp chores.

410:010 (LLS:1010) Whitewater Kayak Playboating
1 s.h.
Basic paddle strokes and techniques of whitewater kayak playboating; taught in Field House pool and rivers in Iowa with whitewater kayaking parks. Recommendations: basic understanding of kayak paddling techniques, and previous whitewater kayaking experience or 410:049 (LLS:1049).

410:041 (LLS:1041) Scuba
1 s.h.
Basics of scuba diving. Taught in CRWC wet classroom and natatorium. Seven weeks.

410:042 (LLS:1042) Introduction to Rock Climbing
1 s.h.
Basics of rock climbing. Taught at Pictured Rocks County Park. Two days.

410:043 (LLS:1043) Bicycle Touring
1 s.h.
Basics of bicycle touring. Taught on Johnson County area roads.

410:044 (LLS:1044) Mountain Bicycling
1 s.h.
Basics of mountain bicycling. Taught on Sugar Bottom recreation trail system.

410:045 (LLS:1045) Leadership in the Outdoors
3 s.h.
Leadership theories, group dynamics, permits, outdoor leadership skills; experience as leader for a day during a weeklong wilderness field trip.

410:046 (LLS:1046) Tae Kwon Do
1 s.h.
Basics of Tae Kwon Do. Eight weeks.

410:047 (LLS:1047) Kickboxing
1 s.h.
Basics of kickboxing. Eight weeks.

410:048 (LLS:1048) Canoeing
1 s.h.
Basics of canoeing. Taught at Macbride Nature Recreation Area. Two days.

410:049 (LLS:1049) White-Water Kayaking
1 s.h.
Basics of white-water kayaking. Taught in Field House pool, rivers in Wisconsin, Missouri.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>410:051 (LLS:1051)</td>
<td>Marathon Training and Racing</td>
<td>1 s.h.</td>
<td>Multiweek training program culminating in the Midwest; for students who run 30-40 miles per week.</td>
</tr>
<tr>
<td>410:053 (LLS:1053)</td>
<td>River Canoeing</td>
<td>1 s.h.</td>
<td>Basics of canoeing.</td>
</tr>
<tr>
<td>410:056 (LLS:1056)</td>
<td>Hiking</td>
<td>1 s.h.</td>
<td>Basics of hiking. Taught at Governor Dodge or Devil's Lake State Parks in Wisconsin.</td>
</tr>
<tr>
<td>410:057 (LLS:1057)</td>
<td>Backcountry Skiing and Snowshoeing</td>
<td>1 s.h.</td>
<td>Basics of backcountry winter travel and camping.</td>
</tr>
<tr>
<td>410:059 (LLS:1059)</td>
<td>Intermediate Tae Kwon Do</td>
<td>1 s.h.</td>
<td>Development of knowledge and skills learned in beginning Tae Kwon Do. Prerequisites: 410:046 (LLS:1046).</td>
</tr>
<tr>
<td>410:060 (LLS:1060)</td>
<td>Ballroom Dancing</td>
<td>1 s.h.</td>
<td>Basics of ballroom dancing.</td>
</tr>
<tr>
<td>410:062 (LLS:1062)</td>
<td>Trail Running</td>
<td>1 s.h.</td>
<td>Training, clothing, equipment, nutrition.</td>
</tr>
<tr>
<td>410:064 (LLS:1064)</td>
<td>Basic Orienteering</td>
<td>1 s.h.</td>
<td>Basics of orienteering, including map and compass skills. Taught at Macbride Nature Recreation Area.</td>
</tr>
<tr>
<td>410:066 (LLS:1066)</td>
<td>Exploring the Natural Wonders of Iowa</td>
<td>1 s.h.</td>
<td>History of the Loess Hills area of western Iowa or Yellow River Forest of northeastern Iowa; includes a weekend of hiking and camping.</td>
</tr>
<tr>
<td>410:067 (LLS:1067)</td>
<td>Team Building Challenge Course</td>
<td>1 s.h.</td>
<td>How to work in a group setting and be responsible group members.</td>
</tr>
<tr>
<td>410:069 (LLS:1069)</td>
<td>Basic Snowshoeing</td>
<td>1 s.h.</td>
<td>Basics of snowshoeing. Taught on trails in Wisconsin.</td>
</tr>
<tr>
<td>410:070 (LLS:1070)</td>
<td>Intermediate Bicycle Touring</td>
<td>1 s.h.</td>
<td>Bicycling on roads and trails in Wisconsin; focus on bike touring skills. Prerequisites: 410:043 (LLS:1043).</td>
</tr>
<tr>
<td>410:073 (LLS:1073)</td>
<td>Winter Camping</td>
<td>1 s.h.</td>
<td>Basics of winter camping; snow shelters, hydration, meal preparation, clothing needs, snowshoe/ski travel with sleds.</td>
</tr>
<tr>
<td>410:074 (LLS:1074)</td>
<td>Intermediate Mountain Bicycling</td>
<td>1 s.h.</td>
<td>Mountain bicycling knowledge and skill developed on intermediate-level trails; on-trail maintenance. Prerequisites: 410:044 (LLS:1044).</td>
</tr>
<tr>
<td>410:075 (LLS:1075)</td>
<td>Basic Cross-Country Skiing</td>
<td>1 s.h.</td>
<td>Basics of cross-country skiing in northern Wisconsin.</td>
</tr>
<tr>
<td>410:077 (LLS:1077)</td>
<td>Backpacking</td>
<td>1 s.h.</td>
<td>Remote backcountry experience traveling iconic backpacking trails in the United States, including the Grand Canyon region or the Appalachian Trail; minimum-impact camping; very strenuous.</td>
</tr>
<tr>
<td>410:078 (LLS:1078)</td>
<td>Ballroom Dancing--Nightclub Series</td>
<td>1 s.h.</td>
<td>Salsa, the Hustle, Nickel Club Two-Step, Argentine tango.</td>
</tr>
<tr>
<td>410:079 (LLS:1079)</td>
<td>Ballroom Dancing--Rhythm and Smooth</td>
<td>1 s.h.</td>
<td>Mambo, samba, waltz, Viennese waltz.</td>
</tr>
</tbody>
</table>
410:080 (LLS:1080) **Challenge Course Facilitation** 1 s.h.
How to lead groups through a low- and high-elements challenge course; sequencing of events, processing and debriefing techniques, front-loading games and initiatives, introducing games and initiatives; risk management issues in conducting challenge course activities; history of challenge courses.

410:081 (LLS:1081) **Hut-to-Hut Skiing** 1 s.h.
Cross-country skiing in Colorado’s 10th Mountain Hut System.

410:082 (LLS:1082) **Introduction to Bouldering** 1 s.h.
Basic skills and technique for bouldering with a partner. Taught at Horse Pens 40 in Alabama, and Rocktown in Georgia.

410:083 (LLS:1083) **Tandem Biking** 1 s.h.
How to ride a tandem bicycle with a partner; traffic principles for bike operation, safety for road operations, safe and comfortable tandem bike operations; equipment and accessories for tandem bikes.

410:084 (LLS:1084) **Late Night Outdoor Recreation** 1 s.h.
Nighttime outdoor activities such as moonlight kayaking and canoeing, night hiking, orienteering, bouldering.

410:085 (LLS:1085) **Bicycle Racing Techniques** 1 s.h.
Basic skills and techniques of bicycle racing.

410:086 (LLS:1086) **Stretch Strength Relaxation (RelaXercise)** 1 s.h.
Thorough exercise; strength, flexibility, full-body breathing techniques, relaxation methods for stress reduction and body-mind integration.

410:087 (LLS:1087) **Modern Dance for Fitness** 1 s.h.
Basic working knowledge of modern dance; introduction to modern dance styles, skills, physical art, and discipline; focus on movement, dance techniques and skill, performance, creative experience.

410:088 (LLS:1088) **Salsa Dancing** 1 s.h.
Fundamentals of Latin/Salsa dancing; musical rhythms, cultural history, postures, technique, basic movements; techniques for developing strength, stamina, balance, poise, and partner dancing skills; gender interaction and traditional social behaviors in salsa’s cultural context.

410:089 (LLS:1089) **Service Learning** 1 s.h.
Service learning project in an urban or wilderness setting; learn about local community, environment; projects depend on location, season.

410:090 (LLS:1090) **Rock Climbing Anchor Systems** 2 s.h.
Development of basic skills for climbing anchors; understanding setting top-rope anchors; use of bolts, trees, and passive and mechanical chocks for anchor setting; equalization of anchors; basic knots for rope, webbing, and cordelettes; basic understanding of the structural integrity and frictional forces important to anchor setting.

410:091 (LLS:1091) **Lifeguarding** 1 s.h.
American Red Cross lifeguard training through classroom learning, hands-on practice; surveillance skills for preventing and recognizing injuries; land and water rescue skills; first-aid training, professional rescuer CPR; professional lifeguard responsibilities (e.g., interacting with the public, addressing uncooperative persons); certification in lifeguarding, first aid, professional rescuer CPR, AED.

410:092 (LLS:1092) **Bicycling Southern States** 1 s.h.
Ride routes and trails between Memphis, TN and Vicksburg, MS; see everything from Graceland to cotton fields by bicycle; vehicle supported adventure, camp while exploring the Southern states.

410:093 (LLS:1093) **Intermediate Sea Kayaking** 1 s.h.
Experience paddling in the beautiful blue waters of Lake Powell, exploring remote hidden side canyons, enjoying the stunning landscape, camping on secluded beaches under the star filled sky; learn skills needed to be a safe and efficient sea kayak adventurer, including transportation of boats, entering and exiting the kayak in different conditions, paddle strokes, and rescue techniques; learn what equipment to bring on a sea kayak adventure and how to effectively pack boats while traveling and camping around Lake Powell.

410:094 (LLS:1094) **Land Navigation** 1 s.h.
Travel to the Southwest and learn navigation skills with map and compass; topics include declination, bearings, map reading and recognizing land features on topographical map; camping and backpacking to multiple campsites.

410:095 (LLS:1095) **Movement Analysis and Relaxation Techniques for Fitness** 1 s.h.
Intensive workshop about connections: body to mind, breathing to efficient strengthening and stretching, stability to mobility, exertion to recuperation, function to expression; objectively observe, record, analyze, and understand student’s own movement and that of classmates to bring positive change to movement habits and behavior which block energy and create unneeded stress, inhibit full movement ability and not allow for optimal, desired performance; mindful, efficient, articulate movement.

410:096 (LLS:1096) **Brazilian Jiu-Jitsu** 1 s.h.
Introduction to the sport of Brazilian jiu jitsu; basic self-defense, positional grappling, submissions, submission defense.

410:097 (LLS:1097) **Introduction to Lead Climbing** 1 s.h.
Lead climb using the 52.5 foot tall climbing wall at CRWC; lead fall, lead belay, and clip bolts while climbing; eligible to lead climb at UI Climbing Wall after completion of course. Prerequisites: 410:042 (LLS:1042).

410:098 (LLS:1098) **Yoga** 1 s.h.
Emphasis on mindfulness, breath awareness, and attention to alignment.

410:099 (LLS:1099) **Golf** 1 s.h.
Basic principles and fundamentals of the golf swing (i.e., full swing, pitching, chipping, putting); opportunity to practice skills at various facilities; history, basic rules, proper golf etiquette, and the evolution of golf related to technology.
Military Science (Army ROTC)

Head
• MAJ Joseph Albrecht

Professor
• MAJ Joseph Albrecht

Assistant professor
• MAJ Mike Belin, Ryan Miller, Tony Wolf


The Military Science Program administers Iowa Army ROTC. It gives students who wish to serve on active or reserve status in the U.S. Army the opportunity to earn commissions as army officers. It also administers merit scholarships from the United States government to qualified students.

Although the Military Science Program does not offer degrees, its courses provide education in the military’s role and instruction in leadership and management. The program’s courses are an essential part of the Iowa ROTC program, which competes annually in national leadership assessments.

Military Science Program courses are open to all students. Course credit that counts toward graduation varies by college. Students in the College of Liberal Arts and Sciences may count up to 20 s.h. earned in military sciences courses toward graduation.

Programs

Basic Course

The ROTC basic course is designed primarily for first- and second-year students. It provides the fundamentals of leadership and management and introduces the roles of the military as influenced by national and foreign policy. Students incur no obligation to the military for participation in the basic course.


023:101 (MILS:1010) Leadership and Personal Development MSL101 1 s.h.
023:102 (MILS:1020) Introduction to Tactical Leadership MSL102 1 s.h.
023:103 (MILS:2010) Innovative Team Leadership MSL201 2 s.h.

The basic course requirements may be taken over a one- or two-year period or during a four-week paid summer camp, the Leader’s Training Course (LTC), at Fort Knox, Kentucky. Students with prior military training normally are exempt from the basic course requirements.

Advanced Course

The ROTC advanced course is open to any student who meets the prerequisites, but it is designed primarily for cadets who wish to pursue a commission as a lieutenant in the U.S. Army upon graduation. It is open to both undergraduate and graduate students. Most cadets in the advanced course incur an obligation to the military that can be satisfied in the Active Army, Army Reserve, or Army National Guard.

To enter the advanced course, students must satisfy the basic course requirements, earn at least 54 s.h., and have a cumulative g.p.a. of at least 2.00. In order to become U.S. Army officers, cadets must complete the Leadership Development and Assessment course (LDAC), a five-week session held at Fort Lewis, Washington. Cadets normally attend LDAC during the summer between their third and fourth years. With the military science professor’s permission, cadets may delay LDAC until the summer after their final ROTC class.

A tax-free monthly stipend is provided to cadets who enter a contractual agreement with ROTC to serve in the armed forces. Additional financial assistance may be provided through scholarships.

The following courses are the academic requirements for completion of the advanced course. Some of these courses have prerequisites and corequisites, so students must be careful to take courses in the correct order. Prerequisites and corequisites for each course are listed with course descriptions; see “Courses” at the end of this section.

023:090 (MILS:1090) Leadership Laboratory 0 s.h.
023:095 (MILS:1095) Advanced Military Fitness Training 1 s.h.
023:105 (MILS:3010) Adaptive Tactical Leadership MSL301 3 s.h.
023:106 (MILS:3020) Leadership in Changing Environments MSL302 3 s.h.
023:107 (MILS:4010) Developing Adaptive Leaders MSL401 3 s.h.
023:108 (MILS:4020) Leadership in a Complex World MSL402 3 s.h.

Additional Course Work

Cadets whose aim is a commission must satisfy a Professional Military Education (PME) requirement. They must complete at least one course in military history from the following list. This course may be the same as one used to complete the College of Liberal Arts and Sciences General Education Program (p. 306). Cadets may use other courses to meet the requirement, with the military science professor’s approval.

016:011 (HIST:1016) Issues in Human History: Europe’s Expansion Overseas 3 s.h.
016:012 (HIST:1012) Issues in Human History: Europe’s Expansion Overseas 3 s.h.
16A:153 (HIST:4264) U.S.A. in a World at War 1931-1945 3 s.h.
16A:162 (HIST:4271) American Revolutionary Period 1740-1789 3 s.h.
16A:166 (HIST:4256) The Progressive Era in America 3 s.h.
Courses

023:090 (MILS:1090) Leadership Laboratory 0 s.h.
Hands-on training in basic soldier skills, such as customs and courtesies, drill and ceremony, first aid, weapons employment, troop movement techniques; leadership training for U.S. army officership. Offered fall and spring semesters.

023:095 (MILS:1095) Advanced Military Fitness Training 1 s.h.
Aerobics and running, muscular strength and endurance, flexibility, and nutrition through exercise and classroom instruction; how to evaluate and measure fitness improvement; developed around Army physical fitness training program. Offered fall and spring semesters.

023:101 (MILS:1010) Leadership and Personal Development MSL101 1 s.h.
Introduction to the personal challenges and competencies critical for effective leadership; how skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the army as a profession; dimensions of army leadership; understanding of the ROTC program, its purpose in the army, its advantages for students. Offered fall semesters.

023:102 (MILS:1020) Introduction to Tactical Leadership MSL102 1 s.h.
Leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, using effective writing skills; leadership values, attributes, skills, and actions explored through hands-on, interactive exercises; cadre role models, development of strong relationships among students through common experience, practical interaction. Offered spring semesters.

023:103 (MILS:1030) Innovative Team Leadership MSL201 2 s.h.
Dimensions of creative, innovative tactical leadership strategies and styles explored through team dynamics and historical leadership theories (trait and behavior) central to the Army leadership framework; personal motivation and team building through planning, executing, and assessing team exercises and participating in leadership labs; continued development of leadership values and attributes through understanding army rank, structure, duties, basic aspects of land navigation and squad tactics; case studies on soldier’s creed and warrior ethos in the contemporary operating environment. Offered fall semesters. Prerequisites: 023:101 (MILS:1010) and 023:102 (MILS:1020).

023:104 (MILS:1040) Foundations of Tactical Leadership MSL202 2 s.h.
Challenges of leading tactical teams in the complex contemporary operating environment; dimensions of terrain analysis, patrolling, operation orders; theoretical basis of the army leadership framework, dynamics of adaptive leadership in the context of military operations; self-assessment of cadet leadership styles, practice in communication and team building skills; case studies on importance and practice of teamwork and tactics in real-world scenarios. Offered spring semesters. Prerequisites: 023:101 (MILS:1010), 023:102 (MILS:1020), and 023:103 (MILS:2010).

023:105 (MILS:3010) Adaptive Tactical Leadership MSL301 3 s.h.
Study, practice, and evaluation of adaptive leadership skills in challenging scenarios related to squad tactical operations; feedback on cadets’ leadership attributes and actions, continued development of leadership and critical thinking abilities; development of tactical leadership abilities in preparation for Leadership Development and Assessment Course (LDAC). Offered fall semesters. Corequisites: 023:090 (MILS:1090) and 023:095 (MILS:1095). Requirements: 023:101 (MILS:1010), 023:102 (MILS:1020), 023:103 (MILS:2010), and 023:104 (MILS:2020); or completion of army basic training or Leader’s Training Course.

023:106 (MILS:3020) Leadership in Changing Environments MSL302 3 s.h.
Development of cadet awareness and tactical leadership to platoon level, through increasingly intense situational leadership challenges; experience reviewing combat, stability, and support operations, conducting military briefings, developing proficiency in garrison operation orders; focus on exploring, evaluating, and developing skills in decision making, persuasion, and motivation of team members in a contemporary operating environment; preparation for summer Leader Development Assessment Course. Offered spring semesters. Prerequisites: 023:105 (MILS:3010). Corequisites: 023:090 (MILS:1090) and 023:095 (MILS:1095). Requirements: 023:101 (MILS:1010), 023:102 (MILS:1020), 023:103 (MILS:2010), and 023:104 (MILS:2020); or completion of army basic training or Leader’s Training Course.

023:107 (MILS:4010) Developing Adaptive Leaders MSL401 3 s.h.
Development of proficiency in planning, executing, and assessing complex operations, functioning as member of a staff, providing performance feedback to subordinates; experience assessing risk, making ethical decisions, leading fellow cadets; military justice and personnel processes in preparation for officership; identification of key staff responsibilities, coordination of staff roles, use of situational opportunities to teach, train, and develop subordinates. Offered fall semesters. Prerequisites: 023:105 (MILS:3010) and 023:106 (MILS:3020). Corequisites: 023:090 (MILS:1090) and 023:095 (MILS:1095).

023:108 (MILS:4020) Leadership in a Complex World MSL402 3 s.h.
Leader dynamics in complex military operations of the contemporary operating environment; differences in customs and courtesies, military law, principles of war, rules of engagement in the face of international terrorism; interaction with nongovernmental organizations, civilians on the battlefield, host nation support; ethical and practical demands on army commissioned officers; preparation for first unit assignment through case studies, scenarios, exercises. Offered spring semesters. Prerequisites: 023:105 (MILS:3010), 023:106 (MILS:3020), and 023:107 (MILS:4010). Corequisites: 023:090 (MILS:1090) and 023:095 (MILS:1095).

Financial Aid

Military Science offers two-, three-, and four-year ROTC scholarships for students who enter the ROTC program. These scholarships pay tuition at The University of Iowa, an allotment for books and supplies each semester, most mandatory educational fees, and a tax-free monthly stipend during the academic year. Scholarships also are available for nursing students who wish to become Army nurses.
023:121 (MILS:3121) Readings in Contemporary Military Issues

1-3 s.h.

Preparation of book reviews from a reading list provided by the instructor, with topics ranging from historical battles and campaigns to global impact of U.S. political policies; or writing of an operations order relating to an ROTC event or similar project of historical significance (work in conjunction with instructor).

Requirements: 023:101 (MILS:1010), 023:102 (MILS:1020), 023:103 (MILS:2010), and 023:104 (MILS:2020); or completion of army basic training or Leader’s Training Course.
Nonprofit Management

Coordinator
• Jared S. Trullinger

Undergraduate certificate: nonprofit management
Web site: http://www.continuetolearn.uiowa.edu/programs/certificates/nonprofmanagement.html

Nonprofit organizations play vital roles in our communities and contribute to our quality of life. Nonprofit organizations have unique management, funding, and finance issues that require specialized training. The Certificate in Nonprofit Management is designed to help staff members, board members, and volunteers develop the business and leadership skills necessary for building a successful nonprofit organization. The program provides a balance of academic principles and real-world experience as well as a fundamental understanding of how nonprofit organizations participate in building communities.

Certificate courses cover a wide range of topics and issues, such as community and government partnerships, organizational leadership, planning, human resources, financial accountability, grant writing, and web site creation and maintenance.

Courses are offered primarily online.

The Certificate in Nonprofit Management is administered by the Division of Continuing Education and the Larned A. Waterman Iowa Nonprofit Resource Center, in collaboration with University College.

Undergraduate Program of Study

• Certificate in Nonprofit Management

Certificate

The Certificate in Nonprofit Management requires a minimum of 18 s.h. of credit. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

See the Certificate in Nonprofit Management web site for details about how to enter the program.

Bachelor of Applied Studies (p. 1188) and Bachelor of Liberal Studies (p. 1191) students may be able to incorporate certificate courses into their degree programs; students should consult their advisors.

The Certificate in Nonprofit Management requires the following course work.

FOUNDATION COURSES

Students should complete these two courses before they enroll in the remaining certificate course work.


Students complete one of the following three courses. Two of them, 06T:120 (ENTR:2000) and 06T:125 (ENTR:3520), have corequisites; see the course descriptions on ISIS for choice of corequisites [06T:050 (ENTR:1000) Foundations in Entrepreneurship is the only corequisite that may be taken online].

06J:125 (MGMT:3100) Entrepreneurial Strategy 3 s.h.
06T:120 (ENTR:2000) Entrepreneurship and Innovation 3 s.h.

ELECTIVES

Students earn a minimum of 9 s.h. in courses chosen from this list.

01P:185 (ARTS:3400) Grant Writing in the Arts 3 s.h.
06T:147 (ENTR:3500) Social Entrepreneurship 3 s.h.
07E:181 (EDTL:4081)/07P:181 (PSQF:4081)/07X:181 (EALL:4081)/07B:181 (EPLS:4081) ePortfolio Production 1-2 s.h.
07U:136 (EDTL:4936)/07P:136 (PSQF:4136) Home/School/Community Partnerships 3 s.h.
030:110 (POLI:3123) State Politics in Iowa 3 s.h.
030:111 (POLI:3110) Local Politics 3 s.h.
036:019 (COMM:1819) Organizational Leadership 2-3 s.h.
042:204 (SSW:3904) Human Services Administration 2 s.h.
187:180 (IS:3910)/216:180 (HRTS:3910) Human Rights Advocacy 3 s.h.
Orientation Training

**Director**
- Jon Sexton

**Web site:** http://fye.uiowa.edu/orientation-welcome-iowa

The University of Iowa holds orientation programs presented by Orientation Services staff members for all incoming undergraduates. Parents and guardians are invited to attend separate but concurrent orientation programs.

The Orientation Training Program offers the following courses for student employees who assist the Orientation Services professional staff in presenting orientation programs. Hawkeye Guides are required to take 412:077 (ORT:1077) Orientation Leader Training.

**Courses**

*412:077 (ORT:1077) Orientation Leader Training* 2 s.h.
Preparation for role of Hawkeye Guide in the Office of Orientation Services; knowledge of academic requirements, policies, and procedures at The University of Iowa; development of leadership, group facilitation, presentation, and peer mentoring skills.
Patient Care Practicum

**Director**

• Beth F. Ingram

The Patient Care Practicum prepares students for work and/or internships at University of Iowa Hospitals and Clinics (UIHC). Students complete required online training modules through the University’s course management system. Once the training modules are completed, students are certified to work at UIHC.

**Courses**

414:198 (PCP:3198) UIHC Compliance Training 0 s.h.
Secondary Student Training Program

**Director**
- Janice M. Warren

**Web site:** [http://www2.education.uiowa.edu/belinblank/Students/summer/programs/9-11/ssstp/](http://www2.education.uiowa.edu/belinblank/Students/summer/programs/9-11/ssstp/)

**Precollege Program**

Students who are currently in grades 10-11 may nominate themselves for the Secondary Student Training Program (SSTP), a six-week residential summer research program at The University of Iowa. SSTP students conduct scientific research in University laboratories under the guidance of a faculty mentor. They also produce a research project paper as a part of the program.

Students who participate in the program pay an SSTP fee that covers room, board, all materials, and admission to all regularly scheduled activities. They also pay University of Iowa tuition for a required 3 s.h. of credit. Students and their families are responsible for their transportation to and from SSTP and for incidental expenses, such as souvenirs and snacks. Students are considered for financial aid after they are selected for the program.

The Secondary Student Training Program is administered by the Belin-Blank International Center for Gifted Education and Talent Development. For more information, contact the Belin-Blank Center.

**Courses**

**418:001 (SSTP:1001) Secondary Student Training Program**

3 s.h.

Experience conducting research under the guidance of a faculty mentor; presentation of research findings at concluding seminar. Six weeks.
Student Information Technology Skills

**Director**
- Mary Grabe (Information Technology Services)

**Web site:** http://helpdesk.its.uiowa.edu/training/

Student Information Technology Skills offers courses for students who are interested in on-campus employment providing IT support or creating and maintaining web sites. Students are graded on participation in online and class discussions and projects. They must obtain the instructor’s consent before registering for these courses.

**Courses**

416:102 (*SITS*:3102) **Core IT Support Skills**

Knowledge and hands-on skills necessary for supporting computers in an institutional setting; basic hardware, operating systems, application, and networking support topics.
Student Services

Director
• William Nelson

Associate director
• Kelly Jo Karnes

Web site: http://imu.uiowa.edu/center-for-student-involvement-and-leadership/

Student Services focuses on leadership development opportunities for University of Iowa students, offering four courses through the Center for Student Involvement and Leadership. Three focus on leadership: 413:050 (STS:1050) Introduction to Leadership, 413:100 (STS:1100) President’s Leadership Class (PLC), and 413:125 (STS:1125) Leadership Certificate Practicum Class. The fourth, 413:075 (STS:1075) Current Issues and Leadership in Fraternity and Sorority Life, examines the experience of belonging to these organizations and looks at how their cocurricular activities and programs enhance students’ college experiences.

Courses

413:050 (STS:1050) Introduction to Leadership 3 s.h.
Overview of leadership theory and skills for effective leadership; historical perspective, development of a personal philosophy of leadership, self-assessments, leadership models; study of groups, culture, and communities, and apply what learned in experiential learning settings; geared toward emerging student leaders.

413:075 (STS:1075) Current Issues and Leadership in Fraternity and Sorority Life 3 s.h.
Current issues facing leaders (alcohol and hazing education, conflict management, lasting impact of organizations on members); lifetime membership and values-based decision making; for leaders of fraternity and sorority community.

413:100 (STS:1100) President’s Leadership Class (PLC) 3 s.h.
Meetings on current UI issues and the UI Presidents’ philosophy on leadership; leaders from inside and outside the University, including Board of Regents, political leaders, influential alumni, student leaders, professors, coaches, other administrators; activities linked to the development of personal leadership style. Requirements: first-year standing and application.

413:125 (STS:1125) Leadership Certificate Practicum Class 3 s.h.
Meaningful and educational cocurricular experiences in on-campus leadership positions (i.e., student organization leader, student government leader, residence assistant, student orientation advisor, peer educator, fraternity/sorority leader); active leadership roles and responsibilities (i.e., executive leadership position, initiating and organizing a major event); application of leadership models and theories to practical experiences; for students completing the leadership certificate. Requirements: leadership certificate program enrollment, completion of introductory course requirements (general leadership pillar), completion of 9 s.h. in certificate program, and meet with instructor prior to enrollment.
Study Abroad

Web site: http://international.uiowa.edu/study-abroad/

The University of Iowa sponsors or cosponsors a wide variety of study abroad programs in approximately 50 countries. Students may choose from summer, fall or spring semester, academic year, and winter session programs that complement and extend the University’s academic programs across the curriculum.

Students also may participate in study abroad programs sponsored by other accredited U.S. and foreign institutions. They should obtain advance approval of all transfer credit by completing a Study Abroad Credit Approval Form.

Information on University of Iowa and other study abroad programs is available from International Programs Study Abroad.

Courses

165:105 (ABRD:4510) International Student Exchange Program
Study on reciprocal exchange at foreign universities worldwide; some instruction in English. Year-long, one semester, and summer options. Requirements: 40 s.h. of credit, g.p.a. of at least 3.00, and in some cases, command of a foreign language. Arranged through Tippie College of Business.

165:117 (ABRD:4040) Frankfurt Exchange Program
Regular degree course work in business and economics at Johann Wolfgang Goethe Universität; courses taught in German. Semester or academic year. Arranged through Tippie College of Business. Requirements: two years of college German or equivalent, and relevant academic background.

165:119 (ABRD:4055) Vienna Exchange Program
Regular degree course work in business administration and economics at Wirtschaftsuniversität in Vienna, Austria; taught in English and German. Semester or academic year. Arranged through Tippie College of Business. Requirements: one year of college German, g.p.a. of at least 2.75, and relevant academic background.

165:126 (ABRD:3352) International Perspectives: Xicotepec
Introduction to providing service to communities in underdeveloped countries through discipline-specific projects to improve community life in Xicotepec, Mexico; cultural and professional preparation for team work in an international environment; service-learning course in collaboration with Rotary International. Spring break in Xicotepec, Mexico.

165:197 (ABRD:3445) International Development: India
Exploration of student interests in social entrepreneurship, global health, microfinance, cultural production, environmental sustainability, or other development issues in India; varied disciplinary perspectives (i.e., public health, business, social work, geography, art); student work with Indian NGOs employing a diverse variety of techniques to address social problems such as child labor, health care for the poor, illiteracy, and disability services; led by UI faculty. Winter session.

165:200 (ABRD:3200) CIEE Alcala Liberal Arts Program
Solidify informal and academic language skills of advanced students of Spanish; development of appreciation and understanding of issues relevant to contemporary Spain and its people. Semester or academic year program. Requirements: 2.75 g.p.a. and at least four to five semesters of college-level Spanish.

165:201 (ABRD:3201) CIEE Alcala Language and Culture Program
Established in 1999, the CIEE Study Center at the Universidad de Alcala (Alcala de Henares, Spain) provides an academic program for students with a high-intermediate to advanced-level of Spanish; the summer program (established in 2008) consists of language and culture courses offered through the Institute; all courses offered in Spanish; many approved for Spanish majors, minors, and general education requirements, and may be approved for other degree requirements; 6 s.h. taken in each four-and-one-half-week session. Requirements: 2.75 cumulative g.p.a., 3.00 g.p.a. in most recent Spanish course, four semesters of college-level Spanish, and valid passport at time of application.

165:205 (ABRD:3205) CIEE Alicante Language and Culture Program
Rapid progress in language skills while taking area studies courses related to Europe and Spain; linguistic development and cultural immersion promoted through housing in Spanish-speaking homes and supplementary visits and excursions; administered by the Council on International Education Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Semester or academic year. Requirements: 2.75 minimum g.p.a., three to four semesters of college-level Spanish, and valid passport at time of application.

165:206 (ABRD:3206) CIEE Alicante Language and Culture Summer Program
Development of Spanish language skills and knowledge of Spanish art, cinema, and culture in Alicante, Spain; linguistic development and cultural immersion through housing in Spanish-speaking homes, supplementary visits and excursions, content courses in Spanish, and direct enrollment at the University of Alicante; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member; for students with varying levels of Spanish. Summer. Requirements: 2.75 cumulative g.p.a., four semesters of college-level Spanish, and valid passport at time of application.

165:207 (ABRD:3207) CIEE Alicante Language in Context Program
Solid foundation provided in Spanish language; improvement of language skills while pursuing studies focusing on Spain and Europe; topics in history, art history, political science, and international business; intensive language course work; area studies courses in English, conversation exchange program, excursions, and homestays; administered by the Council on International Educational Exchange (CIEE). Requirements: 2.75 minimum g.p.a., two semesters or less of college-level Spanish, and valid passport at time of application.

165:208 (ABRD:3208) CIEE Alicante Liberal Arts Program
Development of spoken and written Spanish language skills; linguistic development and cultural immersion promoted through housing in Spanish-speaking homes, supplementary visits and excursions, content courses in Spanish, and direct enrollment at the University of Alicante; administered by the Council on International Education Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Semester or academic year. Requirements: 2.75 minimum g.p.a., at least five semesters of college-level Spanish, and valid passport at time of application.

165:215 (ABRD:3215) CIEE Barcelona Advanced Liberal Arts Program
Development of fluency through direct enrollment in a wide range of regular university classes; classes taken alongside Spanish classmates who become friends and guides to the culture; dramatic improvement of Spanish language skills while living the language every day in the city and the university; for students with advanced Spanish language skills. Semester or academic year. Requirements: 3.00 minimum g.p.a., at least six semesters of college-level Spanish, and valid passport at time of application.

165:216 (ABRD:3216) CIEE Barcelona Architecture and Design Program
Exploration of the intersection of two fields in a city famous for its vibrant architecture and innovative design; courses offered by ELISAVA and CIEE allow a unique opportunity to collaborate in a joint core class alongside courses in student’s track and Spanish language; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Requirements: 3.00 cumulative g.p.a. and valid passport at time of application; for design track students — design or related major or minor and four semesters of college-level Spanish.

165:217 (ABRD:3217) CIEE Barcelona Business and Culture Program
Development of competency in Spanish language while studying issues related to business in Spain and the European Union, Spanish language and culture; company visits, excursions, and homestays or student residence option in the vibrant city of Barcelona contribute to students’ cultural immersion and development of language skills; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member; for highly motivated students with a strong Spanish background, from any academic discipline. Requirements: g.p.a. of at least 3.00, six semesters of college-level Spanish, junior standing or above, and valid passport at time of application. Recommendations: good background in math/statistics in order to grasp the more theoretical focus of European business instruction.

165:218 (ABRD:3218) CIEE Barcelona Economics and Culture Program
Classes at a Spanish university for students with varying levels of Spanish and a strong background in economics; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Semester or academic year. Requirements: 3.25 cumulative g.p.a., three semesters of microeconomics or macroeconomics, one semester of calculus, and valid passport at time of application.

165:219 (ABRD:3219) CIEE Barcelona Language and Culture Program
Development of skills and competency in Spanish language while studying Spanish history, arts, politics, and culture; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Requirements: 3.00 cumulative g.p.a., junior standing, one to three semesters of college-level Spanish, and valid passport at time of application.

165:220 (ABRD:3220) CIEE Barcelona Language and Culture Summer Program
Rapid progress in language skills while taking language, culture, or business courses in Barcelona; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member; for students with varying levels of Spanish. Summer. Requirements: 2.75 cumulative g.p.a. and four semesters of college-level Spanish.

165:221 (ABRD:3221) CIEE Barcelona Liberal Arts Program
Development of skills and competency in Spanish language while studying Spanish history, politics, and culture at Universitat Pompeu Fabra; cultural immersion and development of language skills through excursions and homestays or student residence option in the vibrant city of Barcelona; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Requirements: 3.00 cumulative g.p.a., junior standing, four semesters of college-level Spanish, and valid passport at time of application.

165:230 (ABRD:3230) CIEE Madrid Legal Studies Program
Opportunity to further develop Spanish language skills while pursuing cocurricular program focused on law and public policy in Spain; goals achieved through a specially-designed language course, course on legal issues in Spain, an optional internship, and law and political science elective course at the Universidad Carlos III de Madrid; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member; for highly motivated students with a strong Spanish background, from any academic discipline. Requirements: g.p.a. of at least 3.00, six semesters of college-level Spanish, junior standing or above, and valid passport at time of application. Recommendations: good background in math/statistics in order to grasp the more theoretical focus of European business instruction.

165:231 (ABRD:3231) CIEE Madrid Liberal Arts Program
Opportunity to matriculate in a combination of content courses in Hispanic studies, regular university courses, and short seminars while continuing to improve language skills and take advantage of the vibrant and rich cultural milieu of Madrid; linguistic development and cultural immersion promoted through housing in Spanish-speaking homes, and supplementary visits and excursions; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member; for independent, advanced-level students. Semester or academic year. Requirements: 3.00 minimum g.p.a., five or six semesters of college-level Spanish, and valid passport at time of application.

165:240 (ABRD:3240) CIEE Palma de Mallorca Liberal Arts Program
Established in 2006, the CIEE study center at Universitat de les Illes Balears provides an academic program for students with an advanced level of Spanish who are interested in tourism studies, business, humanities, Spanish literature and language, and social sciences; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

165:241 (ABRD:3241) CIEE Palma de Mallorca Business and Tourism Program
Study business, tourism, and hospitality alongside Spanish students in a direct enrollment environment with a global perspective in Palma de Mallorca; development of management skills for future leadership in the tourism and hospitality industry; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and valid passport at time of application. Recommendations: two semesters of college-level Spanish.

165:242 (ABRD:3242) CIEE Palma de Mallorca Language and Culture Summer Program
Established in 2006, the CIEE Study Center at Universitat de les Illes Balears provides a academic summer program for students interested in tourism; development or improvement of Spanish language skills while learning about Spain and Europe; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a., four semesters of college-level Spanish, and valid passport at time of application.

165:243 (ABRD:3243) CIEE Palma de Mallorca Summer Internship Program
Enhancement of academic and language skills in a professional context while being immersed in Spanish professional work environment; intensive Spanish language course related to business and tourism taken during first three weeks with substantial interactive and practical component; five-week internship in hotel, company, or nonprofit organization with completion of 130 hours of work and meeting three hours each week with a university professor; designed for business and tourism students. Requirements: 2.75 cumulative g.p.a., four semesters of college-level Spanish, and valid passport at time of application.

165:250 (ABRD:3250) CIEE Seville Advanced Liberal Arts Program
Achievement of fluency in spoken and written Spanish; wide variety of academic fields to gain deeper understanding from a Spanish perspective; direct matriculation in university courses, homestays, local and overnight excursions, conversational exchange program, volunteer opportunities, and independent study options in Seville, Spain. Requirements: 3.00 cumulative g.p.a., 3.00 minimum g.p.a. in Spanish courses, six semesters of college-level Spanish, and valid passport at time of application.

165:251 (ABRD:3251) CIEE Seville Business and Society Program
Opportunity to study business in an international context through a combination of course work in Spanish business, society, and language; related field visits to Spanish companies; designed for highly motivated students of business with advanced-level Spanish skills at the University of Seville’s Business School; unpaid internships may be available to students with advanced language ability; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Semester or academic year. Requirements: at least 2.75 g.p.a.; five semesters of college-level Spanish; 6 s.h. of microeconomics, macroeconomics, accounting, finance, management, or statistics; and valid passport at time of application. Recommendations: good background in math/ statistics to grasp the more theoretical focus of European business instruction.

165:252 (ABRD:3252) CIEE Seville Business Internship Program
Exposure to a professional workplace atmosphere in Seville, Spain for business students; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Eight weeks. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

165:253 (ABRD:3253) CIEE Seville Communications, New Media, and Journalism Program
Valuable hands-on experience in a multifaceted academic and professional environment; courses through CIEE and with Spanish students at the Universidad de Sevilla; may include CIEE classes offered through the Liberal Arts program; social and cultural immersion of participants in the host society through specialized projects and extracurricular activities; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member; for students considering a career in any communication environment. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

165:254 (ABRD:3254) CIEE Seville International Business and Culture Program
Spanish language improvement in Seville, Spain; courses in English, primarily in the field of international business; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for beginning to intermediate students. Semester or academic year. Requirements: 2.75 g.p.a., four semesters or less of college-level Spanish, and valid passport at time of application.

165:255 (ABRD:3255) CIEE Seville Language and Culture Summer Program
Development of Spanish language skills and exposure to Spanish culture through an intense immersion experience; courses in Spanish language and culture, conversational exchange program, homestay program, and local visits and excursions; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Three, six, or nine weeks. Requirements: 2.75 cumulative g.p.a., four semesters of college-level Spanish, and valid passport at time of application.

165:257 (ABRD:3257) CIEE Seville Language and Society Program
Rapid improvement of Spanish language skills; Spanish culture and its artistic, literary, historical, or political traditions; linguistic and cross-cultural development enhanced by participation in community life, volunteer work, field trips, and housing with Spanish-speakers in homestays; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for intermediate or low-advanced level students. Fail or spring semester. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

165:258 (ABRD:3258) CIEE Seville Liberal Arts Program 12 s.h.
Achieve fluency in written and spoken Spanish; language acquisition and cultural immersion through housing in Spanish-speaking homes, involvement in volunteer opportunities, and conversation exchanges; courses at the CIEE Study Center, the University of Seville, and Pablo de Olavide University (UPO); administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Semester or academic year. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

165:259 (ABRD:3259) CIEE Seville Teaching Development Program 12 s.h.
Achieve greater competency in written and spoken Spanish while developing specific expertise in international education and second language acquisition; academic program, teaching development course, homestay, excursions and cultural activities, conversation exchanges, and volunteer opportunities; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Semester or academic year. Requirements: 2.75 cumulative g.p.a., five semesters of college-level Spanish, and valid passport at time of application.

165:260 (ABRD:3260) CIEE Madrid Business, Economics, and Culture 12 s.h.
Development of skills and competency in Spanish language while studying business, economics, and culture at CIEE Madrid study center and/or Universidad Carlos III; cultural immersion and development of language skills through excursions and homestays or student residence option in energetic city of Madrid; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Semester or academic year. Requirements: 3.00 cumulative gpa, two semesters of college-level Spanish, and three semesters of college-level microeconomics, macroeconomics, accounting, finance, management, marketing, or statistics; for students taking economics courses—two additional college-level microeconomics or macroeconomics courses and one semester of calculus.

165:270 (ABRD:3270) USAC Alicante Program 4,6,8,12 s.h.
Intensive language study in Alicante, Spain; up to two years of university language requirements may be met in one semester; additional courses taught in English or Spanish; administered by the University Studies Abroad Consortium (USAC) of which The University of Iowa is a member. Summer, semester or academic year. Requirements: 2.50 g.p.a. and good academic standing.

165:272 (ABRD:3272) USAC Bilbao Program 3,6,12 s.h.
Intensive language study; up to two years of university language requirements may be met in one semester; additional courses taught in English or Spanish; administered by the University Studies Abroad Consortium (USAC) of which The University of Iowa is a member; for intermediate or low-advanced level students. Fail or spring semester. Requirements: 2.75 minimum g.p.a., completion of three and no more than four semesters of college-level Spanish, and valid passport at time of application.

165:274 (ABRD:3274) USAC Madrid Program 4,8,12 s.h.
Intensive language study; up to two years of university language requirements may be met in one semester; additional courses taught in English or Spanish; administered by the University Studies Abroad Consortium (USAC) of which The University of Iowa is a member. Summer, semester, or academic year. Requirements: 2.50 g.p.a. and good academic standing.

165:276 (ABRD:3276) USAC San Sebastian Program 4,6,8,12 s.h.
Intensive language study; up to two years of university language requirements may be met in one semester; additional courses taught in English or Spanish; administered by the University Studies Abroad Consortium (USAC) of which The University of Iowa is a member. Summer, semester, or academic year. Requirements: 2.50 g.p.a. and good academic standing.

165:300 (ABRD:4063) University of Iceland Exchange 12 s.h.
Reciprocal exchange program between The University of Iowa and the University of Iceland; a year of study in Reykjavik alongside local students in regular classes; option of selecting classes from those taught in English in different departments, or an academic year of intensive Icelandic language study; science majors interested in geophysics are encouraged to explore English-taught classes in geography, geology, and geophysics. Requirements: 2.80 cumulative g.p.a., completion of at least one semester in residence at The University of Iowa, and junior or senior standing during session abroad.

165:301 (ABRD:4066) University of Nijmegen Exchange 12 s.h.
Reciprocal exchange agreement between The University of Iowa and Radboud University Nijmegen; students study in the Netherlands alongside local students in regular classes; language of instruction is Dutch and a number of classes throughout the curriculum are taught in English; particularly suitable for students interested in American studies, European studies, and pre-Law, as well as majors in German, linguistics, and political science; Dutch language not required for participation. Semester or academic year. Requirements: 2.80 cumulative g.p.a., completion of at least one semester in residence at The University of Iowa, and junior or senior standing during session abroad.

165:302 (ABRD:4060) Giessens-Friedburg Engineering Exchange 12 s.h.
Reciprocal exchange for engineering students to study at the Giessen-Friedberg University of Applied Sciences; education/research collective with emphasis on practice-oriented research and development projects; main focus on engineering sciences; courses are application-oriented in subject and methodology; course work similar to that offered at The University of Iowa; academic credit may be earned in biomedical, chemical, civil, and environmental engineering. Semester or academic year. Requirements: two years of college-level German, 3.00 g.p.a., and relevant academic background.

165:303 (ABRD:4059) Dortmund University Exchange 6,12 s.h.
Direct exchange program between the Technical University of Dortmund and The University of Iowa; students remain registered at their own institution and receive student status at the guest university; unique blend of courses that combine language and culture courses with academic work in student’s major and minor subjects; university studies and life outside the classroom are synthesized in a holistic learning process. Requirements: German language proficiency and 2.80 g.p.a.

165:306 (ABRD:4057) Aalborg University Exchange 12 s.h.
Reciprocal exchange agreement between The University of Iowa and Aalborg University; students study in Denmark alongside local students in regular classes and standard student housing; language of instruction is Danish and there is a commitment to use of other languages of instruction where relevant, including a number of offerings taught in English (Spanish, German, and French) in various subjects and disciplines; particularly suitable for students interested in globalization, communication studies, political science, and psychology, who have a firm commitment to their major. Semester or academic year. Requirements: 2.80 cumulative g.p.a., completion of at least one semester in residence at The University of Iowa, and junior or senior standing during session abroad.

165:308 (ABRD:4902) Universidad de Colima Journalism Exchange 12 s.h.
Project VITAL students from Canada, the United States, and Mexico work to develop a better understanding and journalistic reporting of environmental, social, economic, and political issues surrounding management of continental water supplies in a variety of contexts, including impacts of global warming; exchange students and several hundred non-exchange peers are connected to one another, faculty, and subject experts through individual journalistic projects, a series of special forums, and development of a project web site. Requirements: nomination by School of Journalism and Mass Communication.

165:309 (ABRD:4065) Tilburg University Exchange 3,12 s.h.
Tilburg University in the Netherlands offers English-language courses in business administration (accounting, applied microeconomics, finance, production management, international marketing, and electronic commerce) and other subjects; suitable for upper-level business majors and students pursuing an international business certificate. Requirements: 3.00 g.p.a. and junior or higher standing.

165:311 (ABRD:4901) Universidad Autónoma de Baja Journalism Exchange 12 s.h.
Project VITAL students from Canada, the United States, and Mexico work to develop a better understanding and journalistic reporting of environmental, social, economic, and political issues surrounding management of continental water supplies in a variety of contexts, including impacts of global warming; exchange students and several hundred non-exchange peers are connected to one another, faculty, and subject experts through individual journalistic projects, a series of special forums, and development of a project web site. Requirements: nomination by School of Journalism and Mass Communication.

165:313 (ABRD:4904) Mount Royal College Journalism Exchange 12 s.h.
Project VITAL students from Canada, the United States, and Mexico work to develop a better understanding and journalistic reporting of environmental, social, economic, and political issues surrounding management of continental water supplies in a variety of contexts, including impacts of global warming; exchange students and several hundred non-exchange peers are connected to one another, faculty, and subject experts through individual journalistic projects, a series of special forums, and development of a project web site. Requirements: nomination by School of Journalism and Mass Communication.

165:314 (ABRD:6064) Erasmus/Rotterdam School of Management Exchange 9 s.h.
Reciprocal exchange program between The University of Iowa and Erasmus University Rotterdam; full-time students in M.B.A. and M.Ac. programs study for a semester in Rotterdam, The Netherlands; students from Tippie School of Management take courses in Rotterdam School of Management during fall semester, students from M.Ac. program take courses offered through Rotterdam School of Management’s Master Programme in Accounting and Control during spring semester. Requirements: completion of at least one year of graduate study prior to participation in exchange and good academic standing; at least three years of work experience and non-Dutch citizen for M.B.A. student.

165:315 (ABRD:4056) Charles University Exchange 12 s.h.
The Czech Studies Program offered by the Charles University Faculty of Arts and Philosophy and the Institute of Czech Studies is a comprehensive program covering Czech language, literature, history, and culture; for students furthering their studies in Czech language and culture at intermediate level; especially well-suited for students interested in Slavonic studies or related disciplines. Requirements: one or two years of prior Czech language study and good academic standing.

165:317 (ABRD:4441) City University of Hong Kong Exchange 12 s.h.
The University of Iowa and the City University of Hong Kong (CityU) have initiated an agreement allowing the schools to exchange students on a one-to-one ratio; one of the leading universities in Asia, CityU has a wide range of English-taught classes; originally targeted toward science and engineering majors, this agreement is open to students in all majors; wide range of courses that meet academic needs of students in liberal arts and science, business, and engineering. Requirements: good academic and disciplinary standing.

165:318 (ABRD:4439) Chinese University of Hong Kong Exchange 12 s.h.
The Chinese University of Hong Kong (CUHK) Accounting Exchange Program provides University of Iowa accounting students the ability to integrate a unique international experience with their academic program. Semester. Requirements: 3.00 UI and cumulative g.p.a., completion of one semester toward UI accounting major, and good academic standing.

165:319 (ABRD:4431) Ajou University Exchange 12 s.h.
The Ajou University Exchange program is designed for students interested in South Korea; emphasis on global education. Ajou University offers a variety of courses taught in English; excellent opportunity for international and Korean students to take classes in their chosen fields while immersed in an international atmosphere; beneficial for international students anticipating careers in Asia or with multinational corporations, as well as to those seeking advanced degrees in international or area studies. Semester or academic year. Requirements: good academic and disciplinary standing.

165:320 (ABRD:4432) Ewha Womans University Exchange 9,12 s.h.
The Ewha Womans University Exchange program offers a coeducational international program and welcomes all students, male and female, to study for one or two semesters as a nondegree seeking exchange or visiting student; variety of high-quality courses in various fields, including studies on Asia and Korea. Requirements: 2.50 g.p.a.

165:322 (ABRD:4433) KAIST Exchange 12 s.h.
Bilateral exchange agreement between The University of Iowa and the Korea Advanced Institute of Science and Technology (KAIST); study abroad in Korea at KAIST; wide range of classes offered on campus; for mature and independent students looking for more direct interaction with local students and culture. Requirements: good academic and disciplinary standing.

165:323 (ABRD:4436) Sungkyunkwan University Exchange 12 s.h.
Sungkyunkwan University Exchange program designed for students to enroll at a Korean university; challenging academic experience and unique cultural opportunity; plethora of courses in foreign languages provided to meet academic needs of international students; intriguing cultural activities where students can experience Korean culture and history. Requirements: 2.70 g.p.a. and sophomore or higher standing.

165:326 (ABRD:4437) University of Seoul Exchange 4,12 s.h.
The University of Iowa and the University of Seoul (UOS) maintain a bilateral exchange agreement that allows UI students to study abroad in Korea at UOS; wide range of English-taught classes in a number of different colleges, including liberal arts, humanities, social science, business, and engineering. Requirements: good standing at The University of Iowa.

165:327 (ABRD:4067) Bogazici University Exchange 12 s.h.
Exchange program with Bogazici University in Istanbul, Turkey allows students to study in Turkey while fully integrating with Turkish students in student housing and regular classes; courses taught in English. Semester or academic year. Requirements: 3.00 minimum g.p.a. and junior or senior standing.

165:328 (ABRD:4004) University of Birmingham Exchange 12 s.h.
Reciprocal exchange program between The University of Iowa and the University of Birmingham in Birmingham, England; full integration with British students in student housing and regular classes. Semester or academic year. Requirements: 3.00 cumulative g.p.a., junior or senior standing, declared major, and good understanding of requirements for major.

165:329 (ABRD:4003) University of Hull Exchange 12 s.h.
Reciprocal exchange programs between The University of Iowa and University of Hull in Kingston-upon-Hull, England; full integration with British students in student housing and regular classes. Semester or academic year. Requirements: 3.00 cumulative g.p.a., junior or senior standing, declared major, and good understanding of requirements for major.

165:330 (ABRD:4001) Lancaster University Exchange 12 s.h.
Reciprocal exchange programs between The University of Iowa and Lancaster University in Lancaster, England; full integration with British students in student housing and regular classes. Semester or academic year. Requirements: 3.00 cumulative g.p.a., junior or senior standing, declared major, and good understanding of requirements for major.

165:331 (ABRD:4002) University of Strathclyde Exchange 12 s.h.
Reciprocal exchange program between The University of Iowa and the University of Strathclyde in Glasgow, Scotland; full integration with British students in student housing and regular classes. Semester or academic year. Requirements: 3.00 cumulative g.p.a., junior or senior standing, declared major, and good understanding of requirements for major.

165:332 (ABRD:4426) University of Nanzan Exchange 12 s.h.
Reciprocal exchange program between The University of Iowa and Nanzan University in Nagoya; study at Nanzan’s Center for Japanese Studies; living options include a home stay program that places students in a Japanese home as a family member or residence hall accommodations; for students interested in developing fluency in Japanese language. Semester or year. Requirements: 3.00 minimum g.p.a. and completion of at least one semester in residence at The University of Iowa. Recommendations: strong record in Japanese.

165:333 (ABRD:4422) Kanda University of International Studies Exchange 12 s.h.
Reciprocal exchange program between The University of Iowa and Kanda University of International Studies at Kanda; small, ultramodern university; facilities designed to promote cross-cultural experience; Multilingual Communication Center has resources and equipment pertaining to Japanese, Korean, Spanish, Portuguese, Indonesian, Vietnamese, and Thai. Requirements: 3.00 minimum g.p.a. and completion of at least one semester in residence at The University of Iowa. Recommendations: strong record in Japanese.
165:334 (ABRD:4424) University of Meiji Exchange 12 s.h.
Reciprocal exchange program between The University of Iowa and Meiji University; study in Tokyo as visiting foreign student in a department of one of Meiji’s various academic divisions; for undergraduates and graduate students with an appropriate research interest; the Japanese academic calendar runs late March through late January the following year, which involves spring through fall semesters at The University of Iowa. Requirements: 3.00 minimum g.p.a., sophomore standing or higher at time of enrollment in Meiji, and enrollment in fourth-year Japanese at time of application; graduate students intending to do research must have an appropriate project and proficiency at third-year level Japanese; graduate students participating in English-taught curriculum of the Special Graduate Student Exchange Program, Department of Political Science and Economics, must have sufficient Japanese to function in everyday living.

165:357 (ABRD:3062) CIEE Paris Critical Studies Program 12 s.h.
Analysis of literature, film, and other forms of visual expression through use of contemporary critical theory; interaction among fields of literature, aesthetics, and psychoanalysis; examination of problems involved in such analysis; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for intermediate or advanced French language students. Requirements: 3.00 cumulative g.p.a., five semesters of college-level French, and previous course work in relevant fields.

165:358 (ABRD:3063) CIEE Paris Contemporary French Studies Program 12 s.h.
Combines an interdisciplinary academic program on contemporary French society and culture (taught in French or English) with opportunity to develop strong language skills; contemporary social issues in politics, Francophone cultures, and Muslim communities in Europe; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for intermediate-level French students. Requirements: 3.00 cumulative g.p.a. and at least two to five semesters of college-level French.

165:359 (ABRD:3064) CIEE Rennes Liberal Arts Program 12 s.h.
Increase language ability and knowledge of France and French culture; opportunity to take regular university classes alongside French students; intensive language and humanities course work; cultural activities; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for intermediate or advanced intermediate students. Requirements: 2.75 cumulative g.p.a., 3.00 g.p.a. in French language, and four semesters of college-level French.

165:360 (ABRD:3066) CIEE Paris Language and Culture Program 3.6 s.h.
Introduction to French society through an interdisciplinary course on culture or study of French language in the world metropolis of Paris; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Two three-week sessions. Requirements: 2.75 g.p.a. and four semesters of college-level French.

165:361 (ABRD:3401) CIEE Beijing Advanced Chinese Studies 12 s.h.
Important topics in Chinese from a Chinese perspective; development of professional writing and research skills in Chinese; designed for students interested in using their superior level of Chinese to study international affairs, business, history, or Chinese literature.

165:362 (ABRD:3402) CIEE Beijing Intensive Chinese Language 10,12 s.h.
CIEE’s Intensive Chinese Language study abroad program at Peking University in Beijing, China, is one of the oldest and most recognized intensive Chinese language programs; the Peking University Center for Teaching Chinese houses over eight different language levels and many other elective courses; intensive language courses coupled with individual language tutorials, diversified field trips, modern housing facilities, and experienced onsite staff make the CIEE Study Center in Beijing an incredible place to study and learn under the auspices of the most famous university in China. Requirements: 2.75 g.p.a. and two to six semesters of college-level Chinese. Recommendations: completion of at least one Chinese area studies course before departure.

165:363 (ABRD:3403) CIEE Beijing Ethnic Identity and Cultural Studies 12 s.h.
Language study in Beijing, China; exploration of China; for students with background in Chinese, Tibetan, or Uyghur language. Requirements: 2.75 g.p.a. Recommendations: one semester of college-level Chinese and previous course work in anthropology, sociology, development, religious studies, or global studies.

165:364 (ABRD:3415) CIEE Nanjing Intensive Chinese Language and Culture 12 s.h.
CIEE’s intensive Chinese language and culture program in Nanjing, China; Chinese studies and immersion in a more traditional and accessible locale against the backdrop of a large developing Chinese city; for students with background in Mandarin Chinese. Requirements: 2.75 g.p.a. and two to six semesters of college-level Chinese. Recommendations: completion of one Chinese area studies course.

165:365 (ABRD:3425) CIEE Shanghai Accelerated Chinese Language 10,12 s.h.
Accelerated language program in Shanghai, China; one year of Chinese language training accomplished during summer; for intermediate and advanced Chinese language students. Requirements: 3.00 g.p.a.

165:366 (ABRD:3426) CIEE Shanghai Advanced Chinese Studies 12 s.h.
CIEE study abroad program in Shanghai, China; development of advanced communicative skills in Mandarin Chinese through small classes, tutors, and language clinics; contemporary economic and political issues affecting China and effects of China as a rising power in the world today; application of skills learned in classroom to environment outside through independent field work and volunteer opportunities; for students with background in Mandarin Chinese. Requirements: 3.00 g.p.a., four to six semesters of college-level Chinese, and completion of one Chinese area studies course.

165:367 (ABRD:3427) CIEE Shanghai Business, Language, and Culture 9,12 s.h.
CIEE study abroad program in Shanghai, China; Chinese language training at standard and intensive levels; courses (taught in English) in business, marketing, economics, international relations, and area studies; contemporary business issues affecting China; effects of China as a rising power in the business world today; for students majoring in business with no Chinese language background and those who have studied Chinese for several semesters. Requirements: 2.75 g.p.a., seven semesters or less of college-level Chinese, and three or more semesters of microeconomics, macroeconomics, accounting, finance, management, or marketing.

165:368 (ABRD:3428) CIEE Shanghai China in a Global Context 12 s.h.

CIEE study abroad program in Shanghai, China; focus on China in a global context; Chinese language training at standard and intensive levels; courses (taught in English) in global studies, economics, international relations, and area studies; for students with no Chinese language background and those who have studied Chinese for several semesters. Requirements: 2.75 g.p.a. and seven semesters or less of college-level Chinese. Recommendations: completion of one Chinese area studies course.

165:369 (ABRD:3443) CIEE Taipei Intensive Chinese Language and Culture 12 s.h.

CIEE intensive Chinese language and culture program in Taipei, Taiwan; for beginning through advanced language students who have an interest in improving their Chinese; opportunity to take non-language courses taught in English to aid understanding of Taiwanese culture and society; flexible and supportive environment to experience life at one of Taiwan’s most prestigious national universities. Requirements: 2.75 g.p.a. and two to eight semesters of college-level Chinese. Recommendations: completion of one Chinese area studies course.

165:370 (ABRD:3810) ACTR Contemporary Russian Business, Communications, and Political Economy 12 s.h.

Curriculum focusing on language of Russian business combined with an internship at a multinational company, business, or NGO agency in Russia; highly-individualized curriculum; offered at one of two locations (St. Petersburg or Moscow) with final placement determined by ACTR; full-time U.S. resident director provides ongoing logistical support and emergency assistance to participants; for intermediate- to near-native speakers of Russian. Requirements: prior Russian language study and a strong command of Russian grammar.

165:374 (ABRD:3442) CIEE Taipei Communications, Business, and Political Economy 12 s.h.

Intensive Mandarin Chinese language courses; courses in business, communications, political sciences, and other academic areas taught in English; internships in various fields; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Requirements: 2.75 g.p.a. Recommendations: one Chinese area studies course.

165:375 (ABRD:3601) Iowa Regents Semester in Australia: University of Newcastle 12 s.h.

Opportunity to study at the University of Newcastle in Australia; full academic and social integration with Australian peers. Requirements: 2.50 minimum g.p.a. and sophomore standing.

165:376 (ABRD:3602) Iowa Regents Semester in Australia: University of Tasmania 12 s.h.

Study at the University of Tasmania; full academic and social integration with Australian peers. Semester. Requirements: 2.50 minimum g.p.a. and sophomore standing at time of application.

165:398 (ABRD:3083) USAC Turin Program 4,6,8,12 s.h.

Academic course work, practical learning, tours, site visits, and integrated cultural experience; content in diverse academic areas of business, architecture, and Italian studies; Italian language courses; administered by the University Studies Abroad Consortium (USAC) of which The University of Iowa is a member. Semester, summer, or academic year. Requirements: 2.50 g.p.a. and appointment with Italy study abroad advisor prior to application.

165:399 (ABRD:3084) USAC Viterbo Program 4,6,8,12 s.h.

Academic course work at Viterbo’s historical Tuscia University of Viterbo; practical learning, tours, site visits, and integrated cultural experience; high-quality educational experience in art history and Italian studies; Italian language course; administered by the University Studies Abroad Consortium (USAC) of which The University of Iowa is a member. Semester, academic year, or five-week summer session. Requirements: 2.50 g.p.a., good academic standing, and appointment with Italy study abroad advisor prior to application.

165:400 (ABRD:3335) USAC Heredia Program 4,6,8,12 s.h.

Culture and physical beauty of Costa Rica experienced through specially designed courses combined with family home stay and some program travel; administered by the University Studies Abroad Consortium (USAC) of which The University of Iowa is a member. Requirements: 2.50 g.p.a.

165:401 (ABRD:3336) USAC Puntarenas Program 3,4,6,8,12 s.h.
Expansion of Spanish language skills through personal interaction with host culture in homestay setting, field trips and optional tours, and accelerated classroom study according to tracks; administered by the University Studies Abroad Consortium (USAC) of which The University of Iowa is a member. Requirements: 2.50 g.p.a. and good academic standing.

165:402 (ABRD:3337) USAC San Ramon Program 4,6,8,12 s.h.
Life and health sciences, Spanish language and culture studies program; tropical ecology, tropical marine biology, conversation biology, and environmental policy courses taught in English; science curriculum combined with Spanish language or literature classes designed by tracks according to level; administered by the University Studies Abroad Consortium (USAC) of which the University of Iowa is a member; for science majors interested in learning more about ecology and conservation biology in Costa Rica. Requirements: 2.50 g.p.a. and one year of college-level general biology with lab.

165:408 (ABRD:3328) CIEE Guanajuato Liberal Arts 12 s.h.
Program
Personal reflection of identity, culture, and contemporary society encouraged through active reading and writing; development of Spanish language proficiency in course work and homestay living; Mexican literature, history, and art studied alongside Mexican peers at the University of Guanajuato; courses in migration, revolution, and community-based Spanish specially designed for CIEE. Requirements: 2.75 g.p.a. and four semesters of college-level Spanish.

165:409 (ABRD:3317) CIEE Santiago (Chile) Liberal Business and Culture Program
Development of competency in Spanish language while studying issues related to local and regional business environment, management practices, and entrepreneurship in Chile and the southern cone; homestay living provides opportunities for cultural and linguistic immersion; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for students with varying levels of Spanish. Requirements: 2.75 cumulative g.p.a. Recommendations: completion of Spanish language course within past year.

165:410 (ABRD:3318) CIEE Santiago (Chile) Liberal Arts Program
Special CIEE courses and direct enrollment with Chilean students in regular courses at the Pontificia Universidad Catolica de Chile and the Universidad de Chile; first-hand knowledge of contemporary issues and cultural patterns in Chile; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Semester or academic year. Requirements: 2.75 cumulative g.p.a. and six semesters of college-level Spanish.

165:411 (ABRD:3323) CIEE Valparaiso Liberal Arts Program
Special CIEE courses and direct enrollment with Chilean students in regular courses at the Universidad Catolica de Valparaiso; first-hand knowledge of contemporary issues to better understand Chilean society and an appreciation for Chilean history and identity; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and six semesters of college-level Spanish.

165:412 (ABRD:3329) CIEE Managua Social Justice and Development Program
Contemporary Nicaraguan society and work of cooperatives, nongovernmental organizations, and social movements striving to achieve social justice in the country; impact of revolutionary and neoliberal policies in advancement of human development goals in Nicaragua; intensive course work, language study, rural immersion, and volunteer opportunities; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and five semesters of college-level Spanish.

165:413 (ABRD:3312) CIEE Buenos Aires Liberal Arts Program
Critical appreciation of Argentina and its importance in Latin America from perspective of social sciences and humanities; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for advanced Spanish students with strong language preparation. Requirements: 2.75 cumulative g.p.a. and six semesters of college-level Spanish. Recommendations: completion of Spanish language course in session prior to study abroad and college-level course work in Latin American Studies.

165:414 (ABRD:3326) CIEE Santiago (DR) Liberal Arts Program
Enrollment in one of three distinct academic tracks based on language proficiency level; tracks offer a variety of courses on society, culture, economics, and politics of Hispaniola and the Greater Hispanic Caribbean; regional literature, history, and widely variant sociocultural issues facing the region; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a., 3.00 g.p.a. in Spanish language, and four semesters of college-level Spanish.

165:415 (ABRD:3327) CIEE Santo Domingo Liberal Arts Program
Direct enrollment at three local universities in a wide range of courses in humanities and social sciences, in addition to a number of CIEE advanced language and area studies courses; optional track of study focused solely on the region with courses in social and ethno-cultural identity, authors of Hispanic Caribbean, and Dominican-Haitian relations; administered by the Council on International Educational Exchange (CIEE) on behalf of an academic consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and five semesters of college-level Spanish. Recommendations: Spanish language course within past year.

165:417 (ABRD:3332) CIEE Lima Liberal Arts Program
CIEE-taught course, homestay, and city-based cultural activities with direct enrollment alongside Peruvian students at the Pontificia Universidad Catolica del Peru; immersion to refine language skills and develop understanding of contemporary Peruvian society; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and five semesters of college-level Spanish. Recommendations: completion of Spanish language course within past year.

165:419 (ABRD:3313) CIEE Bahia Liberal Arts Program
CIEE-taught course, homestay, and city-based cultural activities with direct enrollment alongside Peruvian students at the Pontificia Universidad Catolica del Peru; immersion to refine language skills and develop understanding of contemporary Peruvian society; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and five semesters of college-level Spanish. Recommendations: completion of Spanish language course within past year.
Special CIEE courses and direct enrollment in regular classes at two local universities; improvement of Portuguese language skills; the northeast region of Brazil and its Afro-Brazilian culture; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a., and four semesters of college-level Spanish or two semesters of college-level Portuguese.

165:420 (ABRD:3314) CIEE Sao Paulo Liberal Arts Program
5,12 s.h.
Language-learning course in Brazil; direct enrollment in a host of English-taught courses at Pontificia Universidade Catolica de Sao Paulo; subjects range from anthropology, history, and international relations to business administration, journalism, and performing arts; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for students with multiple levels of Portuguese fluency. Requirements: 2.75 g.p.a., and four semesters of college-level Spanish or two semesters of college-level Portuguese. Recommendations: Portuguese or Spanish course taken within past year.

165:421 (ABRD:3315) CIEE Sao Paulo Business and Culture Program
12 s.h.
Opportunity to begin or continue study of Portuguese while studying issues related to economy and business in Brazil and Latin America alongside Brazilian and other international students at the International Program in Management at the prestigious Getulio Vargas Foundation; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for students with varying levels of Portuguese language skills. Requirements: 3.00 cumulative g.p.a. and three semesters of microeconomics, macroeconomics, accounting, finance, management, marketing, or statistics.

165:422 (ABRD:3316) CIEE Bahia Intensive Language and Culture
6 s.h.
Intensive summer program to develop Portuguese language proficiency and a critical appreciation of Brazilian life and society; cultural immersion through classroom, homestay living, program excursions and activities; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Five weeks. Requirements: 2.75 cumulative g.p.a., and four semesters of college-level Spanish or two semesters of college-level Portuguese.

165:423 (ABRD:3324) CIEE Monteverde Tropical Ecology and Conservation
10,12 s.h.
Rich understanding of tropical ecology through hands-on exposure, direct experimentation, study of theory, taxonomy of major groups, and observation of empirical patterns; science courses taught in English; Spanish-language course for various levels; travel to diverse ecosystems; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member. Requirements: 2.75 cumulative g.p.a. and two semesters of college-level biology. Recommendations: college-level ecology or environmental science course, and college-level Spanish.

165:424 (ABRD:3325) CIEE Monteverde Sustainability and the Environment
12 s.h.
Insight into complexity of pressures that confront global biodiversity (e.g., population growth, consumption, urbanization, globalization); homestay with local families provides exposure to Spanish language and Costa Rican culture; administered by the Council on International Educational Exchange (CIEE) on behalf of a consortium of which The University of Iowa is a member; for students with an interest in environmental studies. Requirements: 2.75 g.p.a. and three semesters of college-level environmental studies. Recommendations: college-level Spanish.

165:438 (ABRD:4300) Curitiba Exchange Program
12 s.h.
Reciprocal exchange to study at FAE Centro Universitario (Curitiba, Brazil); courses from regular curriculum for local students, in any one of their undergraduate programs in economics, business, mechanical/environmental engineering, or letters; students must have sufficient Portuguese language ability to follow courses taught in Portuguese. Semester or calendar year. Requirements: 2.80 g.p.a. and advanced-level Portuguese.

165:439 (ABRD:3372) USAC Florianopolis Program
3,5,6,8,12 s.h.
Brazilian culture studies, global economy, and natural resource management; opportunity to develop language skills while taking courses taught in English by local faculty from the Universidade Federal de Santa Catarina; administered by the University Studies Abroad Consortium (USAC) of which The University of Iowa is a member. Summer, semester, or academic year. Requirements: 2.50 g.p.a.

165:440 (ABRD:4068) WHU-Otto Beisheim School of Management Exchange
3,4,12 s.h.
WHU-Otto Beisheim School of Management is a privately financed business school founded in 1984 near Koblenz, Germany; cities of Cologne, Mainz, and Frankfurt can be reached in under an hour; WHU maintains a network of more than 150 partner universities worldwide and has consistently high national and international rankings; areas of study include economics, finance, accounting, management, marketing, and entrepreneurship; courses taught in English; a variety of courses are offered for students who wish to continue study of German. Requirements: completion of at least one year of university study, good academic standing, and sufficient command of English to follow selected course of study; and minimum 2.75 g.p.a. for undergraduates.

165:441 (ABRD:3072) Montpellier Summer Language Program
4,6,8 s.h.
Advanced French language and course on contemporary France that explores current perspectives on immigration; visits to local organizations dedicated to naturalization services; public housing; immigrants’ rights, nonviolence, antiracism, and antidiscrimination; excursions around Montpellier and other social activities; option to take accelerated language track in either four- or eight-week program; development of language skills in various contexts depending on level (beginning through advanced) and prescribed curriculum at each level. Six weeks. Requirements: 2.50 g.p.a. and average grade of B in French course work.

165:442 (ABRD:3333) CIEE Guanajuato Summer Language and Culture Program
3,6 s.h.
Opportunity to further develop Spanish language skills while expanding knowledge and understanding of Mexico; key elements include homestay, day-to-day engagement with local community, and intensive Spanish-taught courses in Mexican studies. Requirements: 2.75 cumulative g.p.a. and five semesters of college-level Spanish.
165:500 (ABRD:3500) Study Abroad 0 s.h.
Students participating in study abroad programs at other U.S. or foreign universities maintain their status at The University of Iowa by registering for this course.

165:501 (ABRD:3501) Study Abroad arr.

165:600 (ABRD:3502) Study Abroad Independent Enrollment arr.

165:805 (ABRD:3010) Iowa Regents Semester in Wales arr.
University of Swansea, Wales; three-week interdisciplinary course on British life and culture, followed by regular degree course work in the humanities, social sciences, physical sciences, business, engineering. Fall and spring semesters. Requirements: g.p.a. of at least 2.80.

165:806 (ABRD:3012) Iowa Regents Semester in Scotland arr.
Advanced undergraduate study at the University of Edinburgh; humanities, social sciences, science, engineering. Fall and/or spring. Requirements: g.p.a. of at least 3.00.

165:814 (ABRD:3411) Iowa in Tianjin arr.
Chinese language, area studies, and folk art; based at Tianjin University of Technology. Summer or semester. Requirements: one to three years of college-level Chinese.

165:816 (ABRD:3310) Dominican Republic: Health, Nutrition, and Environmental Issues 8,12 s.h.
Interdisciplinary and field-based study with course work in Spanish language, public health, social sciences, humanities; independent research project. Summer and/or fall semesters. Requirements: one year of Spanish (summer), or two years of Spanish (summer and fall), or three years of Spanish (fall); and g.p.a. of at least 2.50.

165:817 (ABRD:3311) CIC Program in Mexico arr.
University of Guanajuato; advanced Spanish language, Latin American literature, art, history, anthropology, film, political science; homestays with Mexican families. Summer. Requirements: five semesters of Spanish and g.p.a. of at least 3.00.

Selected theater productions, lectures, performances, discussions, written exercises, workshops, cultural activities. Credit may be applied toward a University of Iowa major in English or theatre arts. Summer.

165:831 (ABRD:3530) Elementary Student Teaching Abroad arr.
Supervised student teaching in an overseas school.

165:832 (ABRD:3531) Secondary Student Teaching Abroad arr.
Supervised student teaching in an overseas school.

165:833 (ABRD:3045) Academic Year in Freiburg arr.
Combination of special program classes, German for foreigners, and regular degree course work in most liberal arts subjects at Albert-Ludwigs University, Freiburg, Germany. Academic year. Requirements: at least four semesters college German with g.p.a. of at least 3.00.

165:836 (ABRD:3440) Semester in South India arr.
Indian civilization and culture; science, technology, and sustainable development; women’s studies; environment and health, Hindi, Kannada, or Sanskrit; internship or independent research project. Based in Mysore. Fall semester.

165:838 (ABRD:3035) Irish Writing Program arr.
Dublin, Ireland; writing workshops directed by Irish writers, literature courses taught by faculty. Summer.

Study at some ISEP member institutions in Brazil, Chile, Costa Rica, Estonia, Ghana, Italy, Malta, The Netherlands, New Zealand, South Africa, Thailand, the United Kingdom; fields and terms vary.

165:840 (ABRD:3165) Archaeological Field Work Abroad arr.
Major archeology projects hosted at international excavation sites. Summer.

Exploration of historical, cultural, social, economic, ethical, environmental, and/or political conditions that may affect engineering projects in a specific country or world region; location and topics vary.

Development of strong communication skills and cultural awareness through integrated language study and homestay, cultural immersion; Hokkaido, eight weeks. Requirements: one semester college-level Japanese.

165:848 (ABRD:4701) University of KwaZulu-Natal Exchange arr.
Introduction to South African culture from varied academic perspectives, summer session. Enrollment in regular University courses; fall and spring semesters.

Impact of socio/political economy on family and community systems in the country visited; seminars, guest speakers, field visits. Summer. Prerequisites: 042:143 (SSW:4843).

165:851 (ABRD:3321) USAC Studies in Chile arr.
Intensive beginning-level Spanish language; advanced language, literature, civilization at third-year level; area studies. Some courses taught in English. Requirements: g.p.a. of at least 2.50.

Study of the international business environment in one of the world's financial capitals; may count toward undergraduate business major or Certificate in International Business. Winter. Prerequisites vary depending on classes being offered. Requirements: junior standing.

165:855 (ABRD:3515) Business Internships Abroad
Orientation, academic course work, internship: London, Madrid and Paris. Requirements: g.p.a. of at least 2.75, 45 s.h. earned, at least one semester at The University of Iowa; and Spanish proficiency for Madrid program or French proficiency for Paris program.

165:856 (ABRD:3120) Regents Hispanic Institute
Study of Spanish language and culture in Valladolid, Spain. Six weeks in summer. Requirements: four semesters of college-level Spanish.

165:865 (ABRD:3060) Iowa Regents Summer Program in France
Study of French language and culture in Lyon, France. Six weeks in summer. Requirements: four semesters of college-level French and g.p.a. of at least 2.75.

165:866 (ABRD:3030) Iowa Regents Semester in Ireland
Regular course work in all disciplines at University College Cork in Ireland. Fall and spring semesters. Requirements: sophomore standing and g.p.a. of at least 3.00.

165:867 (ABRD:3140) American College of Thessaloniki Semester
Undergraduate studies in varied academic disciplines (business, history, international relations, psychology, fine arts, literature, philosophy, modern Greek language) at the American College of Thessaloniki. Taught in English.

165:869 (ABRD:3070) USAC Studies in France
Beginning through advanced French language study at the University of Pau; additional courses in French culture, literature, politics, history, and other disciplines. Taught in English and French. No previous study of French required. Requirements: g.p.a. of at least 2.50.

165:871 (ABRD:3071) Study Abroad in Montpellier
Special courses for foreign students or regular courses with French students at University of Montpellier; taught in French. Semester or academic year. Requirements: four semesters of French.

165:873 (ABRD:3580) USAC Direct Programs
Direct enrollment in foreign universities in 15 countries. Semester or academic year.

165:875 (ABRD:7670) Overseas Writers Workshop
Opportunity for students to meet with and have their creative nonfiction read and critiqued by prominent host country writers; location, dates, and duration vary.

165:876 (ABRD:4425) Nagoya University of Foreign Studies Exchange
Language instruction at all levels and Japanese studies taught in English at Nagoya University of Foreign Studies. Semester or year.

165:877 (ABRD:3322) USAC Studies in Mexico
Universidad Iberoamericana in Puebla: intensive beginning and intermediate Spanish language; advanced language and literature; Mexican studies and Spanish for health care professionals. Summer or semester. Requirements: g.p.a. of at least 2.50.

165:879 (ABRD:3029) Health Promotion in Great Britain
Health care as offered by Great Britain's National Health Service and private providers, compared to health care delivery systems in the United States. Offered every other year during spring break.

165:880 (ABRD:3370) Spanish Language and Service Learning in Peru
Spanish language and Peruvian civilization course work (6 s.h.) and 100 hours of community service learning in Cusco, Peru. Two months in summer. Requirements: two years of college-level Spanish.

165:883 (ABRD:3805) Russian Politics and Foreign Affairs
Courses in Moscow (Russian politics and institutions, Russian foreign policy) taught in English by Russian professors; additional basic Russian language course (1 s.h.). Summer.

165:885 (ABRD:3830) USAC Studies in the Czech Republic
Introductory Czech language and culture courses taught in English at Charles University. Summer, semester, or academic year.

165:893 (ABRD:3088) CIMBA Italy Program
Course work in business and related disciplines in the Veneto region of Italy, taught in English. Four weeks in summer or 13-week semesters.

165:894 (ABRD:3342) Brazilian Carnival: Music and Dance
3 s.h.

165:895 (ABRD:3750) Arabic Language and Culture in Morocco
Moroccan colloquial Arabic, modern standard Arabic, and Moroccan culture; development of communication skills and cultural awareness through language study, homestays, cultural immersion; based in Fez, Morocco. Seven weeks in summer. Requirements: completion of General Education Program foreign language requirement and 3.00 minimum g.p.a.

165:896 (ABRD:3023) Literature & Culture of the Middle Ages: Study Abroad in England
3 s.h.

165:897 (ABRD:3441) Global Health in Rural and Resource-Limited India
Experience in a comprehensive care system where institutional and community health care complement each other in underserved and resource-limited environments abroad. Recommendations: successful completion of all requirements listed as prerequisites for rotations in the advanced practice experience syllabus.

165:902 (ABRD:3421) Pearl Harbor to Hiroshima arr.
Competing narratives of the Pacific War theater during World War II, starting at Pearl Harbor in Honolulu and stretching across the Pacific Ocean to Japan; students visit peace and war memorials and museums in Tokyo, Kyoto, Ise, Hiroshima, and Nagasaki; with the passage of time and the healing of the cultural and physical scars of war, how conflicts are remembered and written into a nation’s history through collective memory becomes the most important legacy of war; the contrasting conceptions of World War II seen from U.S. and Japanese perspectives.

165:904 (ABRD:3360) Projects in Global Health 1 s.h.
Observation and participation in disaster relief efforts in Jacmel, Haiti. Prerequisites: 152:125 (GH5:4100).

165:905 (ABRD:3081) John Cabot University in Rome, Italy arr.
Business, social science, humanities, art, and language courses at John Cabot University; located in the heart of Rome and surrounded by the extraordinarily rich offerings of a city of culture, history, art, creativity, business, and international affairs.

165:906 (ABRD:3082) Studio Art Centers International in Florence, Italy arr.
Studio art, design, art conservation, art history, Italian language, and creative writing instruction at Studio Art Centers International (SACI) in Florence, Italy; focus on art courses; engagement in leading areas of research and exploration; opportunities to interact with the Florentine community through a variety of social and humanitarian programs. Summer, semester, or academic year.

165:909 (ABRD:3135) CIEE Portugal Program arr.
Intensive Portuguese language study (beginning to advanced levels) and area studies courses taught in English at Lisbon’s Universidade Nova; regular university courses are available to semester students with sufficient language proficiency. Summer, semester, or academic year. Requirements: g.p.a. of at least 2.75.

165:910 (ABRD:3190) European Art History Study Abroad Tour arr.
Travel to Rome, Florence, and Paris; may include Amsterdam and other significant sites of art production and display; historic monuments and museums in capitals of European culture.

165:912 (ABRD:4430) Teaching and Learning in Korea Program arr.
Teach and Learn in Korea (TaLK) sends native English speakers to teach English to elementary school children in South Korea; prior to leaving for South Korea, participants receive training to teach English as a second language from UI College of Education faculty and have access to crash courses in Korean language and culture; on-site orientation, training, and excursions familiarize participants with Korean classrooms and culture; free housing, airfare reimbursement, and monthly stipend; no prior knowledge of Korean language/culture required. Requirements: junior standing.

165:914 (ABRD:3566) Overseas Writing Workshop 3 s.h.
Nonfiction writing workshop to hone writing and observation skills while exploring influences of the world at large; traditional writing workshop with immersion into contemporary and historical writing associated with chosen locale; destination varies from year to year; activities include workshops, lectures, field trips, and writing exercises. Taught in English. Recommendations: declared major or minor in English.

165:915 (ABRD:3545) Spring Break Experiential Learning Programs Abroad 1 s.h.
Combination of academic content with an intensive, week-long international experience; activities may include workshops, lectures, field trips, service learning, and research that provide students with unique opportunities to engage with communities, individuals, and specific topical areas of interest, destinations and topics vary each year.

165:916 (ABRD:3712) Child Life Experiential Learning Program 3 s.h.
Preparation to work with children and their families in a variety of health care settings through a practical experience in Cape Town, South Africa; impact of illness, injury, trauma, and health care environments on patients and families; hands-on opportunity to explore how the Red Cross and hospitals operate on a daily basis. Requirements: good academic standing.

165:917 (ABRD:4442) Seoul National University Exchange 12 s.h.
The University of Iowa and Seoul National University (SNU) maintain a bilateral exchange agreement that allows students to study abroad in Korea at SNU; wide range of English-taught classes offered in a number of different colleges including engineering, business, liberal arts, humanities, social science, and education. Requirements: sophomore or higher standing and minimum 3.00 g.p.a.

165:918 (ABRD:4443) Peking University Engineering Exchange 3 s.h.
College of Engineering partnership with Peking University; wide range of engineering classes offered; intensive summer session. Requirements: engineering major and good academic standing.

165:919 (ABRD:3338) USAC Havana Program 3.6 s.h.
Appreciation of Cuban society through area studies course work in history, culture, and politics of the region; courses taught in English and Spanish; administered by the University Studies Abroad Consortium of which The University of Iowa is a member. Requirements: 2.50 g.p.a. and good academic standing.

165:920 (ABRD:3334) CIEE Valparaiso Language in Context 12 s.h.
Development of Spanish language skills; Chile and its role in Latin America; intensive language study and choice of courses in history, literature, economics, and international relations taught in English; excursions, homestay, and opportunities for community service; administered by the Council on International Educational Exchange (CIEE). Requirements: 2.75 g.p.a.

165:921 (ABRD:3751) Archaeology in Israel
Arr.
Opportunity to participate in an active archaeological dig alongside local professionals and faculty in Israel; part of an international consortium participating the Lautenschlage Tel Azekah archaeological excavation; morning excavation time complemented by daily afternoon lectures from leading local archaeologists and University of Iowa faculty. Requirements: good academic and disciplinary standing.

165:922 (ABRD:4440) Hong Kong University of Science and Technology Exchange
12 s.h.
The University of Iowa and Hong Kong University of Science (HKUST) maintain a bilateral exchange agreement that allows engineering undergraduate students to study abroad in Hong Kong at HKUST; courses taught in English alongside with local students and other exchange students. Requirements: engineering major and 2.70 g.p.a.

165:923 (ABRD:4438) Business and Culture in China
3 s.h.
Exploration of business and cultural environment through a University of Iowa faculty-led study program in China; lectures, readings, case studies, company visits, and immersion in cultural experiences; development of greater awareness of Chinese history, politics, business, economics, and culture; topics may include Chinese business culture and relationships, local companies going global; business strategies of multinational companies in Chinese market; United States-China trade relations; entrepreneurship, Chinese consumer, sustainability, and social responsibility. Prerequisites: 06E:001 (ECON:1100) and 06E:002 (ECON:1200). Requirements: 2.75 cumulative and UI g.p.a., and minimum of 30 s.h. completed prior to program.

165:925 (ABRD:1525) Iowa International Summer Institute
Arr.
Several three-week courses, all satisfying various General Education Program requirements, offered in succession each summer; taught by UI professors; course offerings and locations vary; students may take one, two, or three courses. Requirements: 2.50 g.p.a. and completion of at least 24 s.h. college-level credit before departure.
Sustainability

Coordinator

• Franklin L. Yoder

Undergraduate certificate: sustainability
Web site: http://sustainability.uiowa.edu/certificate

For decades, world leaders have defined sustainability as the implementation of policies, processes, and practices that meet the needs of the present without compromising the ability of future generations to meet their own needs. Achievement of sustainability requires an understanding of human and environmental systems and the complex interactions between them.

The Certificate in Sustainability provides students with the knowledge and skills they will need in order to contribute to sustainable systems and their interactions, especially those related to energy, society, culture, economics, the built environment, health, and public policy. The program helps students become effective leaders and agents of change for sustainability in a wide range of vocations, such as academic researcher, teacher, corporate officer, technology specialist, farmer, grassroots advocate, or government official.

The Certificate in Sustainability is administered by University College.

Undergraduate Program of Study

• Certificate in Sustainability

Certificate

The Certificate in Sustainability requires 24 s.h. of credit. The certificate program is open to current University of Iowa undergraduate students and to all individuals who hold a bachelor’s degree and are not enrolled in a graduate or professional degree program. Students must maintain a g.p.a. of at least 2.00 in work for the certificate. Completion of the certificate is noted on the student’s transcript.

Individuals must declare their intent to earn the certificate; see the Certificate in Sustainability web site for details.

Sustainability embraces many disciplines, methodologies, and institutional practices. Certificate students must have knowledge of the multidisciplinary breadth of the field, which is represented by the program’s four areas of breadth electives: changing environments and human health; energy, climate, and built environments; ethics, economics, and public policy; and the power of culture and society. They also must have experience with analyzing real-life problems in and outside of the classroom and with working collaboratively to solve such problems.

Work for the certificate includes three introductory core courses; four breadth electives—one from each of the program’s four elective areas; and one project course. Students may be able to count some certificate courses toward requirements for their majors or minors. They may count a maximum of three courses in a single department or program toward the certificate. A maximum of 6 s.h. of approved transfer credit may be counted toward the certificate. Certificate courses may not be taken pass/nonpass. A single course may be used to satisfy only one certificate requirement.

The Certificate in Sustainability requires the following course work.

INTRODUCTORY CORE

Students complete the following three introductory core courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>012:008 (GEOS:1080)/159:008 (ENVS:1080)</td>
<td>Introduction to Environmental Science</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>044:019 (GEOG:1070)</td>
<td>Contemporary Environmental Issues</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>057:013 (ENGR:4013)</td>
<td>Introduction to Sustainability</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

BREADTH ELECTIVES

Students complete at least 3 s.h. in each of the following four breadth areas, choosing from the courses in each list below.

Changing Environments and Human Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>002:103 (BIO:2374)/044:103 (GEOG:2374)</td>
<td>Biogeochemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>002:108 (BIOL:2346)</td>
<td>Vertebrate Zoology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>002:134 (BIO:2673)/159:134 (ENVS:2673)</td>
<td>Ecology</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>004:173 (CHEM:4873)</td>
<td>Atmospheric and Environmental Chemistry</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:004 (GEOG:1040)</td>
<td>Evolution and the History of Life</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>012:107 (GEOG:3070)</td>
<td>Marine Ecosystems and Conservation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:108 (GEOG:3080)/159:100 (ENVS:3000)</td>
<td>Introduction to Oceanography - Environmental Sciences Seminar</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:139 (GEOG:3390)</td>
<td>Integrated Watershed Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:140 (GEOG:1400)</td>
<td>Natural Disasters</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:166 (GEOG:4630)</td>
<td>Hydrogeology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:170 (GEOG:4700)</td>
<td>Evolution of Ecosystems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:137 (HIST:4160)</td>
<td>History of Public Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:138 (HIST:4162)</td>
<td>History of Global Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>16W:140 (HIST:4605)</td>
<td>Disease, Politics, and Health in South Asia</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:003 (GEOG:1020)</td>
<td>The Global Environment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:088 (GEOG:2950)</td>
<td>Environmental Conservation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:123 (GEOG:3310)</td>
<td>Landscape Ecology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:107 (GEOG:3070)</td>
<td>Hungry Planet: Global Geographies of Food</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:137 (GEOG:4150)</td>
<td>Health and Environment: GIS Applications</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:050 (CEE:2150)</td>
<td>Natural Environmental Systems</td>
<td>3-4 s.h.</td>
</tr>
<tr>
<td>175:197 (OEH:4240)</td>
<td>Global Environmental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>00L:131 (IALL:3131)</td>
<td>Ecology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>00L:163 (IALL:3163)</td>
<td>Conservation Biology</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

Energy, Climate, and Built Environments

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>01H:186 (ARHT:3090)</td>
<td>Contemporary Architecture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>01H:187 (ARHT:3890)</td>
<td>Sustainable Architecture: Past, Present, and Future</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:114 (GEOG:3140)</td>
<td>Energy and the Environment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:136 (GEOG:3360)/044:186 (GEOG:3360)</td>
<td>Soil Genesis and Geomorphology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:172 (GEOG:4720)</td>
<td>Glacial and Pleistocene Geology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:179 (GEOG:4790)</td>
<td>Engineering Geology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>044:010</td>
<td>Introduction to Geographic Information Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:011</td>
<td>Geospatial Technologies for Decision Making</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:012</td>
<td>Quantitative Methods for Geography</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:013</td>
<td>Qualitative Methods for Geography</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:014</td>
<td>Historical Geography</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:015</td>
<td>Cultural Geography</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:016</td>
<td>Economic Geography</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:017</td>
<td>Environmental Geography</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Ethics, Economics, and Public Policy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:125</td>
<td>(GEOG:2930) Water Resources</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:126</td>
<td>(GEOG:1090) Globalization and Geographic Diversity</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:127</td>
<td>(GEOG:3001) Special Topics (when topic is international environmental policy or globalization in the developing world)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>041:129</td>
<td>(ANTH:4130)/032:130 (RELS:4730) Religion and Environmental Ethics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:130</td>
<td>(GEOG:3150) Principles of Environmental Engineering</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:131</td>
<td>(GEOG:3151) Mapping American Cities and Regions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:133</td>
<td>(GEOG:3153) Global Environmental Health</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:134</td>
<td>(GEOG:3154) Environmental Ethics</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

**Power of Culture and Society**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:135</td>
<td>(GEOG:4930) Urban Geography</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

The University of Iowa 2013-14 General Catalog

1243
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>113:143 (ANTH:3103)</td>
<td>Environment and Culture</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>113:179 (ANTH:3260)</td>
<td>Pleistocene Peopling of the Americas</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>169:040 (LEIS:1040)</td>
<td>The Good Society</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>410:068 (LLS:1068)</td>
<td>Wilderness Appreciation</td>
<td>1 s.h.</td>
</tr>
</tbody>
</table>

**PROJECT COURSES**

Students complete 3 s.h. from these.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>01J:108 (INTM:3750)</td>
<td>Art and Ecology</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>01T:249 (TDSN:6295)</td>
<td>Advanced Problems in Design (when topic is special issues and topics in design)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>06M:140 (MKTG:4250)</td>
<td>Marketing and Sustainability</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>008:098 (ENGL:2050)</td>
<td>Seminar (when topic is the story of water)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08N:133 (CNW:4642)</td>
<td>Team Writing for Business (when topic is sustainability)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>08N:145 (CNW:3660)</td>
<td>Multimedia Writing (when topic is the green economy: environmental writing and filmmaking)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>012:193 (GEOS:3150)</td>
<td>Sustainability Project</td>
<td>arr.</td>
</tr>
<tr>
<td>044:179 (GEOG:3340)</td>
<td>Ecosystem Services: Human Dependence on Natural Systems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>044:197 (GEOG:3001)</td>
<td>Special Topics (when topic is international development)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>045:150 (AMST:3050)</td>
<td>Topics in American Cultural Studies (when topic is environmental history; food studies; nature in collections and museums)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>048:166 (CCL:4266)</td>
<td>Topics in Literature and Theory (when subtitle is City as Text/Text as City)</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>052:237 (CBE:5405)</td>
<td>Green Chemical and Energy Technologies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:107 (CEE:4107)/052:107 (CBE:4410)</td>
<td>Sustainable Systems</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>053:141 (CEE:4141)</td>
<td>Design for the Developing World</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>152:125 (GHS:4100)</td>
<td>Topics in Global Health</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Undergraduate Research Experiences

Director:
• Beth F. Ingram

Undergraduate Program of Study

EPSCoR Research Internship

Web site: http://iowaepscor.org

Iowa NSF EPSCoR (Experimental Program to Stimulate Competitive Research) supports summer research internships funded by the National Science Foundation for University of Iowa undergraduates. The EPSCoR program involves partnerships between The University of Iowa, Iowa State University, and the University of Northern Iowa for research on renewable energy (wind energy and biofuels), energy efficiency, and energy policy. The program’s goals are to increase the number of students who choose careers in the STEM fields—science, technology, engineering, and mathematics—and to help the State of Iowa advance its capacity and competitiveness in research and technology.

Each intern is a member of a research group working on a specific project. Interns are mentored by the research group’s faculty leader and graduate students and are expected to do research and to participate in weekly lab meetings and other scheduled activities of the group. At the end of the program, they have the opportunity to present their research findings in a poster session. Interns also interact with other student interns and participate in seminars, research lab tours, field trips, and social events.

Internships generally last eight to ten weeks, starting in late May or early June and ending in August. Most interns receive a stipend; in addition, room and board may be provided for students who live on campus during their internships. Application deadline is March 30 for the following summer.

Contact the Department of Chemical and Biochemical Engineering for more information.

Additional Undergraduate Programs

Research Experience for Undergraduates in Microbiology

Web site: http://www.medicine.uiowa.edu/microbiology/summer/

The Department of Microbiology offers 422:130 (URES:4130) Research Experience for Undergraduates in Microbiology, a 10-week summer program for qualified undergraduate students who are studying microbiology or other biological sciences and are interested in pursuing careers in science. Participants conduct research on a project they select, under the direct supervision of a faculty member.

Each participant receives a stipend and an allowance for food. The program reimburses participants for travel expenses and provides housing.

Applicants must be U.S. citizens or permanent residents who have completed their sophomore or junior year in a bachelor’s degree program in the biological sciences. Application materials should include a completed online application, transcript, and two letters of recommendation. Deadline to apply is mid-February for the following summer.

Visit the program’s web site or contact the Department of Microbiology, Carver College of Medicine, for more information.

Summer Undergraduate MSTP Research Program

Web site: http://www.healthcare.uiowa.edu/mstp/

The Summer Undergraduate MSTP Research Program is an intensive 10-week experience for undergraduates interested in becoming physician scientists. Participants gain experience in research laboratories and exposure to clinical medicine and medically relevant research in preparation for careers as physician scientists.

Students conduct research in the laboratories of biomedical sciences faculty members, shadow physician scientists in clinical settings, participate in career development seminars, and attend a weekly seminar series focusing on the intersection of science and medicine.

Participants receive a stipend for the program and live on campus in University housing.

Applicants must be U.S. citizens or permanent residents who have completed their junior year in a bachelor’s degree program in the biological or physical sciences. Applicants should submit an application form (available on the program’s web site); an official college transcript; and two letters of recommendation. Application deadline is early February for the following summer.

Contact the Medical Scientist Training Program, Carver College of Medicine, for more information.

Courses

422:041 (URES:2100) Undergraduate MSTP Research 0 s.h.

422:050 (URES:2500) EPSCoR Undergraduate Research 0 s.h.

Participation in Experimental Program to Stimulate Competitive Research (EPSCoR) undergraduate research internship.

422:130 (URES:4130) Research Experience for Undergraduates in Microbiology 0 s.h.
University Libraries

Director
  • John P. Culshaw

Web site: http://www.lib.uiowa.edu/instruction/


Library Research in Context is an activity-based course that helps students integrate information skills and concepts into their academic tool kit, enabling them to develop habits of critical inquiry and to accomplish course goals. Designed primarily for sophomores and juniors, the course introduces students to the basic research process and helps them formulate research questions and evaluate information. It also touches on the social and ethical contexts of information. Subject-specialist librarians present the course, using in-class activities and assignments and class discussion. The course is offered online as well as on campus.

Academic Research for International Studies Majors provides a step-by-step orientation to the academic research process, in preparation for the major’s senior project [187:095 (IS:3010) Creating a Proposal for International Research]. The course helps students learn to think critically, understand and apply the components of the research process, and explore the nature of scholarly information—skills that will be valuable throughout students’ academic careers and beyond.

Being Responsible Online introduces students to ethical issues that surround online information, especially in the context of social media. Discussion topics include issues of privacy, reliability, and intellectual property; skills to navigate online information responsibly and knowledgeably.

Courses

417:001 (ULIB:1001) Library Research in Context 1 s.h.
Academic research, effective use of the library and its resources, basic research methods, process of scholarly communication; content may be keyed to a discipline-specific course; students apply concepts and processes to their research projects; transferable skills.

417:096 (ULIB:3011) Library Strategies for International Research 1 s.h.
Skill development in international research; academic projects; work with research librarian; activity-based introduction to article, statistical, and governmental databases; research and popular materials; information discovery process (tools and search strategies); enhancement of critical thinking skills. Same as 187:096 (IS:3011).

417:101 (ULIB:2001) Being Responsible Online: From Facebook to Academic Research 1 s.h.
University of Iowa Honors Program

Director
• Art L. Spisak

Web site: http://honors.uiowa.edu/

The University of Iowa Honors Program enriches the intellectual and personal lives of outstanding undergraduates across the University. It provides academic opportunities, cocurricular programs, special recognitions, and social events, many held in the award-winning Blank Honors Center. It also sponsors three residential communities for honors students, all located close to the Blank Honors Center.

Honors at Iowa challenges students and helps them make connections. For example, honors students learn from some of the top professors on campus when they select from the University’s many honors courses.

Honors students engage in a wide variety of academic and cocurricular activities, with support from numerous programs. They enjoy extended library privileges, including longer loan periods. Honors Writing Fellows refine their own writing skills when they mentor other student writers. Some students investigate topics for Iowa communities and the Iowa Legislature through the Iowa Policy Research Organization. Those who need to find mentors and funding for research get help from the Iowa Center for Research by Undergraduates.

All honors students may take part in programs that offer opportunities in the arts, sciences, politics, international relations, cultural explorations, and a variety of field trips.

The honors staff helps students tailor their honors curricula to enrich their majors. The staff also helps arrange internships, service learning, study away, teaching, and other experiences for students exploring their interests in and beyond the classroom.

Undergraduate Program of Study

• University of Iowa Honors Program

Honors at Iowa helps students tailor opportunities to different educational needs and goals. Honors students may take honors courses every semester they are enrolled at the University. Honors courses generally are small and interactive. They connect students with distinguished professors and offer new topics each semester. Honors courses also are part of the regular curriculum, not additional requirements for graduation.

Honors encourages students to begin honors work early. In 143:020 (HONR:1100) Honors Primetime, entering students earn 1 s.h. of honors credit by taking a short course a few days before fall classes begin. Students who enter the honors program directly from high school take 143:030 (HONR:1300) Honors First-Year Seminar, earning 1 s.h. for fall semester work with selected professors on current topics. Honors students may fulfill General Education Program (p. 306) requirements by completing honors sections of 010:003 (RHET:1030) Rhetoric and 004:011 (CHEM:1110) Principles of Chemistry I.

Upper-level students may take honors courses in their majors or pursue individual instruction with faculty members through honors courses such as 143:100 (HONR:3200) Honors Research Practicum. Students also may earn honors credit for a non-honors course by developing an honors contract with the course instructor; the student and instructor negotiate a unique project for the course and develop the honors contract around the project.

Additional academic opportunities include honors advanced seminars, honors major seminars, graduate courses, honors studies, and honors practicums in teaching and service.

Students learn about honors opportunities in weekly e-mails from the honors program. Honors professional staff members and peer advisors offer guidance in personal meetings and group presentations. In addition, the honors staff helps students design individualized curricula for their special interests. To learn more, visit Academics on the honors program web site.

Requirements for graduating with University honors have changed. Students who entered the University of Iowa Honors Program in summer 2013 or later must complete the requirements stated under “Graduation with University Honors” below.

JOINING THE HONORS PROGRAM

Honors at Iowa offers membership to many students entering the University directly from high school, based on the students’ grades and test scores. Entering students who are not offered membership may request an admission invitation by submitting a high school transcript, a teacher’s recommendation, and a personal letter saying how the student expects to gain from participation in the University of Iowa Honors Program.

New transfer students who have a cumulative g.p.a. of at least 3.50 and have earned at least 24 s.h. of college credit are offered membership in the honors program. Transfer students with less than 24 s.h. of college credit are considered for honors on the same basis as are students who enter the University directly from high school.

Continuing University of Iowa students who maintain a UI cumulative g.p.a. of at least 3.33 are eligible to join the honors program.

To remain in the honors program and to graduate with University honors, students must maintain a University of Iowa cumulative g.p.a. of at least 3.33 and complete specific honors program requirements. For more information about joining the University of Iowa Honors Program, see Joining Honors on the program’s web site.

COLLEGIATE HONORS AND HONORS IN THE MAJOR

In addition to graduating with University honors through the University of Iowa Honors Program, students may graduate with collegiate honors or honors in their majors. Each college and/or major sets its own requirements for graduation with honors. Students in the Colleges of Education, Engineering, and Nursing and the Tippie College of Business meet the requirements of their college’s honors program, graduating with collegiate honors. Students in the College of Liberal Arts and Sciences meet the honors requirements of their major, graduating with honors in the major.
Graduation with collegiate honors or honors in the major is recognized at commencement and is noted on the student’s transcript. Visit the individual Catalog sections to learn about requirements for collegiate honors or honors in the major.

**Graduation with University Honors**

Students must accept a formal invitation from the University of Iowa Honors Program in order to become members; see "Joining the Honors Program" above.

All students who enter the honors program must attend an honors orientation.

Graduation with University honors through the University of Iowa Honors Program is recognized at commencement and is noted on the student’s diploma and transcript.

Honors program students completing degree programs in the Colleges of Education, Engineering, Liberal Arts and Sciences, and Nursing and the Tippie College of Business may graduate with University honors. Honors requirements for engineering students are different from those for students in the other colleges.

Graduation with University honors requires the following work.

**Business, Education, Liberal Arts and Sciences, and Nursing Students**

Students earning bachelor’s degrees in the Colleges of Education, Liberal Arts and Sciences, and Nursing and in the Tippie College of Business complete a two-level program of approved course work (level one) and experiential learning (level two) in order to graduate with University honors. Students are not required to complete all level-one requirements before they begin work on level two.

**LEVEL ONE: BUILDING KNOWLEDGE**

Level one requires students to earn 12 s.h. of credit in honors course work during their first four semesters in the honors program. Students may count a maximum of one honors contract course toward the level-one requirement; under certain circumstances, they may count up to 6 s.h. of honors contract course credit. Level one requires the following course work.

- Complete an honors First-Year Seminar during the first semester at The University of Iowa (for students who enter the honors program directly from high school).
- Complete an honors course or an honors contract course during the first semester in the honors program.
- Complete additional honors course work to total 12 s.h. (the level-one requirement).

**LEVEL TWO: LEARNING BY DOING**

Level two requires students to complete 12 s.h. in approved experiential learning activities. Students may satisfy the requirement with one of the options below, or they may combine two or more of these options in order to earn the 12 s.h. of credit required for level two.

Earn honors in the major; this option fulfills the entire level-two requirement.

Earn up to 12 s.h. in mentored research; earning the maximum 12 s.h. fulfills the entire level-two requirement; students who earn less credit for mentored research may combine it with another option to fulfill the level-two requirement.

Study abroad for a minimum of two semesters (fall and/or spring) or the equivalent; carry out a preapproved independent project while abroad and present a poster on the project or write a report about it; this option fulfills the entire level-two requirement.

Earn up to 6 s.h. for a single semester of study abroad, including a summer or between-semester experience.

Complete an internship and carry out a preapproved independent project during the internship; present a poster on the project or write a report about it; internships normally count for up to 6 s.h. of the level-two requirement, but in some cases they count for the entire 12 s.h. required for level two.

Earn up to 6 s.h. in honors course work approved for the level-two requirement.

**Engineering Students**

Students earning a Bachelor of Science in Engineering complete 24 s.h. in a program of approved course work and experiential learning in order to graduate with University honors. They must complete one honors course during their first semester in the honors program, earn 6 s.h. of the required 24 s.h. in honors course work, and complete 12 s.h. of the required 24 s.h. during their first six semesters in the honors program. Requirements may be different for honors students who complete the Grand Challenges for Engineering program.

Students may complete one of the options below, or they may combine two or more of the options in order to earn the required 24 s.h. of honors credit.

- Complete the Grand Challenges for Engineering program; this option fulfills the entire 24 s.h. honors requirement.
- Earn up to 12 s.h. in honors course work, which may include graduate courses.
- Earn up to 12 s.h. in mentored research (earn 3 s.h. by completing 10 hours of mentored research work per week for a fall or spring semester; earn 6 s.h. by completing 20 hours of mentored research work per week for a summer session).
- Earn up to 12 s.h. in study abroad (earn 6 s.h. for one fall or spring semester or an equivalent amount of time during summer and between semesters); carry out a preapproved independent project while abroad and present a poster on the project or write a report about it.
- Earn up to 12 s.h. by completing one or more internship or co-op experience (earn 6 s.h. for a 15-week experience requiring 40 hours of work per week; earn 3 s.h. for a 15-week experience requiring 20 hours of work per week; earn 4 s.h. for a 10-week experience requiring 40 hours of work per week; earn 2 s.h. for a 10-week experience requiring 20 hours of work per week); students must register their internships and co-op experiences with the College.
of Engineering and meet the college's reporting and evaluation requirements.

Earn up to 6 s.h. by completing a preapproved engineering community engagement experience (earn 3 s.h. for completing 10 hours of work per week for one semester in one of the following activities: fill a leadership position in an approved engineering student organization or serve as an engineering tutor, engineering teaching assistant, engineering student ambassador, or engineering peer advisor; submit a paper that details personal reflections on the experience, signed by the supervisor or faculty advisor.

Earn honors in the student’s engineering major; this option counts for 12 s.h. of University honors credit.

**Academic Activities**

**Honors Peer Advisors** earn academic credit for acquiring and then sharing knowledge of honors opportunities by organizing events around the campus and meeting with prospective students and their parents.

**Honors Writing Fellows** are trained and paid to assist in undergraduate courses by mentoring a dozen students each semester on two major writing assignments.

The **ICRU Research Ambassadors** earn academic credit for showing how and why research with faculty mentors is an important aspect of education at The University of Iowa.

The **Iowa Policy Research Organization** selects a dozen honors students each year to earn academic credit by learning to do policy analysis and then writing policy papers for Iowa communities and the Iowa Legislature.

**Study away**, in foreign countries or culturally contrasting parts of the United States, enables students to earn academic credit for course work, research, or service. Learn more about honors activities and Experience-Based Learning on the honors program web site.

**Cocurricular Programs**

Honors at Iowa offers students a rich variety of activities outside the classroom. Many honors students find cocurricular programming a good way to meet people, get involved, and learn more about the world around them. Some of the programs are volunteer, some offer pay, and some award honors credit. These opportunities provide peak educational experiences, especially extensive and intensive interactions with faculty mentors and other talented students.

The **Honors Student Advisory Committee** enables volunteers to work with the honors director on awards, initiatives, and priorities for honors education at The University of Iowa.

**Honors House mentors** are upper-level student volunteers selected to live in Honors House, where they help with honors educational and social programs and guide first-year students.

**Honors interns** receive academic credit for service learning that is mentored by faculty members and provided in professional or other practical settings.

**Honors newsletters** inform readers on and beyond the campus about honors at Iowa.

The **honors student staff** earn pay to make the Blank Honors Center useful to students. They also produce most honors cocurricular programs.

**Honors summer ambassadors** earn pay to orient entering students to the honors program by informing them of academic opportunities and activities.

**ICRU fellows** receive scholarships from the Iowa Center for Research by Undergraduates to do research with faculty mentors in professional fields of study.

**Honors Arts** sends groups of honors students to music, dance, and theater events at the University and in the community. Students have opportunities to interact with artists, faculty members, and other honors students through related discussions, lectures, and visits.

**Honors Engaging Cultures** offers a wide range of events to expand cultural horizons and enlarge personal perspectives. These include feasts, films, dances, documentaries, and more.

**Honors Gallery** takes advantage of the Blank Honors Center’s design to display art. It exhibits student works throughout the year and complements the exhibits with receptions and other events.

The **Iowa City Foreign Relations Council** hosts luncheon dialogues on relevant international issues. Past speakers include award-winning journalists, Nobel Peace Prize laureates, seasoned diplomats, prominent politicians, and policy analysts. Honors students become better informed about world affairs by listening to and talking with these expert speakers.

The **Presidential Scholars Community** involves recipients of Iowa's top merit scholarships in shared classes, opportunities for funded research in the first year, and service. Scholars participate in legacy projects, dinners with faculty and key administrators, scholarship and fellowship mentoring programs, and volunteer projects.

The University of Iowa Honors Program advises four major national and international honor societies: Phi Eta Sigma, National Society of Collegiate Scholars, Mortar Board, and Omicron Delta Kappa. It also works closely with Phi Beta Kappa in the College of Liberal Arts and Sciences. These societies provide select students with opportunities to lead, serve their communities, and cultivate academic excellence.

To learn more, visit Student Activities on the honors program web site.

**Financial Support**

Honors at Iowa helps students apply for scholarships, fellowships, awards, and prizes. The program offers its own scholarships to continuing honors students selected from academic programs throughout the University. Honors scholarships are not available to incoming first-year or transfer students.

Iowa students win major national and international scholarships each year. Honors provides advising and nominations for Rhodes, Marshall, Gates Cambridge, Churchill, Truman, Udall, Goldwater, Fulbright, Humanity in Action, National Science Foundation, and other prominent scholarships and fellowships. The Iowa Center for Research by Undergraduates provides research scholarships for students and travel grants for those who pursue
research at distant sites or present work at conferences. Announcements about scholarships and other awards appear in honors program e-mails and on the program’s web site. Learn more at UIHP Scholarships & Fellowships on the honors program web site.

Facilities

Blank Honors Center
Honors at Iowa makes its home in the Blank Honors Center, a modern facility that fosters community among honors students. The Blank Honors Center is located at the center of the University’s main campus, next to residence halls and classroom buildings. It offers social areas, a kitchenette, quiet study areas, wireless Internet access, a computer lab, and classrooms for students. The center also houses the honors staff and has rooms for meetings, events, presentations, and conversation.

Honors Residential Communities
The honors program sponsors three living-learning communities, all located in University of Iowa residence halls within a block of the Blank Honors Center. Each community hosts its own social events, and all community members have access to the full range of honors academic and cocurricular opportunities.

Honors House is primarily for first-year honors students. It is located in Daum Hall and is connected to the Blank Honors Center by a skywalk. Honors House provides a convenient place for residents to socialize and study together. It also sponsors academic and social events for honors students living in Daum Hall.

Honors: Research Opportunities in Biology and Chemistry is a living-learning community open to first-year honors students. The community connects its members with faculty and research opportunities in the biological and chemical sciences.

Honors Centerstone is open to continuing and transfer honors students. It is located in a block of the Blank Honors Center. Honors Centerstone focuses on opportunities in communication and literacy.

Honors at the University of Iowa residential communities connect honors students, honors teachers, and staff members.

Courses
Honors courses are specifically for honors students.

143:030 (HONR:1300) Honors First-Year Seminar 1-2 s.h.
Small discussion classes taught by faculty members on special topics; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities, field trips). Requirements: first- or second-semester standing.

143:039 (HONR:1850) Honors Seminar in Communication and Literacy 3 s.h.
Small-class learning with a faculty member; focus on writing, speaking, and critical reading skills or analysis of fiction, poetry, drama, essays.

143:040 (HONR:3050) Honors Studies arr.
Independent studies arranged with faculty members who certify satisfactory completion of study plans and performance for topics not covered by other UI courses.

143:041 (HONR:3160) Honors Internship 0-3 s.h.
Independent service internship arranged with faculty members, who certify satisfactory performance and completion of project.

143:042 (HONR:3150) Honors Service Learning arr.
Service learning projects arranged with faculty members who certify satisfactory completion of study plans and service.

143:044 (HONR:3400) Honors Writing Workshop 1-3 s.h.
Learn writing through the Iowa workshop tradition of sharing new work with colleagues who provide detailed, constructive suggestions in response; emphasis on invention, structure, style; each edition targets a distinct kind of writing; an experienced writer leads the workshop with meeting formats; credit suited to exercises for the type of featured writing. Requirements: completion of Rhetoric requirement.

143:051 (HONR:2110) Honors Seminar in Historical Perspectives 3 s.h.
Small-class learning with a faculty member to explore and explain historical developments. GE: Historical Perspectives.

143:052 (HONR:2120) Honors Seminar in International and Global Issues 3 s.h.
Small-class learning with a faculty member to introduce perspectives of other nations and cultures through international or global issues. GE: International and Global Issues.

143:053 (HONR:2130) Honors Seminar in Literary, Visual, and Performing Arts 3 s.h.
Small-class learning with a faculty member to appreciate, analyze, create, or perform art. GE: Literary, Visual, and Performing Arts.

143:054 (HONR:2170) Honors Seminar in Values, Society, and Diversity 3 s.h.
Small-class learning with a faculty member to explore fundamental questions on human experience from cultural, social, performative, philosophical, or spiritual perspectives. GE: Values, Society, and Diversity.

143:060 (HONR:1600) Honors Seminar in Social Sciences 3 s.h.
Small-class learning with a faculty member on social science topics. GE: Social Sciences.

143:070 (HONR:1700) Honors Seminar in Natural Sciences
3 s.h.
Small-class learning with a faculty member on natural science topics. GE: Natural Sciences without Lab.

143:080 (HONR:1800) Honors Seminar in Quantitative and Formal Reasoning
3 s.h.
Patterns of reasoning useful for understanding and evaluating scientific evidence, theory, controversy; historical and contemporary examples from the physical, biological, behavioral, biomedical sciences. GE: Quantitative or Formal Reasoning.

143:083 (HONR:1883) War
3 s.h.
Emotions soldiers have as they fight, what makes them continue voluntarily to face death, and how modern society memorializes these experiences; how literature and art transform the experience of war; human responses to war in Homer’s Iliad and select Greek tragedies. GE: Values, Society, and Diversity. Same as 20E:083 (CLSA:1883).

143:085 (HONR:1885) Reading the Ancient City
3 s.h.
How ancient Mediterranean and Near Eastern peoples from third millennium B.C.E. to fourth century C.E. described, celebrated, and deplored life in their great cities (Babylon, Jerusalem, Athens, Alexandria, Rome); readings selected from ancient literary prose, poetry, drama, and religious writings; study of popular writing (e.g., ancient inscriptions, graffiti, letters, prayers, account books, and magic spells). Same as 20E:085 (CLSA:1085).

143:100 (HONR:3200) Honors Research Practicum
1-3 s.h.
Individual research performed in conjunction with a faculty member’s research.

143:101 (HONR:3100) Honors Teaching Practicum
1-3 s.h.
Teaching internship in first- and second-year courses; may include providing tutorial assistance, conducting review sessions, aiding course organization.

143:102 (HONR:3220) Honors Writing Fellows: Writing Theory and Practice
3 s.h.
Preparation of honors students selected as writing fellows to serve as peer tutors in writing-intensive courses; theories of writing, evaluation of drafts, peer tutoring with students. Requirements: sophomore or junior honors standing, admission to Writing Fellows Program, and availability to work as a writing fellow in subsequent semesters.

143:140 (HONR:3211) Honors Policy Research Practicum
1 s.h.
Theory and practice of public policy research; development of policy-research skills; production of policy-research papers. Requirements: sophomore or junior standing.

143:185 (HONR:3180) ICRU Research Ambassadors
1-2 s.h.
ICRU Research Ambassadors share knowledge and experiences in research; weekly meeting and interaction with students through presentations, online chat, or other venues to answer questions, provide information, and inform students about undergraduate research opportunities; student perspective on how to navigate research opportunities at The University of Iowa.

143:190 (HONR:3170) Honors Peer Advising
1-2 s.h.
Experience sharing knowledge and experiences of the Honors Program with other students in meetings during office hours, online chats, other venues; peer advisors answer questions, provide information, help students find honors opportunities in and out of class.

143:199 (HONR:4990) Honors Thesis or Project
1-3 s.h.
Culminating project of research or artistic creation; preparation and completion of the final product associated with graduation with honors in the student’s major. Requirements: member of the University of Iowa Honors Program and junior or senior standing.
University of Iowa Upward Bound

Interim director
• Nancy J. Humbles

Web site: http://diversity.uiowa.edu/cde/trio-upward-bound

Precollege Program of Study

University of Iowa Upward Bound is an academic program for eligible high school students from four southeastern Iowa communities. Students participate during the academic year at their local high school and attend a six-week residential program on the University of Iowa campus from mid-June through July. Participants take mathematics, science, language arts, computer technology, and foreign language courses to prepare them for classes they will take at their local high school in the fall. They also participate in extracurricular activities, field trips, and college visits.

Bridge students (those who will enter college in the fall) enroll in a University of Iowa course during the six-week summer session. Bridge students participate in an on-campus job shadow and take a college transition seminar. Participants receive all services at no cost.

To be admitted to University of Iowa Upward Bound, students must:

- reside in the target area and attend a target school;
- be in grade 9, 10, or 11;
- have a family income that meets U.S. Department of Education low-income guidelines;
- be a potential first-generation college student; and
- show need for Upward Bound services.

Upward Bound provides services to students until they graduate from high school and enroll in postsecondary education.

University of Iowa Upward Bound serves students who attend the following Iowa high schools: Columbus Community High School, Muscatine High School, and West Liberty High School. Other postsecondary institutions in Iowa and across the nation sponsor Upward Bound programs. High school students who do not attend schools served by the University of Iowa program should ask their counselors whether an Upward Bound program serves their area.

For more information, contact University of Iowa Upward Bound.

Courses

401:018 (UIUB:0018) Upward Bound Project 0 s.h.
Division of Continuing Education

Dean
- Chet Rzonca

Web site: http://www.continuetolearn.uiowa.edu

The Division of Continuing Education increases access to the services and resources of The University of Iowa. In partnership with the University’s colleges and departments, the division provides high-quality credit and noncredit courses, workshops, and programs to traditional and nontraditional learners. Using a variety of locations, schedules, and technologies, the division helps provide a University of Iowa learning environment beyond the physical borders of campus.

The division administers the following programs.

On-Campus Courses

Director: Marlys Boote
Web site: http://www.continuetolearn.uiowa.edu/coursetypes/on-campus/index.html

The Division of Continuing Education offers On-Campus Courses (formerly Saturday & Evening Classes) and sponsors University courses on campus during late afternoon and evening hours that are convenient for part-time and nontraditional students. Undergraduate and graduate course work is available in a wide range of academic disciplines.

Summer and Winter Sessions

Director: Marlys Boote
Web site, summer session: http://www.continuetolearn.uiowa.edu/summer/index.html
Web site, winter session: http://www.continuetolearn.uiowa.edu/dceunits/wintersession

The University of Iowa conducts summer sessions of four, six, eight, and 12 weeks. Classes also are offered outside these normal summer session terms. In addition, a short winter session is offered during the break between the fall and spring semesters.

Students may take undergraduate and graduate course work during the summer and winter sessions. Classes during these sessions are taught mainly by University of Iowa faculty members, so students receive the same first-rate instruction provided during the spring and fall semesters. Courses are offered in a variety of formats both on and off campus. They are open to University of Iowa students and to persons not formally admitted to a degree program.

Distance Programs and Courses

Associate dean: Anne Zalenski
Web site: http://www.continuetolearn.uiowa.edu/

The University of Iowa offers a number of degree and certificate programs available entirely by distance education. These programs of study are supported by hundreds of courses that are offered in a variety of ways, including online, independent study, virtual classroom technologies, and a combination of formats. The division also offers on-site programming in the Quad Cities, Sioux City, Des Moines, and at Iowa Lakeside Laboratory.

The University has established partnerships with all of Iowa’s community colleges so that Iowans who earn an associate’s degree at their community college can continue to live and work in their communities while earning a degree from The University of Iowa.

For information about programs, procedures, and enrollment, contact the Division of Continuing Education.

Bachelor of Applied Studies


The Bachelor of Applied Studies (B.A.S.) is a bachelor’s degree that may be completed entirely by distance education. The degree requires a minimum of 120 s.h. and is offered without an academic major, but students may include certificate programs in their degree or develop an area of emphasis by selecting from seven B.A.S. tracks. Students may earn credit toward the degree by taking courses offered in varied distance education formats; they also may use courses offered in on-campus formats. Applicants must hold an Associate of Applied Science (A.A.S.), an Associate of Arts (A.A.), or an Associate of Science (A.S.) degree. The B.A.S. is awarded by University College and is administered by the Division of Continuing Education. For a detailed program description, see Bachelor of Applied Studies (p. 1188) (University College) in the Catalog.

Bachelor of Business Administration

Web site: http://www.continuetolearn.uiowa.edu/programs/undergraduate/bba/index.html

The Bachelor of Business Administration (M.B.A.) with a major in management, entrepreneurial management track, may be completed entirely by distance education or through a combination of distance formats and on-campus classes. The degree requires a minimum of 120 s.h. of credit. To be admitted to the program, individuals must have earned a minimum of 60 s.h. of college-level credit with a g.p.a. of at least 2.75; they also must have completed four prerequisite courses (business calculus, statistics, microeconomics, and financial accounting) with a g.p.a. of at least 2.75. The distance B.B.A. degree is awarded by the Tippie College of Business and is administered by the Division of Continuing Education. For a detailed program description, see Management and Organizations (p. 664) in the Catalog.

Bachelor of Liberal Studies

Web site: http://www.continuetolearn.uiowa.edu/programs/undergraduate/bls/index.html

The Bachelor of Liberal Studies (B.L.S.) is a bachelor’s degree that may be completed entirely by distance education. The degree requires a minimum of 120 s.h. and is offered without an academic major, but students may include certificate programs or emphasis areas within the degree. Students may earn credit toward the degree by taking courses offered in varied distance education formats; they also may use courses offered in on-campus formats. Applicants must have either an Associate of Arts
(A.A.) degree or have earned at least 60 s.h. of credit. The B.L.S. is awarded by University College and is administered by the Division of Continuing Education. For a detailed program description, see Bachelor of Liberal Studies (p. 1191) (University College) in the Catalog.

Center for Conferences

**Director:** Jo Dickens  
**Web site:** http://www.continuetolearn.uiowa.edu/conferences

The University of Iowa Center for Conferences (UICC) is the University’s principal agency for initiating, coordinating, conducting, and supporting noncredit continuing education programs. It also serves as the University of Iowa’s Continuing Education Unit (CEU) database.

UICC coordinates national and international conferences for University faculty, departments, colleges, administrative units, student groups and related academic societies, professional associations, and other groups sponsored by the University. Its services include initial planning, site location, budget development, income and expense management, payment processing, and online conference registration.

The Center for Conferences uses facilities on the University of Iowa campus as well as those located in Iowa City and Coralville, throughout Iowa, and nationwide. For more information, visit the Center for Conferences web site.

Iowa Lakeside Laboratory

**Executive director:** Peter J. van der Linden  
**Web site:** http://www.continuetolearn.uiowa.edu/lakesidelab/

Iowa Lakeside Laboratory is a field station run cooperatively by The University of Iowa, Iowa State University, and the University of Northern Iowa and administered by The University of Iowa. The laboratory offers summer courses and research opportunities for undergraduate and graduate students. Courses focus on the ecology, taxonomy, and conservation of northern plains animals, plants, microorganisms, and ecosystems. Students take one course at a time, 40 hours per week, for one to four weeks. Class sizes are small, and most students spend at least part of every day outdoors.

The Board of Regents, State of Iowa, has designated Lakeside Laboratory a Regents Resource Center, dedicated to providing lifelong learning opportunities for Iowans.

For information about academic programs and courses at the laboratory, see Iowa Lakeside Laboratory (p. 1207) (University College) in the Catalog or visit the Iowa Lakeside Laboratory web site.

Iowa Summer Writing Festival

**Director:** Amy Margolis  
**Web site:** http://www.continuetolearn.uiowa.edu/ISWFest/

The Iowa Summer Writing Festival is a noncredit creative writing program for adults. It brings some 1,300 writers to the University of Iowa campus each summer to participate in weeklong and weekend workshops across the genres. Writers at all levels are welcome.

Participants choose from more than 135 workshops, including novels, short fiction, poetry, memoirs, essays, screenwriting, playwriting, travel, humor, science fiction, writing for children, and more. Festival classes are conducted as workshops, where the primary texts are participants’ own creative work.

Weeklong sessions feature group meetings three hours each day, Monday through Friday, plus individual student/instructor conferences. The daily meetings include a lecture series on craft. Participants also attend evening readings and other events. Weekend sessions meet for eight hours over two days. Visit the Iowa Summer Writing Festival web site for information about workshops, schedules, and registration. Program information for the coming summer is posted in mid- to late February.

Iowa Young Writers’ Studio

**Director:** Stephen Lovely  
**Web site:** http://iowayoungwritersstudio.org

The Iowa Young Writers’ Studio is a two-week summer residential program for high school students who love to write. Students build a community of peers while working with experienced writing teachers, primarily students and graduates of the University’s M.F.A. program in creative writing.

The studio offers three courses of study: poetry, fiction, and creative writing (a mix of poetry, fiction, and creative nonfiction). Each course consists of a seminar and a workshop. In seminars, students read literature by established writers. In workshops they share their own writing, get feedback from their classmates and teacher, and discuss issues of narrative and form.

The studio offers two two-week sessions: one in June and one in July. Young writers who have completed grade 10, 11, or 12 are eligible to attend the studio. Application materials include an application form, a creative writing sample, a statement of purpose, a high school transcript, and a letter of recommendation from an English teacher or another instructor familiar with the applicant’s writing. For complete application information, contact the Iowa Young Writers’ Studio or visit its web site.

John and Mary Pappajohn Education Center

**Director:** Chet Rzonca  
**Manager:** Richard Gardner  
**Web site:** http://www.continuetolearn.uiowa.edu/jmpec

The John and Mary Pappajohn Education Center (JMPEC) serves a wide range of adult learning needs. It also provides central Iowa students with access to a variety of University of Iowa undergraduate and graduate degree programs and courses. The center is located in downtown Des Moines, Iowa, close to many corporate businesses and government offices. With classrooms that can accommodate groups of up to 80 people, JMPEC is ideal for small conferences, educational workshops, and meetings. It is equipped to handle on-site instructional technology and to deliver distance education to students anywhere. JMPEC also makes noncredit learning opportunities for professional and workforce development available to corporations and individuals. Learn more at the John and Mary Pappajohn Education Center web site.
Labor Center

**Director:** Jennifer Sherer  
**Web site:** http://www.continuetolearn.uiowa.edu/laborctr

The University of Iowa Labor Center provides educational programs to Iowa’s working people and their organizations. The center offers a wide range of noncredit courses designed for labor union members and leaders; typical course offerings include steward education and contract administration, collective bargaining, labor and employment law, public policy issues, leadership development, organizing and mobilizing, economics, labor history, workplace health and safety, and other topics relevant to union members. Courses are offered both on and off campus at times and locations convenient to working adults. The Labor Center also conducts applied research, publishes educational materials on workplace issues, and conducts public programming on labor issues on the University of Iowa campus and in Iowa communities.
Administrative Officers

Board of Regents, State of Iowa

The Board of Regents, State of Iowa, governs The University of Iowa, Iowa State University of Science and Technology, the University of Northern Iowa, the Iowa Braille and Sight-Saving School, and the Iowa School for the Deaf. The board has nine members and an executive director.

President: Bruce L. Rastetter, Alden
President pro tem: Katie S. Mulholland, Marion
Nicole C. Carroll, Carroll
Milt J. Dakovich, Waterloo
Robert N. Downer, Iowa City
Ruth R. Harkin, Cumming
Larry E. McKibben, Marshalltown
Subhash C. Sahai, Webster City
Hannah M. Walsh, Iowa City
Executive director: Robert Donley, Urbandale

Central Administration

President: Sally Mason
Executive vice president and provost: P. Barry Butler
Senior vice president and university treasurer: Douglas K. True
Vice president for medical affairs: Jean E. Robillard
Vice president for research and economic development: Daniel Reed
Vice president for student life: Thomas R. Rocklin
Vice president for human resources: Susan C. Buckley
Vice president for legal affairs and general counsel: Carroll J. Reasoner
Vice president for strategic communication: Joseph Brennan
Vice president for external relations: Mark J. Braun
Chief diversity officer and associate vice president: Georginia Dodge

Director, Office of Equal Opportunity and Diversity: Jennifer Modestou
University ombudspersons: Susan Johnson, Cynthia Joyce

Office of the Provost

Provost and executive vice president: P. Barry Butler
Associate vice president and director of administration and planning: Don J. Szaszonyki
Associate provost for undergraduate education and dean of University College: M. Beth Ingram
Associate provost for faculty: Tom W. Rice
Associate provost for graduate education and dean of the Graduate College: John C. Keller
Associate provost and dean of international programs: Downing Thomas
Associate provost and dean of continuing education: Chet S. Rzonca

Interim associate provost for outreach and education: Linda Snetselaar
Assistant provost for enrollment management and director of admissions: Michael Barron
Assistant provost for enrollment management and director of academic advising: Lisa Ingram
Assistant provost for enrollment management and university registrar: Lawrence J. Lockwood
Assistant provost for enrollment management and director of student financial aid: Mark S. Warner

Henry B. Tippie College of Business
Dean: Sarah Fisher Gardial

College of Dentistry
Dean: David C. Johnsen

College of Education
Interim dean: Nicholas Colangelo

College of Engineering
Dean: Alec B. Scranton

Graduate College
Dean: John C. Keller

College of Law
Dean: Gail B. Agrawal

College of Liberal Arts and Sciences
Dean: Chaden Djalali

Roy J. and Lucille A. Carver College of Medicine
Dean: Debra A. Schwinn

College of Nursing
Dean: Rita A. Frantz

College of Pharmacy
Dean: Donald E. Letendre

College of Public Health
Dean: Susan J. Curry

University College
Dean: M. Beth Ingram

Division of Continuing Education
Dean: Chet S. Rzonca

Academic Advising Center
Director: Lisa Ingram

Admissions
Director: Michael Barron

Center for Teaching
Director: Jean C. Florman

Information Technology Services
Chief information officer and director: Steven R. Fleagle

International Programs
Associate provost and dean: Downing Thomas

International Writing Program
Director: Christopher Merrill

Libraries
University librarian: John P. Culshaw

Museum of Art
Executive director: Sean O’Harrow

Office of the Registrar
University registrar: Lawrence J. Lockwood
Student Financial Aid
Director: Mark S. Warner

University Evaluation and Examination Service
Director: Joyce E. Moore

University of Iowa Press
Director: Jim McCoy

Women in Science and Engineering
Director: Christine P. Brus

Research
Vice president for research and economic development: Daniel Reed
Senior associate vice president, research development and centers and institutes: Richard Hichwa
Associate vice president, compliance and regulatory affairs: James C. Walker
Interim associate vice president for economic development: David Hensley
Assistant vice president, interdisciplinary research and outreach: Ann Ricketts
Assistant vice president, operations, human resources, and budget: Cheryl Reardon
Human Subjects Office
Director: John A. Bertolatus
Obermann Center for Advanced Studies
Director: Teresa Mangum
Office of the State Archaeologist
Director: John Doershuk
Pentacrest Museums (Museum of Natural History, Old Capitol Museum)
Interim director: John Logsdon
Public Policy Center
Executive director: Peter C. Damiano
Sponsored Programs
Director: Jennifer Lassner
State Hygienic Laboratory at The University of Iowa
Director: Christopher G. Atchison
University of Iowa Research Foundation
Executive director: Zev Sunleaf
University of Iowa Research Park
Director: Stephanie Dengler

Student Life
Vice president for student life: Thomas R. Rocklin
Associate vice president for student life and dean of students: David L. Grady
Assistant vice president for assessment and strategic initiatives: Sarah Hansen
Assistant vice president for student life and director of University housing and dining: Von Stange
Assistant vice president: Belinda Lantz Marner
Associate dean of students: Thomas R. Baker
Recreational Services
Director: J.T. Timmons
Student Disability Services

Director: Mark M. Harris
Student Health & Wellness
Director: James P. Kellogg Jr.

University Counseling Service
Director: Sam V. Cochran

University Life Centers/Iowa Memorial Union
Director: David L. Grady

Women's Resource and Action Center
Director: Linda Kroon

Finance and Operations
Senior vice president and university treasurer: Douglas K. True
Vice president for human resources: Susan C. Buckley
Associate vice president and director, facilities management: Donald Guckert
Associate vice president and university controller: Terry L. Johnson
Assistant vice president and director, business services: Mary Jane Beach
Assistant vice president and director, public safety: Charles Green
Tax manager: Thomas C. Peifer III

University business manager: David Kieft
Director, treasury operations: Cynthia Bartels

Director, financial management and budget, and university secretary: Susan Klatt

Health Care
Vice president for medical affairs: Jean E. Robillard
Associate vice president for medical affairs and chief executive officer, University of Iowa Hospitals and Clinics: Kenneth P. Kates

Dean, Carver College of Medicine: Paul B. Rothman
Center for Disabilities and Development
Director: Elayne O. Sexsmith
Child Health Specialty Clinics
Director: Brian Wilkes

Student Health & Wellness
Director: James P. Kellogg Jr.

Strategic Communication
Interim vice president for strategic communication: Mark J. Braun
University spokesperson: Tom Moore
Alumni Association
President: Vincent C. Nelson
Center for Media Production
Director: Scott Ketelsen
Hancher Auditorium
Executive director: Charles Swanson

UITV
Manager:
University of Iowa Foundation

President: Lynette L. Marshall
Faculty

A’Hearn, Amy K., Adjunct Lecturer, University College, 2006 (2007); BA 2001 Iowa; MS 2004 Western Illinois

Abbas, Haruhi, Adjunct Lecturer, University College Courses, 2006 (2006); MA 1985 Indiana PA; MA 1988 Iowa; MA 2002 Iowa

Abbas, Paul J., Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1974 (1984); BS 1969 Massachusetts Inst of Technolo; PHD 1974 Johns Hopkins

Abbott, Charles Wilson, Adjunct Lecturer, International Programs, 2009 (2009); BA 1989 SUNY at Buffalo; PHD 2006 Iowa

Abbott, Linda L., Clinical Adjunct Instructor, Nursing, 2000 (2000); BSN 1980 Iowa; MSN 1996 Iowa

Abbott, Mark B., Adjunct Lecturer, University College, 2011 (2011); BA 1970 Cornell; JD 1973 Iowa; MA 1989 Ohio

Abboud, Francois, Professor, Internal Medicine/Physiology, 1961 (1968); BS 1948 Christian Brothers’ Schl-Egypt; PNS 1949 Cairo; MBCHB 1955 Ain Chams-Egypt; MBBC 1955 Ain Chams-Egypt

Abdel-Malek, Karim, Professor, Mechanical Engineering/Biomedical Engineering, 1994 (2005); BS 1988 Jordan; MS 1990 Pennsylvania; PHD 1993 Pennsylvania

Abel, Evan Dale, Professor, Internal Medicine/Biochemistry, 2013 (2013);

Abernathy, M. Glenn, Clinical Assistant Professor, Family Medicine, 2008 (2011); BS 1972 South Carolina; MD 1978 South Carolina

Abrahamson, Timothy Garth, Clinical Adjunct Assistant Professor, Dermatology, 2002 (2002); BA 1993 Wartburg; MD 1997 Iowa

Abram, Nancy J., Adjunct Lecturer, Marketing, 2007 (2007); BA 1980 St. Ambrose

Abram, Steven Webb, Adjunct Lecturer, Management Organizations, 2013 (2013);

Abramoff, Michael David, Professor, Ophthalmology Visual Science/Electrical-Computer Engineering/Biomedical Engineering, 2004 (2012); MS 1989 Amsterdam; MD 1994 Amsterdam; PHD 2001 Utech

Abramoff, Sandra Dewi, Clinical Adjunct Assistant Professor, Psychiatry, 2011 (2011); BA 1991 Amsterdam; MD 1994 Amsterdam

Abramowitz, Paul W., Emeritus Professor, Pharmacy, 1998 (1998); BA 1972 Indiana; BSPh 1977 Toledo; PHARM 1979 Michigan

Abrams, Catherine Helen, Lecturer, Nursing, 2012 (2012);

Abrams, Thad Eugene, Assistant Professor, Internal Medicine/Psychiatry, 2008 (2011); BA 1996 Luther College; MD 2000 Iowa

Abrons, Ron Owen, Clinical Assistant Professor, Anesthesia, 2011 (2011); MD 2004 Iowa

Abu Hejleh, Taher, Clinical Assistant Professor, Internal Medicine, 2012 (2012); MD 2004 Jordan University of Science

Abu-Yousef, Monzer M., Professor, Radiology, 1976 (1991); MBCHB 1970 Cairo-Egypt

Aburizik, Arwa, Clinical Assistant Professor, Internal Medicine, 2013 (2013);

Abusin, Ghada Ahmed Yousif, Clinical Assistant Professor, Pediatrics, 2011 (2011); MBBS 2001 Khartoum, Sudan

Acerbo, Martin, Adjunct Assistant Professor, Psychology, 2007 (2007); PHD 2001 Konstanz, Germany

Acevedo, Eliseo, Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Achenbach, Autumn Peace, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2007 Drake

Achepol, Keith A., Emeritus Professor, Art History, 1973 (1981); BA 1956 Knox; MFA 1960 Iowa

Achrazoglou, George John, Adjunct Professor, Teaching and Learning, 1987 (2012); BA 1981 Iowa; MA 1993 Iowa; PHD 2003 Iowa

Achter, Charles T., Lecturer, Teaching and Learning, 2011 (2011); BA 1969 St Cloud State; MA 1975 St. Cloud State; EDS 1978 Mankato State

Achutan, P. Chandran, Adjunct Assistant Professor, Occupational Environmental Health, 2002 (2002); BSC 1991 Sains Malaysia; MS 1996 Iowa; PHD 2001 Iowa

Acion, Laura, Adjunct Assistant Professor, Biostatistics, 2013 (2013); PHD 2011 UI

Acton, Patricia Jo Nassif, Clinical Professor, Law-Faculty, 1981 (1985); BA 1971 Iowa; JD 1974 Iowa

Adam, Matthew, Adjunct Lecturer, Management Organizations, 2006 (2006); MBA 2002 Iowa

Adamek, Mary, Clinical Professor, Music, 1996 (2007); BM 1977 Virginia Commonwealth; MM 1981 Miami; PHD 1993 Minnesota

Adams, Brian D., Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 1992 (1996); BS 1978 Nebraska; MD 1982 Nebraska

Adams, Charlotte, Associate Professor, Dance, 1998 (2003); BA 1976 Appalachian State; MA 1984 Arizona; MFA 1995 Arizona

Adams, Christopher Maxin, Associate Professor, Internal Medicine/Physiology, 2006 (2011); BS 1992 Kansas, Lawrence; PHD 1999 Iowa; MD 1999 Iowa

Adams, Harold P., Professor, Neurology, 1976 (1985); BA 1966 Drake; BS 1968 South Dakota-Vermillion; MD 1970 Northwestern

Adams, Jess, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BA 1999 Colorado; DDS 2007 Colorado

Adams, Lafayette Bluford, Associate Professor, English/American Studies, 1994 (2001); BA 1985 Duke; MA 1987 Virginia; PHD 1993 Virginia
Adams, Lori, Lecturer, Biology, 2010 (2010); BS 1998 Illinois; PhD 2003 Texas AM

Adams, Russell, Clinical Adjunct Associate Professor, Internal Medicine, 2000 (2004); MD 1979 Iowa

Adams, Susan L., Adjunct Assistant Professor, Nursing, 2008 (2008); BSN 2002 Iowa; MSN 2005 Iowa; PhD 2007 Iowa

Adcock, Craig, Professor, Art History, 1994 (1994); BFA 1971 Colorado; MA 1974 University of Colorado; PHD 1981 Cornell University

Addis Jr., Laird C., Emeritus Professor, Philosophy, 1963 (1974); BA 1959 Iowa; MA 1960 Brown; PHD 1964 Iowa

Adolphs, Ralph, Adjunct Professor, Neurology, 1997 (2005); BSC 1986 Stanford; MSC 1986 Stanford; PHD 1992 California Technology of Tech

Adrain, Jonathan M., Professor, Geoscience, 1999 (2011); BS 1989 Alberta; PHD 1993 Alberta

Adrain, Tiffany Sara, Adjunct Instructor, Anthropology/Geoscience, 2004 (2004); BA 1988 Exeter; BS 1995 London; MS 2003 Iowa

Affifi, Adel Kasim, Emeritus Professor, Anatomy Cell Biology/Neurology/Pediatrics, 1973 (1980); BA 1951 American University of Beirut; MD 1957 American University of Beirut; MS 1965 Iowa

Affifi, Tamara, Professor, Communication Studies, 2013 (2013);

Affifi, Walid A., Professor, Communication Studies, 2013 (2013);

Agrawal, Gail B., Professor, Law-Faculty, 2010 (2010); BA 1978 New Orleans; MPH 1983 Tulane; JD 1983 Tulane

Agrawal, Naurang, Clinical Professor, Internal Medicine, 2010 (2010); MBBS 1968 Grant Medical, India

Agrell, Jeffrey, Associate Professor, Music, 2000 (2008); BA 1970 St Olaf; MM 1974 Wisconsin

Aguilar Jr, Agustin, Clinical Assistant Professor, Emergency Medicine, 1988 (1995); BS 1978 Emory; MD 1982 Univ Autonomoa de Guadalajara

Ahari, Abdi, Clinical Adjunct Assistant Professor, Surgery, 2009 (2009); BA 1987 Rudbeckiansa Skolan; MD 1995 Uppsala Univ of Med

Ahern, Christopher A., Associate Professor, Physiology, 2012 (2012);

Ahlers, Timothy John, Adjunct Lecturer, Health Management Policy, 2008 (2008); BBA 2003 Iowa; MBA 2005 Iowa; MHA 2005 Iowa

Ahmad, Aamina Nobil, Adjunct Assistant Professor, Creative Writing, 2014 (2013); MA 1998 Goldsmiths College, London

Ahmad, Ferhaan, Associate Professor, Internal Medicine, 2013 (2013);

Ahmed, Azeemuddin, Clinical Associate Professor, Emergency Medicine, 2005 (2008); BA 1996 Augustana; MD 2000 Iowa; MBA 2010 Iowa

Ahrendsen, Jon Sidney, Clinical Adjunct Assistant Professor, Family Medicine, 2008 (2008); MD 1982 Iowa

Ahrens, Richard C., Professor, Pediatrics, 1980 (2002); BS 1969 Wisconsin-Madison; MD 1973 Medical College of Wisconsin; MS 1980 Iowa

Aikin, Judith P., Emeritus Professor, German, 1975 (1988); BA 1968 Oregon; MA 1969 Oregon; PHD 1974 California-Berkeley

Ajluni, Nader, Clinical Adjunct Assistant Professor, Pediatrics, 1999 (1999); DO 1985 Osteopathic Medicine

Akbar, Raja M., Clinical Adjunct Assistant Professor, Psychiatry, 1999 (1999); MD 1971 King Edward Medical

Akgun, Ugur, Adjunct Assistant Professor, Physics Astronomy, 2006 (2006); PHD 2003 Iowa

Akyea, Modei Kwasi, Adjunct Instructor, Dance, 2008 (2011); BA 1997 Iowa

Al-Shawwa, Baha’Uddin A., Clinical Adjunct Associate Professor, Pediatrics, 2004 (2004); MD 1995 University of Jordan

Alabsi, Samir Y., Clinical Adjunct Associate Professor, Pediatrics, 2007 (2010); MD 1985 Cairo, Egypt

Alambert, Renata Pereira, Assistant Professor, Internal Medicine, 2013 (2013);

Albers, Gary Ronald, Adjunct Instructor, Pharmacy, 1997 (1997); BS 1975 Iowa

Albert, James Laurence, Lecturer, Theatre Arts/Dance, 1996 (1999); MFA 1986 Iowa

Albonetti, Celesta A., Professor, Sociology/Law-Faculty, 1998 (2000); BA 1973 Missouri-St. Louis; MA 1975 Missouri-St. Louis; PHD 1984 Wisconsin-Madison

Albrecht, Joseph Haws, Professor, Military Science, 2013 (2013);

Albrecht, William P., Emeritus Professor, Economics, 1965 (1982); AB 1956 Princeton; MA 1962 South Carolina; MA 1963 Yale; PHD 1965 Yale

Albright, John P., Professor, Health and Human Physiology/Osteopathics and Rehabilitation, 1972 (1981); BA 1963 Illinois; MD 1967 Loyola

Alden, Jeffrey D., Clinical Assistant Professor, Psychiatry, 2011 (2011); MD 1992 Uniformed Services UHS

Alderton, Megan Elaine, Adjunct Assistant Professor, Pharmacy Practice and Science, 2003 (2003); PHARMD 2001 Drake

Aldoss, Osamah, Clinical Assistant Professor, Pediatrics, 2013 (2013);


Alexander, Bruce, Emeritus Professor, Psychiatry/Pharmacy, 1976 (2000); BS 1974 Drake; PHARMD 1976 Minnesota

Alexander, Peter M., Adjunct Assistant Professor, Music, 2009 (2009); BME 1967 Indiana; MM 1977 Indiana; PHD 1986 Indiana

Alexander, Saramma J., Clinical Adjunct Assistant Professor, Internal Medicine, 1979 (1979); MBBS 1965 Christian Med School-India
Ali, Saba Rasheed, Associate Professor, Psych Quant Foundations, 2003 (2009); BA 1992 West Virginia; MA 1996 Lolo; PhD 2001 Oregon

Ali, Sheharyar, Clinical Adjunct Assistant Professor, Internal Medicine, 2003 (2003); FSC 1991 Sir Syed College, Rawalpindi; MBBS 1997 King Edward Medical College

Alipour, Fariborz, Adjunct Professor, Communication Sciences and Disorders, 1985 (2004); MS 1971 Tehran; BS 1971 Tehran; PhD 1981 Iowa

Allan, Gay Dudley, Lecturer, Spanish Portuguese, 2004 (2006); MA 1984 Iowa; MFA 1988 Iowa; PhD 1992 Iowa

Aliareddy, Veeratrishul, Clinical Associate Professor, Radiology/Oral Path/RadiologyMedicine, 2008 (2012); BDS 2002 Ragas Dental College

Albaugh, Laurie, Adjunct Instructor, Pharmacy, 2002 (2002); BS 1978 Iowa

Allen, Bryan G., Assistant Professor, Radiation Oncology, 2013 (2013);

Allen, Christine M., Adjunct Lecturer, University College, 2008 (2008); BS 1990 Iowa; MSW 1999 Iowa

Allen, Daniel P., Clinical Adjunct Assistant Professor, Internal Medicine/Pharmacy, 1987 (1989); MD 1983 Iowa

Allen, Jeffrey F., Adjunct Instructor, Family Dentistry, 2012 (2012);

Allen, John S., Clinical Professor, Law-Faculty, 1991 (2000); BA 1977 St. Olaf; JD 1980 Illinois

Allen, Jonathan Sayre, Lecturer, Music, 2011 (2011); BM 2005 Northern Colorado; MM 2007 Utah; DMA 2011 University of Iowa

Allen, Lee-Ann, Professor, Microbiology/Internal Medicine, 1996 (2010); BS 1982 California-Riverside; MS 1983 California-Riverside; PhD 1990 Wisconsin-Madison

Allen, Megan Erin, Adjunct Lecturer, University College Courses, 2008 (2008); BA 1998 Iowa; MA 2008 Keller School Mgmt, DeVry Univ


Allendorf, Lynn Michelle, Adjunct Lecturer, Management Organizations, 2001 (2001); BS 1986 Iowa; MBA 1997 Iowa

Almiron, Rosario, Adjunct Instructor, Preventive Community Dentistry, 2012 (2012);

Almoman, Thakir Damin Judi, Adjunct Instructor, Biomedical Engineering, 2007 (2007); BSC 1998 Jordan Univ; MS 2001 Jordan Univ; PhD 2007 Iowa

Altmairer, Elizabeth M., Professor, Community Behavioral Health/Psych Quant Foundations, 1980 (1989); BA 1973 Wheaton; MA 1975 Ohio State; PhD 1977 Ohio State

Altman, Charles, Emeritus Professor, Cinema Comparative Literature, 1974 (1986); AB 1966 Duke; MA 1966 Duke; PhD 1971 Yale

Alton, Donald A., Emeritus Professor, Computer Science, 1970 (1981); BA 1965 Rice; PhD 1970 Cornell


Amad, Paula T., Associate Professor, Cinema Comparative Literature, 2004 (2009); BA 1990 Melbourne; MA 1990 Melbourne; PhD 2002 Chicago

Amada, Kenneth, Emeritus Professor, Music, 1967 (1976);

Amado, Michael, Adjunct Lecturer, Law-Faculty, 2012 (2012);

Ambler, Alicia Rose, Lecturer, English as Second Language, 2010 (2010); BA 2006 Iowa; MA 2007 Iowa

Ambrisco, Jennifer R., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Amelon, Elizabeth Wittchow, Adjunct Instructor, Pharmacy Practice and Science, 2012 (2012);

Amendola, Annunziato, Professor, Health and Human Physiology/Physical Therapy/Orthopaedics and Rehabilitation, 2001 (2004); BS 1980 Western Ontario; MD 1984 Western Ontario

Amendt, Brad Allen, Professor, Anatomy Cell Biology, 1999 (2012);

Amir, Rabah, Professor, Economics, 2013 (2013);

Amirkhanian, Serji, Adjunct Professor, Public Policy Center, 2011 (2011); PhD 1987 Clemson

Amos, James John, Clinical Professor, Psychiatry, 1996 (2011); BS 1985 Iowa State; MD 1992 Iowa

Ampuero, Roberto, Assistant Professor, Spanish Portuguese, 2006 (2008); BA 1989 de La Habana; MA 2002 Iowa; PhD 2006 Iowa

An, Amy, Lecturer, Accounting, 1983 (1983); BA 1973 British Columbia; MA 1982 Iowa

An, Brian Pyong, Assistant Professor, Sociology/Edc Policy Leadership Studies, 2010 (2010); BA 2000 Washington; MS 2004 Wisconsin; PhD 2009 Wisconsin

Ancona, Christopher Michael, Adjunct Lecturer, Management Organizations/Marketing, 2012 (2012);


Andersen, David R., Professor, Electrical-Computer Engineering/Physics Astronomy, 1986 (1999); BSEE 1981 Iowa State; MSE 1982 Purdue; PhD 1986 Purdue

Andersen, Eric G., Professor, Law-Faculty, 1984 (1988); BA 1974 Brigham Young; JD 1977 Brigham Young

Andersen, Kathleen Helen, Lecturer, Anatomy Cell Biology, 1992 (2005); MS 1991 Iowa

Andersland, Mark S., Associate Professor, Electrical-Computer Engineering, 1989 (1995); BSE 1983 Michigan; MSE 1984 Michigan; PhD 1989 Michigan

Anderson, Barbara S., Adjunct Instructor, Communication Sciences and Disorders, 1996 (1996); MA 1976 Northern Iowa

Anderson, Barrie, Emeritus Professor, Obstetrics Gynecology, 1982 (1993); BS 1963 Wisconsin; MD 1967 State U of NY- Upstate Med Col

Anderson, Bjorn Peter, Assistant Professor, Art Art History, 2007 (2007); MA 1999 British Columbia; MA 2004 Michigan; PhD 2005 Michigan
Anderson, Bruce A., Adjunct Assistant Professor, Preventive Community Dentistry, 1990 (1992); DDS 1988 Iowa

Anderson, Caryl M., Assistant Professor, Radiation Oncology, 2008 (2008); MD 2003 Texas Medical Branch

Anderson, Charles V., Emeritus Associate Professor, Communication Sciences and Disorders, 1966 (1968);

Anderson, Daniel D., Professor, Mathematics, 1974 (1983); MS 1971 Chicago; BA 1971 Iowa; PhD 1974 Chicago

Anderson, Dawn Renee Barker, Lecturer, Law-Faculty, 2001 (2001); BA 1992 N - Iowa; JD 1995 Iowa

Anderson, Donald Dean, Associate Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 2004 (2009); BSE 1985 IOWA; MS 1986 IOWA; PHD 1989 IOWA

Anderson, Erling A., Emeritus Associate Professor, Psychology, 1989 (1993); BA 1972 Wisconsin; MA 1981 Iowa; PHD 1984 Iowa

Anderson, Kenneth W., Clinical Adjunct Assistant Professor, Pediatrics, 1975 (1975); MD 1972 Northwestern

Anderson, Mark Edward, Professor, Radiation Oncology/Physiology/Internal Medicine, 2005 (2005); BA 1981 Macalester; PhD 1987 Minnesota; MD 1989 Minnesota

Anderson, Michael Gary, Associate Professor, Ophthalmology Visual Science/Physiology, 2004 (2010); PHD 1997 Iowa

Anderson, Paul G., Emeritus Professor, Music, 1949 (1968); BM 1948 Iowa; MA 1949 Iowa

Anderson, Rachel L., Emeritus Associate Professor, Health Management Policy, 1999 (2005); BA 1987 Beloit; PHD 1997 Northwestern

Anderson, Raymond Ronald, Adjunct Assistant Professor, Geoscience, 1993 (1993); PHD 1992 Iowa

Anderson, Richard, Lecturer, English as Second Language, 2010 (2010); MA 2010 Northern Iowa

Anderson, Robert F., Clinical Adjunct Associate Professor, Pediatrics, 2002 (2009); BA 1971 SAINT MARY’S; MD 1975 IOWA

Anderson, Rockford Charles, Adjunct Assistant Professor, Pharmacy, 2010 (2010); PHARMD 2006 Drake

Anderson, Scott Mitchell, Adjunct Assistant Professor, Family Dentistry, 2012 (2012); BBA 2001 University of Iowa

Anderson, Steven Wayne, Associate Professor, Neurology, 1994 (2003); BA 1982 South Florida; MA 1985 Iowa; PHD 1987 Iowa

Anderson, Steven Paul, Adjunct Assistant Professor, Family Dentistry, 2005 (2005); DDS 1980 Iowa

Anderson-Suddarth, Julie Linn, Clinical Adjunct Assistant Professor, Pediatrics, 2006 (2006); BS 1995 Northeast Missouri State; MD 1999 Iowa

Andreassen, Nancy Coover, Professor, Education/Psychiatry, 1973 (1981); BA 1958 Nebraska; MA 1959 Radcliffe; PHD 1963 Nebraska; MD 1970 Iowa

Andreassen, Andrew August, Clinical Adjunct Assistant Professor, Family Medicine, 1995 (2002); MD 1989 Iowa

Andrews, Emily Marie, Adjunct Instructor, Communication Sciences and Disorders, 2005 (2005); MA 1999 Iowa

Andrews, James G., Emeritus Professor, Mechanical Engineering, 1964 (1983); BSME 1957 Iowa; MS 1959 Iowa

Andsager, Julie, Professor, Journalism Mass Communication/University College/Community Behavioral Health, 2003 (2008); BS 1986 Kansas State; MS 1990 Kansas State; PHD 1993 Tennessee

Ang, Leybie, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);

Anguelov, Zlatko, Adjunct Lecturer, Interdisciplinary Programs, 2008 (2008); MD 1972 Varna, Bulgaria; MA 1995 McGill

Angwin, Kari Ann, Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Ankenmann, Robert D., Associate Professor, Psych Quant Foundations, 1994 (2000); BED 1984 Western Ontario; SCB 1984 University of Waterloo; MED 1990 New Brunswick; PHD 1994 Pittsburgh

Ankeny, John W., Clinical Adjunct Assistant Professor, Family Medicine, 1982 (2002); BA 1974 Simpson; DO 1977 Coll of Osteopathic Med

Ansley, Timothy N., Associate Professor, Psych Quant Foundations, 1983 (1989); BA 1974 Eastern Illinois; MS 1977 Northern Illinois; PHD 1984 Iowa

Anstey, B. Eleanor, Emeritus Assistant Professor, Social Work, 1974 (1978); BA 1953 Marycrest; MA 1959 Creighton; MA 1968 Manhattanville; PHD 1983 Iowa


Antes, Lisa Maria, Clinical Professor, Internal Medicine, 2000 (2013); BS 1986 Montclair State; BA 1986 Montclair State; MD 1990 Robert Wood Johnson Medical

Antezano, Eduardo Sebastian, Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); MD 1996 Peruvian, Cayetano

Anthony, Jerry, Associate Professor, Urban Regional Planning/Public Policy Center, 2000 (2006); BA 1989 Kerala-India; MS 1991 Delhi-India; PHD 2000 Florida State

Anthony, Jessica Ann, Adjunct Assistant Professor, Dance, 2013 (2013); BA 2003 U of Wisconsin

Anthony, Rebecca J., Adjunct Instructor, Teaching and Learning, 2005 (2005); BA 1972 Luther College; MA 1975 Iowa

Anthony, Theresa Renee, Assistant Professor, Occupational Environmental Health, 2009 (2009); MSE 1992 North Carolina - Chapel; PHD 2005 North Carolina - Chapel

Anzelc, Benjamin Paul, Adjunct Assistant Professor, Art Art History, 2006 (2006); BS 1997 Northern Illinois; MA 2000 Northern Illinois

Apicella, Michael A., Emeritus Professor, Microbiology/Internal Medicine, 1993 (1993); AB 1959 College of the Holy Cross; MD 1963 SUNY-Downstate Brooklyn

Aquilino, Mary Lober, Clinical Associate Professor, Community Behavioral Health, 1982 (2004); BSN 1977 NY
Aquilino, Steven A., Professor, Prosthodontics, 1982 (1993); BS 1975 State Univ of NY-Binghamton; DDS 1979 North Carolina; MS 1982 North Carolina
Arafat, Zaina F., Adjunct Assistant Professor, Division of Interdisciplinary Program, 2013 (2013);
Aravamudhan, Raman, Adjunct Instructor, Computer Science, 2003 (2004); ME 1986 Bharathiar Univ, India
Archer, Brad James, Clinical Adjunct Associate Professor, Internal Medicine, 2005 (2008); BA 1989 Northern Iowa; MD 1999 South Dakota
Are, Chaitanya, Clinical Assistant Professor, Internal Medicine, 2011 (2013); MBBS 2003 Osmania Gen Hospital, India; MBCHB 2003 Osmania, India
Arens, Lynnette Rae, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 2003 Iowa
Argo, Tami Renee, Clinical Adjunct Assistant Professor, Psychiatry, 2009 (2009); PHAR 2002 Iowa; MS 2005 Iowa
Arikat, Sunny Ouseph, Clinical Assistant Professor, Pediatrics, 2008 (2008); MD 1987 St. Johns Medical College
Armstrong, Steven Ray, Professor, Operative Dentistry, 1999 (2012); BS 1983 Iowa; DDS 1987 Iowa; PHD 1998 Iowa
Armstrong, Virginia, Adjunct Assistant Professor, Music, 2008 (2008); DMA 2007 Iowa
Arndt, Matthew, Assistant Professor, Music, 2009 (2009); MM 2001 Colorado-Boulder; PHD 2008 Wisconsin-Madison
Arndt, Stephan, Professor, IA Consortium Substance Abuse/Psychiatry/Biostatistics, 1991 (1998); BS 1974 Loyola; MA 1976 Claremont; PHD 1980 Claremont
Arneson, Scott Kabrick, Adjunct Lecturer, Management Organizations/Marketing/Family Dentistry/Office of Management Business Development, 2000 (2000); BBA 1984 Iowa; MBA 1999 Iowa
Arnold, Mark A., Professor, Chemistry, 1982 (1994); BS 1978 Indiana-Purdue; PHD 1982 Delaware
Arnold, Matthew Ember, Adjunct Instructor, Pharmacy Practice and Science, 2012 (2012);
Arnone, Anthony, Associate Professor, Music, 2001 (2008); BM 1989 New England Conservatory; MM 1994 Wichita State; MM 1995 Wichita State
Aron, Arianna Simone, Adjunct Professor, World Languages, Literatures, and Cultures, 2013 (2013);
Aroha, Jasbir S., Professor, Civil-Environmental Engineering/Mechanical Engineering, 1972 (1981); BS 1964 Punjab-India; MS 1967 Kansas State; PHD 1971 Iowa
Arshava, Evgeny, Clinical Assistant Professor, Surgery, 2008 (2009); MD 2000 Peoples Friendship Univ
Artemyev, Nikolai O., Professor, Ophthalmology Visual Science/Physiology, 1995 (2004); BS 1984 St. Petersburg Inst of Technol; PHD 1988 St. Petersburg Inst of Technol
Artherholt, William G., Clinical Adjunct Assistant Professor, Family Medicine, 1976 (2002); DO 1972 Coll of Osteopathic Med
Artz, Joe A., Adjunct Instructor, Anthropology, 2011 (2011); BA 1976 Kansas; MA 1983 Kansas
Asay, Scott, Assistant Professor, Accounting, 2013 (2013);
Aschenbrenner, Eric Wade, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2012 (2012);
Ascoli, Mario, Professor, Pharmacology/Obstetrics Gynecology, 1990 (1990); BS 1971 San Carlos; PHD 1975 Vanderbilt
Ashby, Kelley C., Adjunct Instructor, University College, 2004 (2013); BS 1990 SIOUX CITY, IA; MS 2000 Western Illinois
Ashida, Sato, Assistant Professor, Community Behavioral Health, 2012 (2012);
Ashton, Ned C., Adjunct Instructor, Health and Human Physiology/University College, 1994 (1994); BS 1985 Iowa
Ashworth, Shalla Wilson, Adjunct Instructor, Anthropology, 2008 (2010); BA 1995 Iowa; MA 2010 Oklahoma
Askeland, Ryan, Clinical Assistant Professor, Pathology, 2009 (2009); BA 1999 Northern Iowa; MD 2004 Iowa
Aspengren, Kathryn Diane, Adjunct Assistant Professor, Theatre Arts, 1995 (1995); BA 1974 Iowa; MFA 1994 Iowa
Asprey, David Perry, Professor, Physical Therapy/Physician Assistant/Pediatrics, 1994 (2008); PHD 1999 Iowa
Asselin, Marie-Eve, Adjunct Assistant Professor, Pediatric Dentistry, 2007 (2007); DMD 2002 De Montreal; MS 2005 De Montreal; FRCDC 2005 Royal Col of Dent of Canada
Assem, Mahfoud, Assistant Professor, Pharmacy, 2007 (2007); PHARMD 1995 Dijon, France; PHD 2000 Dijon, France
Assouline, Jose Guy, Adjunct Associate Professor, Biomedical Engineering, 2000 (2002); PHD 1988 Iowa
Assouline, Susan Lynn Goodsell, Professor, Psych Quant Foundations, 1990 (2009); BS 1975 Iowa; EDS 1984 Iowa; PHD 1988 Iowa
Atchison, Christopher George, Clinical Professor, Health Management Policy/Public Policy Center/Nursing, 1998 (2004); AB 1971 Loyola; MPA 1990 Illinois-Springfield
Atienza, Salvador Dimapasok, Adjunct Assistant Professor, Family Dentistry, 1999 (2000); BS 1990 Iowa; DDS 1994 Iowa

Atkins, Dianne Lee, Professor, Pediatrics, 1983 (2002); BA 1974 Johns Hopkins; MD 1977 Johns Hopkins

Atkinson, Alice M., Emeritus Associate Professor, Teaching and Learning, 1973 (1995); BS 1961 Iowa State; MS 1963 Wisconsin; PhD 1982 Iowa

Atkinson, Kendall E., Emeritus Professor, Mathematics/Computer Science, 1972 (1975); BS 1961 Iowa State; MS 1963 Wisconsin; PhD 1966 Wisconsin

Aubrey, Elizabeth, Emeritus Professor, Music, 1982 (1998); BA 1973 Grinnell; MM 1975 Maryland; PhD 1982 Maryland

Aubrey, Paul Woodrow, Clinical Assistant Professor, Prosthodontics, 2009 (2009); BA 1982 Iowa; DDS 1987 Iowa

Augustine, Emily L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Aul, Edward, Clinical Assistant Professor, Neurology, 1998 (2000); BS 1988 Pittsburgh; MD 1992 Pittsburgh

Aunan, Carol Diane, Adjunct Assistant Professor, Nursing, 1997 (2004); BSN 1993 Iowa; MSN 2001 Iowa

Aurand, Gary A., Adjunct Associate Professor, Chemical Bioengineering, 1997 (2004); BS 1986 Nebraska @ Lincoln; PHD 1996 North Carolina State

Auron, Ari, Clinical Adjunct Assistant Professor, Pediatrics, 2008 (2008); MD 2001 Mexico City

Avelino, Rosario Ruth, Adjunct Associate Professor, Pharmacy, 2008 (2008); PHARM 1993 Chicago

Averkamp, Shawn M., Adjunct Instructor, Library Information Science, 2013 (2013); HS 1994 Wabash College; BA 1998 Luther College; AMLS 2008 University of Iowa

Avila Ortiz, Gustavo, Assistant Professor, Periodontics, 2011 (2011); DDS 2003 Granada, Spain; DPHIL 2006 Granada, Spain; MS 2009 Michigan

Axelson, Rick Don, Assistant Professor, Family Medicine, 2007 (2007); PHD 2003 Arizona

Ayati, Bruce, Associate Professor, Mathematics/Orthopaedics and Rehabilitation, 2007 (2011); BA 1993 California, San Diego; MS 1994 Chicago; PHD 1998 Chicago

Aykin-Burns, Nukhet, Adjunct Assistant Professor, Radiation Oncology, 2008 (2008); BS 1995 Middle East Technical Univ; PhD 2002 Missouri-Rolla, Ayres, Lioness, Associate Professor, Nursing, 2005 (2011); MSN 1992 Illinois @ Chicago; PhD 1998 Illinois @ Chicago

Ayyagari, Padmaja, Assistant Professor, Health Management Policy, 2011 (2011); BS 2000 Calcutta; MS 2002 Indian Statistical; PhD 2008 Duke

Azar, Antoine E., Clinical Associate Professor, Internal Medicine, 2007 (2012); BS 1995 American Univ/Beirut, Lebanon; MD 1999 American Univ/Beirut, Lebanon

Azuero, Rodrigo, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);

Baalrud, Scott David, Assistant Professor, Physics Astronomy, 2012 (2012);

Babcock, Bruce A., Adjunct Instructor, Pharmacy, 1997 (1997); BS 1987 Drake

Bacon, Robert A., Adjunct Lecturer, Teaching and Learning/Public Policy Center, 1997 (1997); BA 1969 Stanford University; MA 1978 Iowa

Badovinac, Vladimir, Assistant Professor, Pathology, 2007 (2007); BS 1994 Belgrade; MS 1997 Belgrade; PHD 1999 Belgrade

Baenziger, Norman C., Emeritus Professor, Chemistry, 1949 (1957); BS 1943 Hamline; PHD 1948 Iowa State

Baer, William Thomas, Adjunct Assistant Professor, Pharmacy, 2005 (2005); BS 1976 Iowa

Bagford, Jack, Emeritus Professor, Teaching and Learning, 1962 (1970); MED 1956 Miami-Ohio; EDD 1960 Indiana

Bairds, Fredrick Howard, Clinical Adjunct Assistant Professor, Neurology, 2007 (2007); BA 1973 Iowa; MD 1980 Iowa; PHD 1980 Iowa

Bahrick, Audrey S., Adjunct Assistant Professor, Psych Quant Foundations, 1995 (1995); BA 1980 Ohio Wesleyan; MA 1981 Ohio State; MA 1986 Ohio State; PHD 1989 Ohio State

Bai, Er-Wei, Professor, Radiology/Electrical-Computer Engineering, 1987 (2000); BS 1977 Fudan-China; ME 1982 Shanghai Jiaotong; PHD 1987 Calif-Berkeley

Bailey, Jonathon, Adjunct Lecturer, Civil-Environmental Engineering, 2006 (2007); BA 1985 Iowa State; BS 1985 Iowa State

Bailey, Olivia Erin, Clinical Assistant Professor, Emergency Medicine, 2007 (2007); BA 2000 Iowa; BS 2000 Iowa; MD 2004 Chicago


Bailey, William J., Clinical Adjunct Assistant Professor, Family Medicine, 2000 (2000); MD 1975 Creighton

Baillie, Kyrke Brandon, Adjunct Assistant Professor, Periodontics, 2009 (2007); DDS 2001 CO U School of Dentistry

Bainbridge, Craig Wayne, Clinical Adjunct Associate Professor, Internal Medicine/Occupational Environmental Health, 1977 (2002); MD 1974 Iowa

Bair, Heather Lucy, Clinical Assistant Professor, Nursing, 2000 (2012); BS 1997 Iowa; MSN 2005 Iowa

Baird, Adam, Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Baird, Robert D., Emeritus Professor, Religion, 1966 (1974); BA 1954 Houghton; BD 1957 Fuller Theological Seminary; MA 1958 SMU; PHD 1964 Iowa

Baker, Barbara Lynn Knutson, Adjunct Lecturer, Management Organizations, 2013 (2013);

Baker, Karen Ann Kenaley, Associate Professor, Oral Pathology/Medicine, 1981 (1991); BS 1979 Pharmacy - Iowa; MS 1981 Iowa
Baker, Laurence J., Clinical Adjunct Assistant Professor, Family Medicine, 1982 (2002); BS 1974 Iowa; DO 1977 Coll of Osteopathic Med

Baker, Max T., Associate Professor, Anesthesia, 1989 (1994); BS 1975 Georgia; MS 1978 Georgia; PHD 1980 Georgia


Baker, Richard Lance, Associate Professor, Mathematics, 1989 (1995); BA 1972 Drake; MS 1979 Iowa; PHD 1987 California-Berkeley

Baker, Sheila, Assistant Professor, Ophthalmology Visual Science/Biochemistry, 2010 (2010); PHD 2003 Medical College of Wisconsin

Baker-El Abiad, Kimberly Michelle, Clinical Assistant Professor, Internal Medicine, 2008 (2008); BA 1996 Iowa; MD 2000 Iowa

Balakrishnan, Ramji, Professor, Accounting, 1986 (2000); BS 1977 Madras-India; MBA 1979 Indian Institute of Management; PHD 1986 Columbia


Ballantyne, Bryon Todd, Adjunct Associate Professor, Physical Therapy, 2007 (2007); MA 1991 Iowa; PHD 2005 Iowa

Ballard, Pamela S., Emeritus Assistant Professor, Nursing, 1993 (2002); BA 1958 Iowa; BSN 1978 Iowa; MSN 1985 Iowa


Barlow, Eric, Adjunct Assistant Professor, Radiology, 1981 (1992); BS 1971 Loras; MS 1975 Wisconsin

Barlow, Thomas J., Associate Professor, Radiology, 1981 (1992); BS 1971 Loras; MS 1975 Wisconsin

Barlow, Eric, Clinical Adjunct Assistant Professor, Psychiatry, 2007 (2007); BA 1991 Augusta; BA 1995 Augusta College, SD; MD 1999 South Dakota

Barnes, Ed C., Adjunct Instructor, Social Work, 2000 (2000); MSW 1999 Iowa

Barnes, Erin Frances, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2007 (2011); BA 2001 Iowa; MA 2004 Iowa

Barnes, Geoffrey J., Adjunct Lecturer, Management Sciences, 2000 (2000); MBA 2000 Iowa

Barnes, Kyle Matthew, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); BA 2007 University of Iowa

Barnes, Patrick L., Adjunct Instructor, Pharmacy, 1997 (1997); BS 1982 Drake
Barnhardt, Cassie L., Assistant Professor, Educ Policy Leadership Studies, 2012 (2012); 
Baron, Jeffrey, Emeritus Professor, Pharmacology, 1972 (1980); BS 1965 Connecticut; PHD 1969 Michigan 
Baron, Robert S., Emeritus Professor, Psychology, 1970 (1982); BS 1965 Cornell; PHD 1970 Minnesota 
Baron, Robert Jacob, Emeritus Professor, Computer Science, 1970 (1993); AB 1963 San Diego State; MS 1965 Cornell; PHD 1968 Cornell 
Barquist, Stephanie Kay Rudish, Adjunct Assistant Professor, Operative Dentistry, 2000 (2000); BA 1995 Iowa; DDS 1998 Iowa 
Barr, Amy Lynne, Adjunct Assistant Professor, Division of Performing Arts, 2012 (2012); BFA 2001 Univ of Illinois at Urbana 
Barragan, Eloy, Associate Professor, Dance, 2005 (2012); 
Barrash, Joseph, Clinical Associate Professor, Psychology/Neurology, 1998 (2006); PHD 1988 Iowa 
Barrett, Timothy D., Professor, Interdisciplinary Programs, 1993 (2005); BA 1973 Antioch 
Barron, Patrick Ingles, Adjunct Lecturer, Economics, 2008 (2008); BA 1969 Bradley; MA 1974 Arkansas 
Barron, Sheila, Adjunct Assistant Professor, Psych Quant Foundations, 2001 (2001); BA 1989 Iowa; MA 1991 Iowa; PHD 1993 Iowa 
Barta, Gary Allen, Adjunct Lecturer, University College, 2011 (2011); BS 1987 North Dakota State 
Bartachek, Amy Lynn, Adjunct Lecturer, University College, 2005 (2005); MA 2001 Iowa 
Barth Leick, Marcia Ann, Adjunct Instructor, Communication Sciences and Disorders, 1999 (1999); MA 1996 Northern Iowa 
Bartlett, Heather L., Associate Professor, Biochemistry/Pediatrics, 2004 (2013); BS 1991 Arizona College of Med; MD 1995 Arizona College of Med 
Bartlett, Luke Joseph, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 2000 Iowa 
Barton, Lori A., Adjunct Instructor, Pharmacy, 2005 (2005); BS 1995 Iowa 
Barwacz, Christopher Andrew, Assistant Professor, Dows Institute-Research/Prosthodontics, 2008 (2010); DDS 2007 Iowa 
Basirh, Amani, Clinical Assistant Professor, Pathology, 2011 (2011); MBBS 1998 Jordan 
Basirh, Mohammad, Clinical Assistant Professor, Cardiothoracic Surgery, 2013 (2013); MBBS 2003 University of Jordan 
Basile, Monica Reese, Adjunct Assistant Professor, Gender, Women's and Sexuality Studies, 2013 (2013); 
Bassingthwaite, Brenda Jean, Adjunct Assistant Professor, Psych Quant Foundations/Pediatrics, 2010 (2010); BA 1995 North Dakota State; MS 1998 Iowa State; PHD 2007 Iowa 
Bassuk, Alexander G., Associate Professor, Neurology/Pediatrics, 2007 (2011); MD 1999 Chicago 
Basu, Hriden Narayan, Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1964 Calcutta Medical 
Basu, Nandita, Adjunct Assistant Professor, Civil-Environmental Engineering, 2009 (2009); BENG 1997 Jadavpur University; BE 1997 Jadavpur; MCE 2001 Indian Institute of Tech; PhD 2006 Purdue 
Bate, Walter W., Clinical Adjunct Assistant Professor, Internal Medicine, 1984 (1984); MD 1977 Illinois 
Bates, James N., Associate Professor, Anesthesia, 1984 (1990); BA 1972 Calif-Santa Barbara; MA 1975 Calif-Santa Barbara; PhD 1977 Calif-Santa Barbara; MD 1981 Miami 
Bates, Michael J., Clinical Assistant Professor, Cardiothoracic Surgery, 2011 (2011); MD 2000 Eastern Virginia 
Bathke, Josephine Ellen, Adjunct Assistant Professor, Management Organizations, 2005 (2005); BA 1997 William Penn; MBA 2003 University of Iowa; JD 2003 Iowa 
Batichon, Claudia, Adjunct Lecturer, Health and Human Physiology, 2013 (2013); BS 2008 Appalachian State University; MS 2010 Georgia Southern University 
Bauder, Stephanie Rene, Adjunct Lecturer, Marketing, 2012 (2012); 
Bauer, Patrick B., Professor, Law-Faculty, 1979 (1985); BA 1972 Wesleyan; JD 1975 Chicago 
Baum, Kristin Alana, Adjunct Instructor, Interdisciplinary Programs, 2007 (2007); BA 1991 Lawrence; MA 1995 Iowa 
Baumbach, Gary Lynn, Professor, Pathology, 1980 (1996); BA 1971 Wartburg; MD 1976 Iowa 
Baumert, Paul Willard, Adjunct Instructor, Family Medicine, 2004 (2013); BS 1983 Iowa; MD 1987 Iowa 
Baumgartner, David, Adjunct Instructor, University College, 2004 (2013); BA 1984 Northern Iowa; MA 1987 Northern Iowa; PHD 1990 Iowa State 
Baumhover, Nadiya Alexandra, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2012); AA 2002 Southeastern CC; PHARMD 2009 Iowa; BS 2009 University of Iowa 
Baxter, Leslie, Professor, Community Behavioral Health/Communication Studies, 1994 (1994); BS 1971 Lewis and Clark; MS 1972 Oregon; PHD 1975 Oregon 
Baxter, Sarah Emily, Adjunct Instructor, Health and Human Physiology, 2011 (2011); BS 2006 Samford; MA 2010 Iowa 
Baybayn, Amber Lea, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2010 Iowa 
Bayless, John D., Clinical Professor, Psychiatry, 1999 (2008); BS 1974 Wisconsin-Oshkosh; MS 1977 Wisconsin-Oshkosh; PHD 1986 Iowa
Bayman, Emine Ozgur, Assistant Professor, Anesthesia/Biostatistics, 2008 (2011); BA 1999 Hacettepe, Turkey; MS 2002 Bursa, Turkey; MD 2004 Iowa; PhD 2008 Iowa
Baynton, Douglas Cameron, Associate Professor, Communication Sciences and Disorders/History, 1993 (2002); BS 1986 Western Oregon State; MA 1988 Iowa; PhD 1993 Iowa
Bayon, Rodrigo, Clinical Assistant Professor, Otolaryngology-Head Neck Surgery, 2010 (2010); MD 2004 South Florida Med
Bayouth, John E., Adjunct Associate Professor, Radiation Oncology/Biomedical Engineering, 2004 (2004); BS 1988 Kansas State; MS 1991 Kansas State; PhD 1993 Texas
Beane, Abby Elisabeth, Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARMD 2007 Iowa
Bear, Phillip A., Clinical Adjunct Assistant Professor, Internal Medicine, 1990 (2007); DO 1981 Osteopathic Med Hlth
Beardsley, Douglas E., Adjunct Associate Professor, Health Management Policy, 2010 (2010); BA 1985 Utah; MPH 1986 Alabama
Beasley, Wayne E., Emeritus Professor, Art Art History, 1966 (1980);
Beasley, Byron T., Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2008); BS 1997 Iowa State; MD 2001 Iowa
Becker, Thomas Edward, Clinical Adjunct Assistant Professor, Surgery, 1993 (2003); MD 1984 Iowa
Bedell, David A., Clinical Associate Professor, Family Medicine, 1995 (2004); BA 1975 Colorado College; MD 1982 Washington
Bednar, Thomas Michael, Lecturer, Management Sciences, 2009 (2009); BBA 1973 Iowa
Bednar, Susan, Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2008); BS 1997 Iowa State; MD 2001 Iowa
Behrens, Robert J., Emeritus Professor, Neurology/Pediatrics, 1993 (2003); MD 1963 Harvard
Behrendt, Douglas M., Emeritus Professor, Cardiothoracic Surgery, 1986 (1990); Ab 1959 Amherst; MD 1963 Harvard
Behrenga, Antoine, Adjunct Associate Professor, Neurology, 1995 (2004); BSc 1983 Toronto; PhD 1991 Toronto
Beck, Leslie, Adjunct Lecturer, Urban Regional Planning, 2008 (2008); BS 1978 Iowa State; MUP 1998 Iowa State
Beck, Margaret, Associate Professor, Anthropology, 2007 (2013); BA 1992 Kansas; MA 1995 Kansas; PhD 2003 Arizona
Beck, Mary Gwen, Clinical Professor, Internal Medicine, 1997 (2010); MD 1994 Iowa
Beck, Robert A., Clinical Adjunct Assistant Professor, Family Medicine, 2011 (2011); BA 1983 Johns Hopkins; MD 1988 UMDNJ
Becker, Shea Lee, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012); BA 1998 The University of Iowa; MA 2000 The University of Iowa; DAUD 2005 The University of Florida
Becker, Thomas Edward, Clinical Adjunct Assistant Professor, Pediatrics, 1999 (1999); MD 1987 Iowa
Beckermann, Christoph, Professor, Mechanical Engineering, 1987 (1996); MS 1984 Purdue; PhD 1987 Purdue
Beckett, Andrew, Adjunct Lecturer, Educ Policy Leadership Studies, 2011 (2011); BS 1994 Truman State; MA 1996 Arizona; PhD 2006 Missouri-Columbia
Beckman, Jill N., Associate Professor, Linguistics, 1996 (2004); BA 1989 Michigan State; MA 1991 Ohio State; PhD 1998 Massachusetts
Beckman, Paula Sue, Clinical Adjunct Assistant Professor, Surgery, 1993 (2003); MD 1984 Iowa
Beddow, John K., Emeritus Professor, Chemical Biochemical Engineering, 1968 (1979); BSc 1954 A.M.C.T.Manchester,England; PhD 1959 Cambridge-England
Bedell, David A., Clinical Associate Professor, Family Medicine, 1995 (2004); BA 1975 Colorado College; MD 1982 Washington
Beecher, Stephanie Lynn, Adjunct Instructor, Health and Human Physiology/University College, 2010 (2010); BLS 2008 Coe; MA 2010 Iowa
Beeghly, James H., Clinical Associate Professor, Psychiatry, 1985 (2000); BS 1972 West Virginia; MD 1978 West Virginia
Begley, Wayne E., Emeritus Professor, Art Art History, 1966 (1980);
Beglinger, Leigh J., Associate Professor, Psychiatry, 2003 (2009); BS 1992 Idaho; MS 1995 Idaho; PhD 2000 Washington State
Beharka, Alison A., Lecturer, Teaching and Learning, 2010 (2010); MS 1988 Kansas State; PhD 1992 Kansas State
Behrendt, Douglas M., Emeritus Professor, Cardiothoracic Surgery, 1986 (1990); AB 1959 Amherst; MD 1963 Harvard
Behrens, Robert J., Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); BS 1992 Iowa State; MD 1997 Iowa
Beichel, Reinhard R., Associate Professor, Electrical-Computer Engineering/Internal Medicine, 2007 (2013); MS 1999 Graz Univ. of Technology; PhD 2005 Graz Univ.of Technology
Belfiglio, E. James, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DMD 1973 Pittsburgh; MBA 1996 Dallas Baptist
Belin, Michael William, Instructor, Military Science, 2008 (2008); BS 1991 Fitchburg State
Bell, Colin E., Emeritus Professor, Management Sciences, 1980 (1980); BA 1964 California-Berkeley; MA 1966 California-Berkeley; PhD 1969 Yale
Bell, Edward F., Professor, Pediatrics, 1979 (1988); BA 1969 Washington and Jefferson; MD 1973 Columbia
Bell, Gregory Russell, Clinical Associate Professor, Emergency Medicine, 2007 (2013); MD 1988 Ohio State
Bell, Marvin H., Emeritus Professor, Creative Writing, 1965 (1975); BA 1958 Alfred; MA 1961 Chicago; MFA 1963 University of Iowa
Bell, William E., Emeritus Professor, Neurology/Pediatrics, 1962 (1972); MS 1951 West Virginia; BA 1951 West Virginia; MS 1953 West Virginia; MD 1955 Virginia
Belli, Meriam, Assistant Professor, History, 2008 (2008); BA 1994 Inalco, Paris, France; MA 1995 Inalco, Paris, France; PHD 2005 Georgetown

Bellinger, Anke, Clinical Assistant Professor, Anesthesia, 2006 (2007); BS 1990 Essen, Germany; MD 1997 Witten-Herdecke Germany

Bellizzi, Andrew M., Clinical Assistant Professor, Pathology, 2011 (2011); MD 2004 Northwestern

Bellman, Suzanne B., Adjunct Lecturer, Marketing, 2010 (2010); MA 2004 Iowa

Bello, Germaine D., Adjunct Instructor, Preventive Community Dentistry, 2007 (2007); DDS 2005 Iowa

Bellus, Paul, Adjunct Instructor, Communication Studies, 2001 (2001); BS 1993 Nebraska; MA 1995 Nebraska

Beltran-Garcia, Luis, Clinical Adjunct Assistant Professor, Internal Medicine, 2011 (2011); MD 2000 Pontificia

Beltz, Mark, Clinical Adjunct Associate Professor, Internal Medicine, 2003 (2006); BS 1991 Pittsburgh; BSEE 1991 Pittsburgh; MD 1995 Wash St. Louis

Benda, Jo Ann, Emeritus Professor, Pathology, 1979 (1996); BS 1971 Iowa State; MD 1975 Iowa

Bender, David Paul, Clinical Associate Professor, Obstetrics Gynecology, 2004 (2011); BA 1991 Maine; MD 1995 Illinois

Benedetti De Marrero, Esther Marianne, Clinical Assistant Professor, Anesthesia, 2007 (2007); MD 1993 Universidad Central de Venezuela

Benjamin, Daniel Kelly, Adjunct Professor, Economics, 2009 (2009); MA 1971 UCLA; PHD 1975 UCLA

Bennett, Andrea Patricia, Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Bennett, Darus Lee, Clinical Professor, Radiology, 2001 (2013); BS 1984 Arkansas; MA 1986 Washington; MD 1990 Arkansas

Bennett, David, Professor, Geography, 2000 (2010); BA 1980 Northern Iowa; MA 1982 Michigan; PHD 1994 Iowa

Bennett, Jeffrey A., Associate Professor, Communication Studies, 2009 (2012); BS 1996 Wayne State; MA 1998 Northern Illinois; PHD 2004 Indiana

Bennett, John P., Clinical Adjunct Assistant Professor, Internal Medicine, 1991 (1991); MD 1985 George Washington

Bennett, Lisa, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BA 2003 St Olaf; DDS 2007 Illinois

Bennett, Mary Josephine, Adjunct Lecturer, History, 2010 (2010); BA 1976 Iowa; MA 1985 Iowa

Bennett, Tracey L., Adjunct Instructor, Pharmacy, 2007 (2007); BSPH 1992 Drake

Benoit, Gena Lou Rose, Clinical Adjunct Assistant Professor, Family Medicine, 2009 (2009); BS 1995 St. Ambrose; MD 1999 Iowa

Benson, Christopher J., Associate Professor, Pharmacology/Internal Medicine, 1999 (2006); BS 1986 St. John's; MD 1991 Minnesota

Bentler, Ruth Ann Winnike, Professor, Communication Sciences and Disorders, 1977 (2002); BS 1971 Iowa; MA 1973 Iowa; PHD 1987 Iowa

Bentz, Dale M., Emeritus Professor, Library Information Science, 1953 (1964);

Benzon, Amanda Renee, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 2001 Iowa

Beran, Maureen Ruth, Adjunct Lecturer, Management Organizations, 2009 (2009); BA 2004 Iowa

Beranek, Randi Lea, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2012); PHARMD 2010 Drake

Berbaum, Kevin S., Professor, Radiology, 1977 (1993); BA 1971 Millikin; PHD 1978 State University of New York

Berg, Daniel J., Associate Professor, Internal Medicine, 1995 (2003); BS 1981 Illinois; MD 1986 Illinois

Berg, Joyce E., Professor, Accounting, 1992 (2010); BS 1979 Minnesota; MBA 1985 Minnesota; PHD 1988 Minnesota

Berg, Mark Thomas, Assistant Professor, Sociology, 2013 (2013);

Berg, Mary Susan, Clinical Associate Professor, Nursing, 1992 (2011); BSN 1988 Iowa; MSN 1997 Iowa; DNP 2009 Iowa

Berger, Herbert, Clinical Professor, Internal Medicine, 1992 (2005); BS 1981 Loyola; MD 1985 Loyola Stritch Schol of Medicin

Berger, Karmen R., Adjunct Lecturer, Division of Interdisciplinary Program, 2009 (2009); MA 1987 California; PHD 1996 California

Bergman, Elizabeth June, Adjunct Assistant Professor, Dance, 2011 (2011); BA 2005 Desales Univ; MFA 2009 Iowa

Bergman, Marvin L., Adjunct Assistant Professor, History, 2010 (2010); MA 1979 Chicago, Divinity; PHD 1990 Chicago, Divinity


Bergus, George Ravdin, Professor, Family Medicine/Physician Assistant/Psychiatry, 1990 (2005); BA 1976 Pennsylvania; MD 1982 Pennsylvania; MA 2002 Iowa

Bergus, Nicholas Baldwin, Adjunct Instructor, Journalism Mass Communication, 2008 (2008); BA 2002 Iowa; MA 2008 Iowa


Berman, David H., Adjunct Associate Professor, Physics Astronomy, 1996 (2008); BA 1967 Carleton College; PHD 1976 Wisconsin

Bern-Klug, Mercedes Eva, Associate Professor, Social Work/International Programs, 2004 (2010); BA 1982 Iowa; MSW 1984 MA; 1991 Georgetown; DR 2003 Kansas

Bernhardt, Melissa, Adjunct Instructor, Preventive Community Dentistry, 1999 (1999); MS 1998 Iowa

Bernstein, Mitchel, Adjunct Instructor, Preventive Community Dentistry, 2012 (2012);

Bernstein, Neil P., Adjunct Professor, University College, 2010 (2010); BS 1975 Colorado State; MS 1977 John Carroll; PHD 1982 Minnesota

Berrey, Marquis Shane, Assistant Professor, Classics, 2011 (2011); BA 2003 St Olaf; MA 2006 Texas @ Austin; PhD 2011 Texas @ Austin

Berry, Erin M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Berry, Stephen Joseph, Associate Professor, Journalism Mass Communication, 2003 (2006); BS 1970 Montevallo; MA 1984 North Carolina-Greensboro

Berry, Venise Torriana, Associate Professor, African-American Studies/Journalism Mass Communication, 1991 (1998); BA 1977 Iowa; MA 1979 Iowa; PHD 1989 Texas-Austin

Bertocci, Angelo P., Emeritus Professor, English, 1966 (1966);

Bertolatus, John Andrew, Associate Professor, Internal Medicine, 1982 (1992); BA 1972 Johns Hopkins; MD 1976 Johns Hopkins

Bessman-Quintero, Margaret Ann, Adjunct Instructor, Social Work, 2005 (2005); MSW 2005 Iowa

Best, Leyla, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012);

Bettendorf, Anthony John, Adjunct Instructor, University College, 2013 (2013); HS 1996 Foley High School; BA 2000 University of Minnesota; MS 2002 Western Illinois University

Bettis, Elmer Arthur III, Associate Professor, Geoscience, 1995 (1995); BS 1975 Iowa State; MS 1979 Iowa State; PHD 1995 iowa

Betts, Carl E., Emeritus Associate Professor, Communication Sciences and Disorders/Pediatrics, 1970 (1979); BA 1951 Iowa; MA 1957 Iowa; PHD 1963 Iowa

Beverly, Jasmine Onea, Clinical Adjunct Lecturer, Nursing, 2010 (2010); MHP 2006 Iowa; MSN 2010 University of Iowa

Beyer, Nancy Ellen, Clinical Assistant Professor, Psychiatry/Pediatrics, 2008 (2008); BA 1982 Iowa; MA 1985 Iowa; MD 2003 Iowa

Bezanson, Randall P., Professor, Law-Faculty, 1973 (1979); BS 1968 Northwestern; JD 1971 Iowa

Bhalla, Ramesh C., Emeritus Professor, Anatomy Cell Biology, 1973 (1982); BVSC 1957 Panjab-India; FRVCS 1962 Stockholm; PHD 1970 Wisconsin

Bhandary, Asha Leena, Assistant Professor, Philosophy, 2012 (2012);

Bhargava, Anuj. Clinical Adjunct Associate Professor, Internal Medicine, 2005 (2010); MBBS 1996 Manlana Azad Medical


Bhatnagar, Ranbir K., Emeritus Professor, Pharmacology, 1971 (1981); BS 1954 Lucknow-India; DVM 1958 Agra-India; MS 1963 Michigan State; PHD 1971 Michigan State; MFA 1999 Iowa

Bhatt, Rajankumar, Adjunct Associate Professor, Mechanical Engineering/Biomedical Engineering, 2007 (2012); BE 2001 MS University; ME 2004 SUNY at Buffalo; DPHIL 2007 SUNY at Buffalo

Bhatti, M. Asghar, Professor, Civil-Environmental Engineering, 1980 (2006); BE 1972 Karachi-Pakistan; MS 1975 Calif-Berkeley; PHD 1980 Calif-Berkeley

Bhave, Prashant, Clinical Assistant Professor, Internal Medicine, 2013 (2013);

Bianchi, Alison J., Associate Professor, Sociology, 2007 (2010); MA 1998 Stanford; MA 2000 San Jose State; PHD 2001 Stanford

Bickenbach, Jackie R., Emeritus Professor, Anatomy Cell Biology/Dermatology, 1999 (2009); BS 1973 Iowa; MS 1979 Iowa; PHD 1982 Iowa; MA 1988 Iowa

Bickett-Weddle, Danielle, Adjunct Assistant Professor, Occupational Environmental Health, 2005 (2005); MPH 2003 Iowa

Bieber, Craig Allen, Adjunct Instructor, University College, 2004 (2013); BBA 1977 IOWA

Bieber, Dale, Clinical Associate Professor, Internal Medicine/Pediatrics, 2007 (2007); BS 1969 Elizabethtown; MS 1972 Penn State; MD 1976 Penn State

Bieri, Linda Olson, Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); DDS 1978 Iowa

Bigger, Jacqueline Mayer Hockett, Lecturer, Teaching and Learning, 2013 (2013); BA 2003 University of Iowa; AMLS 2006 Simmons College

Bigolin, Simone, Adjunct Lecturer, Management Organizations/Management Sciences, 2009 (2009); MBA 2003 University of Kansas; MS 2003 Kansas

Bilek, Guy Otto, Adjunct Assistant Professor, Periodontics, 1973 (2000); BS 1968 Iowa; DDS 1972 Loyola; MS 1974 Iowa

Billiet, Gabriel Mcquade, Adjunct Assistant Professor, Pharmacy, 2005 (2005); PHARM 2003 Iowa


Bingham, Heather Lynne, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2008 (2008); BS 1997 Brigham Young University; MD 2004 Texas Southwestern, Dall

Biniak, Kelly Jeanne, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARM 2009 Drake

Birdsell, Michele M., Adjunct Instructor, Pharmacy, 1997 (1997); BS 1993 Iowa
Birrell, Susan J., Professor, Gender, Women's and Sexuality Studies/American Studies, 1980 (1992); BA 1968 St Lawrence; MS 1976 Massachusetts; PHD 1978 Massachusetts

Bishop, Gail A., Professor, Microbiology, 1989 (1998); BA 1977 St. Olaf; MS 1979 Wisconsin-Madison; PHD 1983 Michigan-Ann Arbor

Bishop, Warren P., Professor, Pediatrics, 1989 (2007); BA 1975 St. Olaf; MD 1979 Wisconsin-Madison

Bixenman, Susan Lynn, Adjunct Instructor, Social Work, 2006 (2006); MSW 2002 Iowa

Black, Benjamin Keith, Adjunct Lecturer, University College Courses, 2009 (2009); BS 2005 Central Arkansas; MS 2007 Central Arkansas

Black, Donald W., Professor, Psychiatry, 1986 (1996); BA 1978 Stanford; MD 1982 Utah

Black, Harold J., Emeritus Assistant Professor, Pharmacy, 1955 (1965); BS 1953 Iowa; MS 1955 Iowa

Blackburn, Kelley Lynn, Lecturer, Nursing, 2008 (2008); BSN 2004 Iowa; MSN 2006 Iowa

Blackburn, Sara Marie, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);

Blair, Rebecca S., Lecturer, Rhetoric, 2012 (2012); PHD 1988 Univ of Indiana-Blomington

Blair, Timothy James, Clinical Adjunct Assistant Professor, Family Medicine, 1996 (2002); MD 1989 Iowa

Blaise, Clark L., Emeritus Professor, English, 1981 (1990); BA 1961 Denison; MFA 1964 Iowa

Blakesley, William Robert, Adjunct Instructor, Pharmacy, 2010 (2010); BSPH 1974 Drake

Blanchard, Peter Floodstrand, Lecturer, Mathematics, 2001 (2006); BA 1986 Wisconsin @ Madison; MS 1989 Virginia @ Charlottesville; PHD 1995 Virginia, Charlottesville

Blanchard, Suzette Bea, Adjunct Lecturer, University College Courses, 2012 (2012);

Blau, Linsey Ann, Adjunct Assistant Professor, Pharmacy, 2005 (2005); PHARMD 2003 Iowa

Blauvelt, Catherine Renee, Adjunct Lecturer, Creative Writing/Division of Interdisciplinary Program, 2012 (2012);

Bleher, Frauke M., Professor, Mathematics, 2000 (2009); BS 1989 Stuttgart-Germany; MS 1993 Stuttgart-Germany; PHD 1995 Stuttgart-Germany

Blew, Robert E., Adjunct Associate Professor, Family Dentistry, 1986 (2000); DDS 1974 Loyola

Block, Angela M., Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); AASC 2006 Kirkwood

Block, Robert I., Associate Professor, Anesthesia, 1988 (1994); BA 1969 Shimer; MS 1972 Harvard; MS 1977 Rutgers; PHD 1981 Rutgers

Bloesch, Richard J., Emeritus Associate Professor, Music, 1967 (1974); BA 1952 Elmhurst; MDIV 1955 Union Theological Seminary; SMM 1959 Union Theological Seminary; DMA 1971 Illinois

Blondin, Martha Mckay, Clinical Adjunct Instructor, Nursing, 2000 (2000); MSN 1999 Iowa

Bloom, Stephen G., Professor, Journalism Mass Communication, 1993 (2004); BA 1973 California-Berkeley

Blum, Cinzia, Professor, Cinema Comparative Literature/French Italian/International Programs, 1989 (2009); MA 1985 Iowa; PHD 1989 Cornell

Blum, Nancee Sue Rose, Adjunct Instructor, Psychiatry, 1994 (1994); BA 1958 Iowa; MSW 1989 Iowa

Blumberg, Mark S., Professor, Psychology/Biology, 1992 (2001); BA 1983 Brandeis; MA 1987 Chicago; PhD 1988 Chicago

Bobina, Mariya Aleksandrovna, Adjunct Assistant Professor, Economics, 2008 (2008); MA 1993 Moscow inst Electronics Math; MA 1996 Russian Academy of Economics; PhD 2001 Russian Academy of Sciences

Boblenz, David Karl, Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARMD 1997 Iowa

Bobst, Ryan Daniel, Adjunct Instructor, Social Work, 2011 (2011); BSW 2009 Iowa; MSW 2011 Iowa

Bockenstedt, Tricia L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Boddicker, Marc E., Clinical Adjunct Professor, Dermatology, 2000 (2004); MD 1980 Iowa

Bode, Nicole Mary, Adjunct Instructor, Biology, 2004 (2004); BA 1997 Coe College; MS 2004 Iowa

Bodin, Eric, Lecturer, English as Second Language, 2010 (2010); BA 1998 Iowa State; MA 2002 Iowa State

Bodnar, Richard Lee, Adjunct Assistant Professor, Mechanical Engineering, 2010 (2010); MS 1977 Pennsylvania

Boe, Warren J., Emeritus Professor, Management Sciences, 1970 (1991); BA 1960 Luther; MS 1964 Iowa State; PHD 1970 Purdue

Boehmke, Frederick J., Professor, Political Science/Public Policy Center, 2000 (2013); BA 1995 Washington; MA 1998 Calif Inst of Technology; PHD 2000 Calif Inst of Technology

Boggess Jr., Thomas F., Professor, Physics Astronomy/Electrical-Computer Engineering, 1989 (1996); BS 1978 Lamar; MS 1980 North Texas State; PHD 1982 North Texas State


Bogue, Richard J., Clinical Associate Professor, Nursing, 2012 (2012);

Bohannan, Christina, Professor, Law-Faculty, 2000 (2010); BS 1994 Florida; JD 1997 Florida

Bohde, Rebecca Sue, Adjunct Assistant Professor, German, 1995 (2002); BA 1972 Cornell College; MA 1979 Christian-Albrechts-Universita; PHD 1991 Iowa

Bohman, John P., Adjunct Instructor, Pharmacy, 2000 (2000); BS 1974 Wisconsin

Bohnenkamp, David Mark, Clinical Associate Professor, Prosthodontics, 2013 (2013);

Boldt, Lucinda, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); AASC 2004 Kirkwood; AASC 2008 Kirkwood

Boles, Terry L., Associate Professor, International Programs, 1993 (2001); BA 1986 California-Santa Barbara; PHD 1991 California-Santa Barbara

Bolger, Holly-Marie, Clinical Assistant Professor, Obstetrics Gynecology, 2011 (2011); BA 2003 Drake; DO 2007 Des Moines

Bollier, Matthew John, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2010 (2010); BA 2000 Wheaton; MD 2004 Loyola Stritch

Bolton, Linda, Associate Professor, English, 1994 (2002); BA 1977 Smith; MA 1983 Brandeis; PHD 1994 Arizona

Bonfield, Arthur E., Professor, Law-Faculty, 1962 (1966); BA 1956 Brooklyn; JD 1960 Yale; LLM 1961 Yale

Bonney, William W., Emeritus Associate Professor, Urology, 1969 (1973); AB 1953 Whittier; MD 1961 UCLA

Bonthius, Daniel Joseph, Professor, Neurology/Pediatrics, 1991 (2008); BS 1982 Iowa; PHD 1990 Iowa; MD 1990 Iowa

Bonthius, Nancy E., Clinical Assistant Professor, Pediatrics, 1994 (1994); BS 1986 Iowa; PHARMD 1990 Iowa

Bontu, Prakash, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012);

Book, Larry, Adjunct Instructor, Preventive Community Dentistry, 2009 (2009); DDS 1965 Iowa


Boos, William, Adjunct Assistant Professor, Mathematics, 1973 (1973); BA 1964 Wisconsin; MA 1968 Wisconsin; MA 1969 Wisconsin; PHD 1971 Wisconsin

Booth, Jason W., Clinical Adjunct Assistant Professor, Family Medicine, 2005 (2005); BA 1994 St. Olaf, MN; MD 1998 Iowa

Borgwardt, Derek S., Adjunct Assistant Professor, Periodontics, 2011 (2011); DDS 2008 Iowa

Borgwardt, Michelle Renay, Adjunct Assistant Professor, Physical Therapy, 2010 (2012); DPT 2008 Iowa

Bork, Byron E., Lecturer, Physical Therapy, 1976 (1984); MA 1967 Iowa


Borreca, Arthur R., Associate Professor, Theatre Arts, 1989 (1997); BA 1981 Oberlin; MFA 1986 Yale; DFA 1993 Yale

Bosch, Joni Jacobsen, Adjunct Assistant Professor, Nursing, 1986 (1998); MA 1986 Iowa; PHD 1993 Iowa

Boss, Douglas, Clinical Adjunct Assistant Professor, Family Medicine, 2009 (2009); BA 1979 Hastings, NE; MD 1986 Chicago

Bossler, Aaron Douglas, Clinical Associate Professor, Pathology, 2005 (2011); MD 2001 Iowa; PHD 2001 Iowa

Boster, Frank J., Adjunct Professor, Community Behavioral Health, 2004 (2004); BA 1972 Southern Illinois; MS 1975 Southern Illinois; PHD 1978 Michigan State

Bottei, Edward M., Clinical Adjunct Assistant Professor, Internal Medicine/Occupational Environmental Health/Pediatrics/Pharmacy, 2002 (2002); BS 1988 Nortre Dame; MD 1992 Chicago

Boucher, Eric, Adjunct Lecturer, Economics, 2011 (2011); BS 2009 Iowa; MS 2011 Iowa

Bourgeacq, Jacques A., Emeritus Professor, French Italian, 1969 (1982); MA 1965 St. Louis; PHD 1972 Iowa

Bourgeois, Brandon Elliott, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2013 (2013);

Bourjaily, Pamela Gibbs, Adjunct Lecturer, Management Organizations, 2009 (2009); MA 1984 Illinois

Bouschlicher, Murray Ray, Emeritus Professor, Operative Dentistry, 1980 (2001); BA 1969 Iowa; DDS 1976 Iowa; MS 1996 Iowa

Bouska, Jason Alan, Adjunct Assistant Professor, Endodontics, 2012 (2012); BA 2002 University of Iowa; DDS 2006 University of Iowa

Boutros, Rami, Clinical Professor, Pediatrics, 2011 (2011); MD 1989 Damascus; MBA 2009 UMASS

Bovenmyer, Dan A., Clinical Adjunct Associate Professor, Dermatology, 1981 (2000); MD 1957 Iowa

Bowden, Ned B., Associate Professor, Chemistry, 2002 (2002); BS 1994 California-Technology; MS 1997 Harvard; PHD 1999 Harvard

Bowdler, Noelle Clare, Clinical Professor, Obstetrics Gynecology, 1988 (2009); BA 1978 Michigan State; MD 1982 Michigan


Bowlus, Dawn Marie, Adjunct Lecturer, Management Organizations, 2010 (2013); BA 1993 Luther College


Boyer, Daniel B., Emeritus Professor, Operative Dentistry, 1974 (1988); BA 1966 Iowa; DDS 1970 Iowa; PHD 1974 Polytechnic Institute

Boyer, Floyd R., Adjunct Instructor, Pharmacy, 1998 (1998); BS 2000 Iowa

Boyle, Don E., Emeritus Assistant Professor, Surgery, 1978 (1978); MD 1963 Iowa

Boyle, Linda Ng, Adjunct Associate Professor, Industrial Engineering, 2002 (2008); BS 1986 New York State; MS 1994 Washington; PHD 1998 Washington

Boynton, George R., Professor, Political Science, 1961 (1971); BA 1957 Oklahoma Baptist; PHD 1964 North Carolina

Boza Toledo, Luis Andres, Clinical Assistant Professor, Prosthodontics, 2013 (2013);

Bradley, Catherine S., Associate Professor, Epidemiology/Obstetrics Gynecology, 2003 (2008); AB 1990 College of the University of C; MD 1994 Washington Univ. School of Med; MS 2002 Clin. Epidemiology, Univ. Penn

Bradley, Suzanne Celine, Adjunct Assistant Professor, Art Art History, 2013 (2013);


Branch, Lori Ann, Associate Professor, English, 2000 (2006); BA 1992 Harding; MA 1994 Memphis; PHD 2000 Indiana

Brandtner, Alex, Adjunct Instructor, Pediatric Dentistry, 1998 (2010); BS 1977 William Penn; DDS 1981 Iowa; MS 1989 Iowa

Brannon, Dan E., Emeritus Professor, Civil-Environmental Engineering, 1963 (1963); BS 1954 Auburn; MCE 1956 Auburn; PHD 1960 Florida

Branum, Renee Cherie, Adjunct Assistant Professor, Creative Writing, 2013 (2013);

Brasher-Krug, Thomas M., Clinical Associate Professor, Psychiatry, 2008 (2008); PHD 1995 Massachusetts; MD 1996 Rush Medical

Brau, James C., Adjunct Professor, Finance, 2011 (2011); PHD 1999 Florida State

Braun, Alan L., Emeritus Associate Professor, Portuguese, 2001 (2008); MA 1996 Wisconsin


Brennan, Theresa, Clinical Associate Professor, Internal Medicine, 2001 (2005); BS 1988 Iowa; MD 1992 Northwestern

Brennan, Timothy J., Professor, Pharmacology/Anesthesia, 1993 (2006); BS 1973 St. Johns; PHD 1984 Texas; MD 1989 Oklahoma

Brenneman, Anthony E., Clinical Associate Professor, Physician Assistant, 2004 (2007); BA 1984 Linfield, OR; MSW 1987 Portland State; MPAS 1996 Iowa

Brenner, Charles Michael, Professor, Biochemistry, 2009 (2009); PHD 1993 Stanford

Brenner, Robert L., Emeritus Associate Professor, Geosciences, 1977 (1982); BS 1963 City College of New York; MS 1964 Montana; PHD 1973 Missouri

Breon, Richard C., Adjunct Lecturer, Health Management Policy, 1990 (1990); MA 1980 Iowa

Brettell, Leslie Marie, Clinical Adjunct Assistant Professor, Internal Medicine, 2003 (2003); BS 1978 Stanford; MS 1980 Colorado State; MD 1986 Texas, Southwestern

Breuer, Maureen Kay, Adjunct Instructor, Pharmacy, 2009 (2009); BSPH 1979 Iowa

Brian, Amber Elise, Assistant Professor, Spanish Portuguese, 2001 (2008); MA 1996 Wisconsin

Bricker, Dennis L., Emeritus Associate Professor, Industrial Engineering, 1974 (1980); BS 1965 Illinois; MS 1966 Illinois; MS 1972 Northwestern; PHD 1975 Northwestern

Bridges, Julie Anne, Adjunct Instructor, Communication Sciences and Disorders, 2003 (2003); BS 1994 Iowa; MA 1996 Iowa

Brigham, Jeremy John, Adjunct Assistant Professor, University College, 2000 (2000); BA 1966 Antioch; MA 1997 Iowa; PHD 1998 Iowa

Bright, David, Adjunct Lecturer, Law-Faculty, 2013 (2013);

Brighton, Veronica A., Clinical Assistant Professor, Nursing, 1975 (2002); BSN 1975 Iowa; MA 1977 Iowa

Brinkman, Mary Kay, Adjunct Instructor, Preventive Community Dentistry, 2009 (2009);

Bristol, Timothy John, Adjunct Assistant Professor, Nursing, 2006 (2006); BSN 1998 Wisconsin-Madison; MSN 2000 Clarkson; PHD 2005 Capella

Brochu, Christopher Andrew, Associate Professor, Geosciences/University College, 2001 (2006); BS 1989 Iowa; MA 1992 Texas-Austin; PHD 1997 Texas-Austin

Broderick, Ann, Clinical Professor, Internal Medicine, 2001 (2013); AB 1978 Princeton; MD 1986 Iowa; MS 1991 Iowa


Brogdon, Kim Alan, Professor, Dows Institute-Research, 2004 (2004); BS 1975 Iowa State; MS 1977 Iowa State; PHD 1981 Iowa State
Brokel, Jane, Adjunct Assistant Professor, Nursing, 2004 (2004); BSN 1988 Iowa; MA 1992 Iowa; PhD 2003 Iowa

Brongel, Julie Lynn, Adjunct Assistant Professor, Pharmacy, 2008 (2008); BSPh 1995 Iowa; PHARMD 1997 Iowa

Brook, Stacey Lee, Lecturer, Economics, 2008 (2008); BBA 1989 Eastern New Mexico; MA 1991 Nebraska-Lincoln; PhD 1995 Colorado State


Brooks, Michael S., Clinical Adjunct Assistant Professor, Internal Medicine, 1986 (1986); MD 1980 Loyola

Brooks, Philip Dean, Adjunct Lecturer, Finance, 2005 (2005); BBA 1972 Iowa; MBA 1974 Iowa; JD 1977 Creighton

Brophy, Patrick David, Associate Professor, Surgery/Pediatrics, 2007 (2007); MD 1994 Saskatchewan

Brosius, Gregory Alan, Adjunct Assistant Professor, Pharmacy, 2002 (2002); PHARMD 2000 Iowa

Brown, Allison, Clinical Adjunct Assistant Professor, Pediatrics, 2005 (2005); BA 1997 William Jewell; MD 2001 Iowa

Brown, Bruce Philson, Emeritus Associate Professor, Radiology, 1977 (1995); BS 1966 Michigan; MD 1971 Medical College of VA

Brown, Carolyn Jane, Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1992 (2006); BS 1980 Iowa; MSPA 1982 Washington; PhD 1989 Iowa

Brown, Carolyn J., Adjunct Associate Professor, Communication Sciences and Disorders, 1983 (1992); PHD 1981 Iowa

Brown, Charles Edward, Adjunct Lecturer, Health Management Policy, 2000 (2000); MHA 1984 Washington

Brown, Donald D., Professor, Internal Medicine, 1973 (1994); BA 1962 Iowa; MS 1965 Iowa; MD 1966 Iowa

Brown, Elizabeth Ann, Clinical Adjunct Assistant Professor, Ophthalmology Visual Science, 2005 (2005); BS 1988 Iowa; MD 1992 Iowa; MA 1994 Iowa

Brown, Hugh Michael, Adjunct Instructor, Computer Science, 2011 (2011); BS 1998 Brigham Young; MS 2000 Brigham Young

Brown, James Andrew, Professor, Biomedical Engineering/Urology, 2009 (2011); BA 1986 Colorado State; BS 1986 Colorado State University, CO; MD 1991 Baylor

Brown, Jennifer Erin, Lecturer, English as Second Language, 2004 (2010); MA 2004 Iowa


Brown, Kyle E., Associate Professor, Radiation Oncology/Internal Medicine, 2001 (2007); BA 1981 Case Western Reserve; MSC 1982 London-Economics; MD 1986 Case Western Reserve

Brown, Matthew Robert, Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 2006 (2006); MD 1996 Iowa

Brown, Matthew P., Associate Professor, English, 2001 (2007); BA 1986 Oberlin; PhD 1996 Virginia

Brown, Nicholas Anthony, Adjunct Assistant Professor, American Studies, 2013 (2013);

Brown, Patricia Kay, Adjunct Instructor, Journalism Mass Communication, 2011 (2011); BA 1994 Iowa

Brown, Robert Terrance, Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 1997 (1997); MD 1966 Iowa

Brown, Thea Abigail, Adjunct Assistant Professor, Creative Writing, 2011 (2011); MFA 2011 Iowa

Brown, Thomas D., Professor, Mechanical Engineering/Biomedical Engineering/Orthopaedics and Rehabilitation, 1983 (1987); BS 1972 Maryland; PhD 1976 Carnegie-Mellon

Brown, Thomas M. Jr., Clinical Adjunct Assistant Professor, Internal Medicine, 1980 (1980); MD 1969 Vanderbilt

Brown, Timothy Leo, Adjunct Assistant Professor, Industrial Engineering, 2003 (2003); BE 1994 Iowa; MS 1996 Iowa; PhD 2000 Iowa

Brown, William Clayton, Adjunct Lecturer, Law-Faculty, 2013 (2013);

Brown-Brady, Alicia Anne, Emeritus Associate Professor, Dance, 1976 (1982); BA 1972 George Washington; MA 1976 Iowa

Brownell, Travis Richard Bradley, Clinical Adjunct Assistant Professor, Emergency Medicine, 2009 (2009); MD 2004 Iowa

Brownlee, Michael Joseph, Clinical Associate Professor, Pharmacy Practice and Science, 2012 (2012);

Bruch, Leslie Anne, Clinical Professor, Pathology/Neurosurgery, 2006 (2011); BS 1986 Iowa; MD 1992 Iowa

Bruch, Sarah K., Assistant Professor, Sociology, 2012 (2013);

Bruellement, Steven C., Emeritus Professor, Computer Science, 1985 (1996); BA 1973 Texas-Austin; MS 1975 Purdue; PhD 1978 Purdue

Bruhn, Allison Leigh, Assistant Professor, Teaching and Learning, 2011 (2011); PHD 2011 Vanderbilt

Bruning-Anderson, Mary Christine, Adjunct Instructor, Preventive Community Dentistry, 2003 (2003); AS 1971 Minnesota; CER 2006 Aging Studies; U of Iowa; BS 2006 University of Iowa

Brunner, Emily S., Adjunct Lecturer, University College Courses, 2012 (2012); MA 1999 Univ of Chicago

Brus, Christine Peterson, Adjunct Instructor, Division of Interdisciplinary Program, 2000 (2000); BLS 1985 Iowa; MS 1994 Iowa

Bryant, Karen Nancy, Clinical Associate Professor, Communication Sciences and Disorders, 2003 (2010); BA 1984 Augustana; SCM 1989 Wisconsin
Bryce, Helen Margaret, Adjunct Assistant Professor, Physics Astronomy, 2002 (2002); BSc 1998 Glasgow; PHD 2001 Glasgow

Buatti, John Michael, Professor, Radiation Oncology/Otolaryngology-Head Neck Surgery/Neurosurgery, 1999 (2001); BS 1982 Georgetown; MD 1986 Georgetown


Buchanan, Edward B. Jr., Emeritus Professor, Chemistry, 1960 (1982);

Buchholz, James Harry John, Assistant Professor, Mechanical Engineering, 2008 (2008); BSc 1995 University of Alberta (Canada); BS 1995 Alberta; MS 1997 Alberta; PhD 2006 Princeton

Buchkina, Julia Renee, Clinical Assistant Professor, Family Medicine, 2012 (2012);

Buchman, Thomas A., Adjunct Associate Professor, Accounting, 2010 (2010); BS 1965 Illinois; MS 1970 Illinois; PhD 1976 Illinois

Buck, Bridget L., Clinical Adjunct Assistant Professor, Psychiatry, 1999 (1999); MD 1985 Nebraska

Buckingham, Edward T., Clinical Assistant Professor, Psychiatry, 2012 (2012);

Buckley, Jennifer Ann, Assistant Professor, Rhetoric, 2011 (2013); BA 1998 Michigan; MA 2005 Columbia; MPHIL 2007 Columbia

Buckwalter, Joseph Addison, Professor, Health and Human Physiology/Ostheopaedics and Rehabilitation/Pediatrics, 1979 (1985); BA 1969 Iowa; MS 1972 Iowa; MD 1974 Iowa

Buckwalter, Kathleen Coen, Emeritus Professor, Nursing, 1974 (1989); BSN 1971 Iowa; MA 1976 Iowa; PhD 1980 Illinois

Budd, Ann F., Professor, Geoscience, 1978 (1995); BA 1973 Lawrence; MS 1975 Johns Hopkins; PhD 1978 Johns Hopkins

Buettner, Leon F., Adjunct Assistant Professor, Radiation Oncology, 1993 (1999); BA 1967 Northern Iowa; MS 1969 Iowa; PhD 1976 Iowa

Buikema, Brenda Sue, Clinical Assistant Professor, Occupational Environmental Health/Internal Medicine, 2008 (2008); MD 2004 Iowa

Bulechek, Gloria Marie, Emeritus Professor, Nursing, 1963 (1996); BSN 1963 Iowa; MA 1967 Iowa; MD 1981 Iowa

Bullock, Tammy Sue Clapham, Adjunct Assistant Professor, Pharmacy, 2003 (2003); PHARMD 1998 Iowa

Bunch, Jacinda, Lecturer, Nursing, 2009 (2009); BSN 2006 Missouri - Columbia; MSN 2008 Missouri - Columbia

Bunnell, Charlene Elisabeth, Adjunct Professor, Journalism Mass Communication, 2008 (2012); MA 1979 Western Illinois; PhD 1995 Delaware

Bunting, Dean A., Clinical Adjunct Assistant Professor, Family Medicine, 1990 (2002); BS 1980 Dubuque; MD 1984 Iowa

Burden, Paige C., Adjunct Instructor, Communication Sciences and Disorders, 2005 (2005); BS 1990 Arizona; MA 2002 Iowa

Burden, Sara Lynn, Adjunct Lecturer, University College, 2006 (2007); AA 1999 Indian Hills CC; BA 2001 Iowa; MA 2003 Iowa

Burdt, Mark, Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); BA 1989 Northern Iowa; DO 1993 U of Osteopathic Med

Burek Pierce, Jennifer, Associate Professor, Library Information Science, 2005 (2011); MA 1990 Gonzaga; PHD 1999 Indiana; AMLS 1999 Indiana

Burer, Samuel, Professor, Management Sciences, 2001 (2012); BS 1997 Georgia; PHD 2001 Georgia Inst of Technology

Buresh, Christopher Thomas, Clinical Associate Professor, Emergency Medicine, 2007 (2011); BA 1997 St. Olaf College; MD 2001 Iowa

Burgess, David Mitchell, Adjunct Lecturer, International Programs, 2003 (2003); BM 1993 Miami, OH; BA 1993 Miami, OH; MPHIL 1997 Vilnius University (Lithuania); MFA 2003 Iowa

Burke, Maureen Elizabeth, Adjunct Instructor, Linguistics, 1981 (1997); BA 1968 Emmanuel College; MA 1984 Iowa

Burke, N. Peggy, Emeritus Associate Professor, Health, Sport Studies, 1964 (1978); BA 1956 Moorhead State; MA 1957 Moorhead State; PhD 1965 Iowa

Burke Jr., Richard Martin, Clinical Associate Professor, Pediatric Dentistry, 1999 (2008); BA 1982 South Florida; DMD 1986 Pittsburgh; CER 1999 The University of Iowa

Burkhalter, Brooke Nicole, Adjunct Assistant Professor, Pharmacy, 2006 (2006); PHARMD 2005 Iowa

Burks, Douglas Alan, Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARMD 1979 Iowa; MBA 1998 St Ambrose

Burmeister, Leon F., Emeritus Professor, Public Health Administration, 1969 (1982); BS 1964 Iowa State; MS 1966 Iowa State; PhD 1972 Iowa State

Burnett, Andrea, Assistant Professor, Pathology, 2010 (2010); BS 2000 Iowa State; PhD 2005 Iowa State

Burns, C. Patrick, Emeritus Professor, Internal Medicine, 1971 (1980); BA 1959 Kansas; MD 1963 Kansas

Burns, Trudy L., Professor, Epidemiology/Pediatrics/Nursing, 1982 (1993); BA 1973 Oakland; MPH 1976 Michigan; PhD 1982 Michigan

Burras, Charles Lee, Adjunct Professor, University College, 2011 (2011); PHD 1992 Ohio State

Burstain, Todd L., Clinical Associate Professor, Internal Medicine, 2000 (2003); BA 1986 Rice; MD 1990 Texas Southwestern

Burton, Donald J., Emeritus Professor, Chemistry, 1962 (1970); BS 1956 Loyola-Maryland; PHD 1961 Cornell

Burton, Richard G., Clinical Professor, Oral Maxillofacial Surgery, 1997 (2002); BA 1973 Hanover College; DDS 1977 Ohio State; MS 1985 Iowa
Burton, Steven J., Professor, Law-Faculty, 1977 (1981); BA 1970 California; JD 1973 Southern California

Busard, Joshua F., Adjunct Lecturer, Urban Regional Planning, 2012 (2012); BS 1999 Iowa; MS 2006 IL @ Champagne

Bushnell, David, Professor, Radiology, 1992 (2004); BS 1975 Illinois; MD 1979 Illinois


Butcher, Howard K., Associate Professor, Nursing, 1998 (2005); BS 1977 Lebanon Valley; BSN 1979 Thomas Jefferson; MSN 1986 Toronto; PhD 1994 South Carolina

Butchvarov, Panayot, Emeritus Professor, Philosophy, 1967 (1967); BA 1952 Robert-Turkey; MA 1954 Virginia; PhD 1955 Virginia


Butler, Audrey A., Lecturer, Chemical Biochemical Engineering, 1989 (1998); PhD 1989 Iowa

Butler, John E., Emeritus Professor, Microbiology, 1971 (1980); BS 1961 Univ of Wisconsin-River Falls; PHD 1965 Kansas

Butler, Nicholas Ryan, Clinical Assistant Professor, Family Medicine, 2013 (2013);


Buxton, Grant Stevens, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHD 2010 Iowa; PHARM D 2010 Iowa

Buys, Lucinda M., Clinical Associate Professor, Family Medicine/Pharmacy, 1994 (2005); BS 1985 Briarcliff; BS 1987 Creighton; PHARM D 1989 Creighton

Bybee, Jerald W., Clinical Adjunct Assistant Professor, Family Medicine, 2001 (2001); MD 1978 Iowa

Byrn, John C., Clinical Assistant Professor, Surgery, 2009 (2009); BA 1998 Hope, Holland MI; MD 2002 Illinois College

Byrne, John Paul, Adjunct Professor, Marketing, 1999 (2006); BBA 1987 Notre Dame; MBA 1990 Loyola; PHD 1996 Iowa

Bzdegaa, Holley A., Clinical Adjunct Assistant Professor, Pediatrics, 1987 (1987); MD 1978 Manitoba-Canada


Cadaret, Linda Marie, Clinical Associate Professor, Internal Medicine, 1999 (2012);

Cagley, Amy Joleen, Adjunct Assistant Professor, Pharmacy, 2007 (2007); DDS 1999 Iowa; PHARM D 1999 Iowa

Cai, Huan, Adjunct Assistant Professor, Finance, 2013 (2013);

Cai, Jianfeng, Assistant Professor, Mathematics, 2011 (2011); BSC 2000 Fudan; MS 2004 Fudan; PHD 2007 Univ of Hong Kong

Cai, George D., Emeritus Professor, Biology, 1970 (1984); BS 1962 Sterline; MS 1964 Purdue; PHD 1968 Purdue

Cai, Patricia A., Emeritus Professor, Law-Faculty, 1991 (1991); BA 1968 Vassar; JD 1973 Georgia

Calarge, Chadi Albert, Associate Professor, Psychiatry, 2005 (2011); MD 1998 Dekwaneh,Lebanon

Callaghan, John J., Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 1990 (1993); BS 1975 Notre Dame; MD 1978 Loyola

Cameron, Christopher Daryl, Assistant Professor, Psychology, 2013 (2013);

Cameron, John, Professor, Theatre Arts, 1997 (2012); BS 1977 Brigham Young; MA 1982 Kent State; PHD 1986 Kent State

Cameron, Lauren Nicole, Lecturer, Rhetoric, 2013 (2013);

Camillo Jr., Victor P., Professor, Mathematics, 1970 (1979); BA 1966 Bridgeport; PHD 1969 Rutgers

Campbell, Ann Melissa, Associate Professor, Management Sciences, 2000 (2006); BA 1993 Rice; PHD 2000 Georgia Tech

Campbell, Cam F., Clinical Adjunct Instructor, Internal Medicine, 1992 (1992); MD 1982 Southern California

Campbell, David L., Adjunct Professor, Geosciences, 2004 (2004); BA 1963 Iowa; MA 1966 California-Berkeley; PHD 1969 California-Berkeley

Campbell, Dwayne N., Clinical Assistant Professor, Internal Medicine, 2010 (2012); BS 1998 Georgia State; MD 2002 Georgia

Campbell, Kevin P., Professor, Neurology/Internal Medicine/Physiology, 1981 (1988); BS 1973 Manhattan; MS 1976 Rochester; PHD 1979 Rochester

Campbell, Mary E., Adjunct Associate Professor, Sociology, 2004 (2010); BA 1997 George Washington; MA 1999 Wisconsin; PHD 2004 Wisconsin

Campe, Lee, Adjunct Lecturer, Management Sciences, 2009 (2009); MBA 1998 Clemson

Campo, Michelle, Associate Professor, Communication Studies/Community Behavioral Health, 2002 (2008); BS 1990 Cornell; MA 1994 Ohio State; PHD 1999 Michigan State

Campos, Javier H., Clinical Professor, Anesthesia, 1987 (2001); BS 1971 Federal Prep School; MD 1975 Autonomous

Canahuate, Guadalupe Mercedes, Assistant Professor, Electrical-Computer Engineering, 2009 (2009); BS 2000 Pontificia; MS 2003 Ohio State; PHD 2009 Ohio State

Canin, Ethan A., Professor, English/Creative Writing, 1991 (1998); BA 1982 Stanford; MFA 1984 Iowa; MD 1991 Harvard

Cannon, Michele Christine, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012); BS 2005 U of IL @ Urbana

Canter, Arthur, Emeritus Professor, Psychiatry, 1960 (1965); BA 1946 Iowa; MA 1948 Iowa; PHD 1950 Iowa
Cantor, Joan H., Emeritus Professor, Psychology, 1960 (1979); BA 1951 Syracuse; MA 1953 Iowa; PHD 1954 Iowa

Cantrell, Matthew A., Clinical Associate Professor, Pharmacy, 2005 (2013); BS 2000 Mount Mercy; PHARMD 2005 Iowa

Capiziano, Aristides Andres, Assistant Professor, Radiology, 2009 (2010); MD 1992 Buenos Aires

Caplan, Daniel Jonathan, Professor, Preventive Community Dentistry, 2007 (2007); DDS 1988 Iowa; PHD 1995 North Carolina

Caplan, Richard M., Emeritus Professor, Dermatology, 1961 (1969); BS 1949 Iowa State; MA 1951 Iowa; MD 1955 Iowa

Caplan, Robert H., Clinical Adjunct Associate Professor, Internal Medicine, 1982 (1990); MD 1961 Chicago

Carew, David R., Emeritus Professor, Pharmacy, 1957 (1965); BS 1952 Massachusetts; MS 1954 Massachusetts; PHD 1958 Connecticut

Cargill, Robert Raymond, Assistant Professor, Religion/Classics, 2011 (2011); MDIV 2000 Pepperdine; MA 2006 UCLA; PHD 2008 UCLA

Carlile, Mark Elton, Adjunct Assistant Professor, History, 1993 (1996); BA 1989 Marquette; MA 1984 Marquette; PHD 1995 Iowa

Carlisle, Thomas L., Emeritus Associate Professor, Internal Medicine, 1992 (2002); BS 1972 Maryland-Baltimore; PHD 1978 Wisconsin-Madison; MD 1986 Missouri-Columbia

Carlson, Elizabeth D., Adjunct Assistant Professor, Nursing, 2008 (2008); BSN 1994 Texas Health Science; MPH 1997 Texas Health Science; PHD 2003 Texas Health Science

Carlson, Jonathan C., Professor, Law-Faculty/International Programs/Public Policy Center, 1983 (1987); BA 1976 McGill; JD 1979 Chicago

Carlson, Wayne R., Emeritus Professor, Biology, 1968 (1993); BA 1962 Rockford; MA 1966 Indiana; PHD 1968 Indiana

Carlstein, Andres Augustine, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2012 (2012);

Carmen, Lee T., Adjunct Assistant Professor, Health Management Policy, 2002 (2002); BS 1983 Oklahoma; BS 1990 Iowa

Carmichael, Gregory R., Professor, Civil-Environmental Engineering/Chemical Biochemical Engineering, 1978 (1985); BS 1974 Iowa State; MS 1975 Kentucky; PHD 1979 Kentucky

Carmichael, Robert S., Emeritus Professor, Geoscience, 1977 (1983); BA 1963 Toronto; MS 1964 Pittsburgh; PHD 1967 Pittsburgh

Carmody, Brenda Renee, Adjunct Assistant Professor, Pharmacy, 1998 (2007); BPSM 1991 Iowa

Carnahan, Ryan Michael, Clinical Associate Professor, Epidemiology, 2003 (2013); PHAR 2001 Iowa; MS 2004 Iowa

Caropreso, Philip R., Clinical Adjunct Professor, Surgery, 1987 (2004); MD 1972 Upstate Medical School

Carpenter, Martin, Clinical Adjunct Assistant Professor, Psychiatry, 2007 (2007); MD 2002 Missouri

Carr, Lucas, Assistant Professor, Health and Human Physiology, 2012 (2012);

Carrasco, Enrique R., Professor, Law-Faculty, 1990 (1994); BA 1980 Indiana; JD 1986 Georgetown

Carrel, Margaret, Assistant Professor, Geography, 2011 (2011); BA 2002 American University; MA 2007 Chapel Hill; PhD 2011 Chapel Hill

Carrica, Pablo, Associate Professor, Mechanical Engineering, 2002 (2002); PHD 1993 Nacional De Cuyo

Carrier, Heidi Johnson, Adjunct Assistant Professor, English, 2001 (2001); PHD 2001 Iowa

Carrillo, Pedro M., Adjunct Assistant Professor, Pharmacy, 1990 (1990); BIPH 1981 Iowa; PHARMD 1987 Iowa

Carroll, John Raymond, Clinical Adjunct Assistant Professor, Family Medicine, 1994 (2002); MD 1979 Iowa

Carroll, Thomas J., Lecturer, Accounting, 1989 (1999); BBA 1979 Notre Dame; PHD 1988 Michigan-Ann Arbor

Carrollhach, Haley Aundrea, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2011 (2011); MFA 2011 Iowa

Carstens, Coby, Adjunct Assistant Professor, Pharmacy, 2008 (2008); BA 2002 Iowa; PHARMD 2006 Iowa

Carter, A. Brent, Professor, Radiation Oncology/Internal Medicine, 1998 (2013); AB 1988 William Jewell; MD 1992 Missouri

Carter, Anthony David, Clinical Adjunct Assistant Professor, Emergency Medicine, 2004 (2004); BA 1989 Cornell-Iowa; DO 1995 Univ of Osteopathic Medicine

Carter, Barrie James, Adjunct Professor, Anatomy Cell Biology, 2009 (2009); BS 1966 Otago, New Zealand; BSC 1967 U Otago, New Zealand; PHD 1969 Otago, New Zealand

Carter, Barry L., Professor, Pharmacy, 2000 (2000); BS 1978 Iowa; PHARMD 1980 Virginia

Carter, David Alan, Adjunct Associate Professor, Finance, 2009 (2009); BS 1985 Brigham Young; MBA 1990 Utah; PHD 1996 Georgia

Carter, Deanna Lynn, Assistant Professor, Dance, 2004 (2004);

Carter, James G., Emeritus Associate Professor, Anesthesia, 1977 (1981); BA 1948 Iowa; MD 1952 Iowa


Carter, Thomas H., Clinical Associate Professor, Internal Medicine, 2001 (2001); AB 1977 Dartmouth; PHD 1982 Case Western Reserve; MD 1983 Case Western Reserve

Carvalho, Edgar, Adjunct Professor, Internal Medicine, 2007 (2007); MD 1973 Fed Uni of Bahia; PHD 1986 Fed. Univ of Bahia

Casavant, Thomas L., Professor, Ophthalmology Visual Science/Electrical-Computer Engineering/Biomedical Engineering, 1986 (1999); BS 1982 Iowa; MS 1983 Iowa; PHD 1986 Iowa

Casella, Paul, Adjunct Assistant Professor, Internal Medicine, 2009 (2009); MFA 1990 Iowa

Casey, Darren Patrick, Associate Professor, Physical Therapy, 2012 (2012);

Cashman, Sharon K., Adjunct Instructor, Pharmacy Practice and Science, 2010 (2010); BPH 1987 Iowa

Casillas, Alex, Adjunct Assistant Professor, Psychology, 2008 (2008); BA 1997 Grinnell; MA 2000 Iowa; PHD 2005 University of Iowa

Casko, John S., Emeritus Professor, Orthodontics, 1976 (1976); BS 1960 Holy Cross; DDS 1964 Georgetown; MS 1968 Georgetown; PHD 1970 Pittsburgh

Cassaday, Michael, Adjunct Assistant Professor, Internal Medicine, 2009 (2009); DO 1976 Des Moines

Cassel, Suzanne, Assistant Professor, Internal Medicine, 2007 (2010); BA 1992 Reed, Portland OR; MD 2000 Temple

Cassell, Martin D., Professor, Anatomy Cell Biology, 1982 (2004); BS 1976 Bristol-England; PHD 1980 Bristol-England

Castagna, Thomas Antonio, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);

Casteel, Carri, Associate Professor, Occupational Environmental Health, 2013 (2013);

Casteel, Eric G., Adjunct Assistant Professor, History, 2013 (2013);

Castelein, Paul T., Adjunct Assistant Professor, Orthodontics, 2012 (2012);

Castellanos, Horacio, Assistant Professor, Spanish Portuguese, 2011 (2011);

Castro Ruiz, Leyre, Adjunct Assistant Professor, Psychology, 2006 (2006); PHD 2003 Deusto, Bilbao, Spain

Caszatt-Allen, Wendy Lee, Lecturer, Teaching and Learning, 2013 (2013);

Catellier, Michelle J., Clinical Adjunct Assistant Professor, Pathology, 2007 (2007); MD 1987 Indiana

Cater, E. David, Emeritus Professor, Chemistry, 1961 (1979); BS 1954 Trinity; PHD 1960 Kansas

Cates, Diana F., Professor, Religion, 1990 (2010); BA 1983 St. Olaf; PHD 1990 Brown

Catney, Christine M., Clinical Assistant Professor, Pharmacy, 1996 (1996); BS 1975 St. Louis Coll of Pharmacy; MA 1986 Iowa; PHARMD 1996 Iowa

Caughlan, Charles R., Clinical Adjunct Assistant Professor, Internal Medicine, 1992 (1997); MD 1973 Iowa

Cavanaugh, Joseph E., Professor, Statistics Actuarial Science/Biostatistics, 2003 (2008); BS 1986 Montana Tech; MS 1988 Montana State; PHD 1993 California

Cawiezel, Jill Renee, Professor, International Programs/Nursing, 2008 (2008); MSN 1994 Missouri-Columbia; PHD 1998 Missouri-Columbia

Cearlock, Kenneth, Clinical Adjunct Assistant Professor, Family Medicine, 2000 (2002); MD 1979 Missouri

Ceilley, Roger Ivan, Clinical Adjunct Professor, Dermatology, 1976 (2000); MD 1971 Iowa

Cerhan, James, Adjunct Professor, Epidemiology, 2000 (2005); BA 1986 Iowa; PHD 1991 Iowa; MD 1993 Iowa

Cerone, Shane Michael, Adjunct Assistant Professor, Health Management Policy, 1998 (2004); MA 1995 Iowa

Cerreta, Florindo V., Emeritus Professor, French Italian, 1957 (1964); BA 1943 Fordham; PHD 1954 Columbia

Cesca, Daniel James, Adjunct Assistant Professor, Creative Writing, 2013 (2013);

Chadima, Helen Louise Gower, Emeritus Associate Professor, Dance, 1983 (1990); BA 1949 Iowa; MA 1981 Iowa

Chaffee, James William, Adjunct Lecturer, Management Sciences, 2007 (2007); BS 1990 California PA; MA 2001 Illinois

Chahla, Mayy, Clinical Assistant Professor, Internal Medicine, (2011); MD 2005 John’s Hopkins

Chalkley, Yvonne M., Emeritus Associate Professor, Operative Dentistry, 1977 (1984); BS 1973 Iowa; DDS 1977 Iowa; MS 1979 Iowa


Chalstrom, Carl Victor, Adjunct Instructor, Pharmacy, 1997 (1997); BPH 1987 Iowa

Chaly, Yury, Assistant Professor, Pediatrics, 2012 (2012);


Chamberlain, Tiffany Lynn, Adjunct Assistant Professor, Pharmacy, 2006 (2006); BS 1997 Wisconsin; PHARMD 2004 Iowa

Chambers, Susan Elizabeth, Adjunct Assistant Professor, Theatre Arts/Division of Performing Arts, 1999 (1999); BA 1976 Shimer; MFA 1981 Pennsylvania State

Chametzky, Robert, Adjunct Associate Professor, Linguistics, 2003 (2008); BA 1979 Columbia; PHD 1987 Chicago

Champion, Christopher Scott, Clinical Adjunct Assistant Professor, Family Medicine, 2005 (2005); BA 1993 Missouri @ Kansas City; DO 2000 Kansas City

Champion, Craig M., Clinical Adjunct Associate Professor, Internal Medicine, 1973 (1983); MD 1962 Iowa

Chan, Bing C., Emeritus Associate Professor, Asian Slavic Languages Literature, 1979 (1987);


Chande, Vidya Balkrishna, Clinical Adjunct Professor, Pediatrics, 2001 (2012); MD 1986 Iowa

Chandramouli, B., Clinical Adjunct Assistant Professor, Pediatrics, 1971 (1985); MBBS 1960 Mysore India

Chandrak, Krishnan B., Professor, Mechanical Engineering/Biomedical Engineering, 1978 (1984); BS 1963 American-India; BTECH 1966 Indian Institute of
Chandran, Prem K., Clinical Adjunct Associate Professor, Internal Medicine, 1987 (1999); MBBS 1973 Kerala-India

Chang, Eugene, Assistant Professor, Otolaryngology-Head Neck Surgery, 2010 (2010); BA 1999 Brown Univ; MD 2004 Brown Medical School

Chang, Kristi Erin, Clinical Associate Professor, Radiation Oncology/Otolaryngology-Head Neck Surgery, 2009 (2009); BS 1991 Palo Alto, CA; MD 1997 Southern California

Chang, Lan Samantha, Professor, Creative Writing/English, 1998 (2006); BA 1987 Yale; MPA 1991 Harvard; MFA 1993 Iowa

Chang, Yu-Hui Huang, Adjunct Assistant Professor, Biostatistics, 2010 (2010); MA 2001 Boston; MS 2006 Iowa; PHD 2010 Iowa

Chanthanakone, Peter, Assistant Professor, Art History, 2012 (2012);

Chapleau, Mark W., Professor, Internal Medicine/Physiology, 1989 (2004); BS 1977 Wisconsin-Whitewater; PHD 1985 Louisiana State

Chapler, Frederick K., Emeritus Professor, Obstetrics Gynecology, 1970 (1976); BA 1957 UC Berkeley; MD 1960 UC-San Francisco

Charles, Anna Elise, Lecturer, Teaching and Learning, 2013 (2013);

Charlton, Mary Elizabeth, Clinical Assistant Professor, Epidemiology, 2009 (2009); BN 1998 Iowa; MS 2002 Iowa; PHD 2008 Iowa

Charsha-Harney, Angela Leigh, Adjunct Instructor, Health and Human Physiology, 2009 (2009); BA 1998 Monmouth College; MA 2001 Michigan State; MS 2002 Michigan State

Charukamnoetkanok, Puwat, Adjunct Assistant Professor, Ophthalmology Visual Science, 2010 (2010); BS 1992 State University of New York; MD 1998 Rochester

Chase, John, Clinical Assistant Professor, Internal Medicine, 1999 (2000); BA 1989 North Carolina; MD 1993 North Carolina

Chatterjee, Kanu, Clinical Professor, Internal Medicine, 2009 (2009); MBBS 1956 R.G. Kar Medical

Chaudhry, Qasim L., Clinical Adjunct Assistant Professor, Surgery, 2011 (2011); MBCHB 2001 Cambridge; MBBCCH 2001 University of Cambridge

Chauhan, Anil, Assistant Professor, Internal Medicine, 2008 (2008); PHD 2002 Intl Centre for Genetic Eng

Chavez, Joel, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BS 1975 Regis University; DDS 1980 Colorado

Cheatum, Christopher, Associate Professor, Chemistry, 2003 (2011); BS 1995 New Mexico; PHD 2001 Wisconsin

Chen, Chih-Chia, Lecturer, Health and Human Physiology, 2013 (2013);


Chen, Songhai, Assistant Professor, Pharmacology/Internal Medicine, 2008 (2008); MD 1988 Fujian, China; PHD 2002 New South Wales,Australia

Chen, Wei Fan, Assistant Professor, Surgery, 2011 (2011); MD 2002 New York

Chen, Yong, Associate Professor, Industrial Engineering, 2003 (2010); MS 2000 Michigan; MA 2003 Michigan; PHD 2003 Michigan

Cheng, Chi-Lien, Associate Professor, Biology, 1990 (1997); BS 1969 National Taiwan; PHD 1982 Connecticut

Chereches, Razvan, Adjunct Assistant Professor, Occupational Environmental Health, 2007 (2007); MD 2001 LuLiu Hatieganu, Romania; MS 2005 Univ Lucian Blaga, Romania; PHD 2007 Univ Lucian Blaga, Romania

Cheyne, Ken, Clinical Adjunct Professor, Pediatrics, 1999 (2006); MD 1982 Iowa

Chi, Donald Leslie, Adjunct Lecturer, Public Policy Center, 2010 (2010); AB 2000 Cornell; DDS 2006 Washington

Chiavetta, Keith Michael, Adjunct Lecturer, Management Organizations, 2013 (2040);

Chibnik, Michael S., Professor, International Programs/Anthropology, 1978 (1994); BA 1968 Cornell; MA 1973 Columbia; PHD 1975 Columbia

Chifan, Ionut, Assistant Professor, Mathematics, 2011 (2011); BS 2001 Bucharest; MS 2003 Bucharest; PHD 2009 California Los Angeles

Chin, Hak Keung, Clinical Adjunct Instructor, Nursing, 2008 (2008); MSN 2006 North Dakota

Chin, Ting-Fong, Emeritus Associate Professor, Pharmacy, 1963 (1976); BS 1951 Nat'l Defense Med Ctr-Taiwan; MS 1960 Iowa; PHD 1982 Iowa

Chipara, Octav, Assistant Professor, Computer Science, 2011 (2011); BS 2003 Bucharest; MA 2009 California Los Angeles

Chiusano, Robert Michael, Adjunct Lecturer, Engineering Administration, 2008 (2008); BSE 1977 New York; MBA 1984 Iowa

Cho, Peter, Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2011 (2011); DDS 2005 Iowa; MS 2009 Iowa

Choe, Steve, Assistant Professor, Cinema Comparative Literature, 2008 (2008); PHD 2008 California - Berkeley

Choi, James Yuknam, Clinical Associate Professor, Anesthesiology, 1996 (2004); BA 1986 Northwestern; MD 1991 University of Iowa

Choi, Kent Choung, Clinical Professor, Surgery, 2001 (2013); BS 1989 Florida; MD 1993 Georgia Medical

Choi, Kyung Mi, Clinical Professor, Surgery, 2011 (2011); BS 1989 Yonsei-Korea; MS 1997 Iowa; PHD 1989 Iowa

Choi, Kyung Kook, Professor, Mechanical Engineering, 1983 (1990); BS 1970 Yonsei-Korea; MS 1977 Iowa; PHD 1980 Iowa

Choi, Kyong Mi, Clinical Professor, Surgery, 2011 (2011); BS 1998 Florida; MA 1999 Iowa; MS 2006 Iowa; PHD 2010 Iowa

Choi, Kang-Joon, Clinical Assistant Professor, Surgery, 2011 (2011); BS 1989 Yonsei-Korea; MS 1997 Iowa; PHD 1999 Iowa
Choi, Won Wung, Emeritus Professor, Anesthesia, 1979 (1992); MD 1957 Chon-nam-Korea; DMS 1966 Seoul National-Korea

Choi, Yu Fai, Assistant Professor, Economics, 2013 (2013);

Chong, Hui Sen, Clinical Assistant Professor, Surgery, 2010 (2010); MD 2004 Calgary

Choo, Chunghi, Professor, Art Art History, 1968 (1981); BFA 1961 Ewha Women’s-Korea; MFA 1965 Cranbrook Academy of Art

Chope, Roger Allen, Adjunct Professor, Accounting/Finance, 2008 (2008); BA 1968 Albion; MBA 1977 Louisville; PhD 1981 Oregon

Choudhary, Jaspreet, Adjunct Instructor, Preventive Community Dentistry, 2007 (2007); DDS 2005 Creighton

Choudhury, Amit K., Assistant Professor, Anatomy Cell Biology/Orthopaedics and Rehabilitation, 2007 (2007); BS 1987 Gandhi Memorial, India; MS 1992 Nat. Dairy Resch, India; PhD 1998 Chandigarh, India

Chrischilles, Elizabeth A., Professor, Epidemiology/Pharmacy/Design Biostat and Ethics, 1982 (2000); BS 1979 Iowa; MS 1981 Iowa; PhD 1986 Iowa

Christ, Heather Ann, Adjunct Assistant Professor, Pharmacy, 2006 (2006); AA 1994 Kirkwood Community; PHARMD 2002 Iowa

Christensen, Alan J., Professor, Internal Medicine/Psychology, 1993 (2002); BS 1987 Utah; MS 1991 Utah; PhD 1993 Utah

Christensen, Cynthia K., Emeritus Associate Professor, Pediatric Dentistry, 2002 (2002); BS 1976 Iowa; DDS 1980 Iowa; MS 1983 Iowa

Christensen, Gary E., Professor, Radiation Research Laboratory/Electrical-Computer Engineering, 1997 (2010); BS 1988 Washington-St. Louis; MS 1989 Washington-St.Louis; PhD 1994 Washington-St. Louis

Christensen, Gary Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Christensen, James, Emeritus Professor, Internal Medicine, 1963 (1972); BA 1953 Nebraska-Lincoln; MS 1957 Nebraska-Omaha; MD 1957 Nebraska-Omaha

Christensen, Lori, Clinical Associate Professor, Pediatrics, 2001 (2007); BS 1993 Iowa; MD 1998 Iowa

Christensen, Steve, Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); DDS 1986 Iowa

Christensen, Theodore Edward, Adjunct Professor, Accounting, 2011 (2011); PhD 1995 Georgia

Christensen-Szalanski, Carlyn M., Clinical Associate Professor, Emergency Medicine, 2003 (2011); MD 1983 Washington


Christians, Kevin, Adjunct Instructor, Pharmacy, 2004 (2004); BSPH 1995 Iowa

Christiansen, Margaret A., Adjunct Instructor, Communication Sciences and Disorders, 2008 (2008); BA 1999 UNI; MA 2001 UNI; DAUD 2006 AT Still U of Health Sci

Christie, Kevin, Adjunct Lecturer, Biology, 2012 (2012); BS 2001 College of William and Mary; PHD 2010 U of Ill Urbana - Champaign

Chrysler, Susan, Adjunct Associate Professor, Occupational Environmental Health/Public Policy Center, 2013 (2013); BA 1986 University of Minnesota; PHD 1993 University of Minnesota

Cigrand, Karla Kay, Lecturer, Teaching and Learning, 2000 (2000); BS 1982 Iowa; MA 1990 Iowa

Cilek, Joseph C., Adjunct Instructor, Health and Human Physiology, 2008 (2008); BA 1999 Iowa; MA 2003 Iowa

Cilek, Toni Lee Daters, Clinical Associate Professor, Communication Sciences and Disorders, 1992 (1992); BA 1975 Iowa; MA 1976 Iowa

Ciliberto, Heather, Clinical Assistant Professor, Dermatology, 2013 (2013);

Ciliberto, Michael Anthony, Clinical Assistant Professor, Pediatrics, 2013 (2013);

Cinnamon, Katherine A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Ciochon, Russell L., Professor, Pediatric Dentistry/Anthropology, 1987 (1996); BA 1971 California-Berkeley; MA 1974 California-Berkeley; PhD 1986 California-Berkeley

Cirillo, Dominic J., Adjunct Lecturer, Epidemiology, 2011 (2013); BS 1998 Cornell; MD 2008 Iowa; PHD 2009 Iowa

Ciungu, Lavinia Cornia, Lecturer, Mathematics, 2013 (2013);

Clabaugh, Gerd William, Adjunct Lecturer, Nursing, 2011 (2011); MPA 1989 Iowa State

Clair, Isaac John, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BA 2005 Iowa; DDS 2009 Iowa

Clamon, Gerald H., Professor, Internal Medicine, 1976 (1991); BS 1967 Dartmouth; MD 1971 Washington-Missouri

Clancey, Constance Jean Lehman, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHD 1990 Baylor College

Clancy, James M., Associate Professor, Prosthodontics, 1986 (1991); BS 1975 Iowa; DDS 1978 Iowa; MS 1980 Iowa

Clark, Anthony S., Assistant Professor, Aerospace Studies, 2011 (2011); BA 2004 Maryland

Clark, Charles R., Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 1980 (1988); BS 1972 Notre Dame; MD 1976 Michigan

Clark, Craig Leo, Adjunct Instructor, Pharmacy, 1997 (1997); BSPH 1978 Iowa

Clark, Craig B., Clinical Adjunct Professor, Internal Medicine, 2001 (2012); BS 1991 Iowa State; DO 1995 Des Moines- Col of Osteopa

Clark, Elizabeth Lee, Adjunct Assistant Professor, English, 2001 (2001); BA 1986 Carroll; MA 1993 Iowa; PHD 2001 Iowa

Clark, Eve Dillman, Clinical Assistant Professor, Radiology, 2008 (2008); MD 2002 Iowa
Clark, Jason K., Assistant Professor, Psychology, 2009 (2009); BA 2000 Purdue; MS 2005 Purdue; PHD 2007 Purdue

Clark, Lee Anna, Emeritus Professor, Psychology, 1993 (1993); BA 1972 Cornell; MA 1977 Cornell; PHD 1982 Minnesota

Clark, Mary Kathleen, Professor, IA Consortium Substance Abuse/Nursing, 1982 (2007); BSN 1973 Michigan; MN 1979 Washington; PHD 1990 Iowa

Clark, Robert L., Clinical Adjunct Associate Professor, Surgery, 2012 (2012); MD 1985 Arkansas Medical

Clark, Ruth Ann, Adjunct Instructor, Pharmacy, 1997 (1997); BSPH 1992 Iowa

Clark, Sarah Elizabeth, Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); DDS 2003 Iowa

Clark, Shaunda Louise, Adjunct Instructor, Preventive Community Dentistry, 1998 (1998); BS 1997 Iowa

Clark, Steven Heyen, Clinical Associate Professor, Periodontics, 1991 (2009); BS 1977 Illinois; DDS 1983 Illinois


Clark, William David, Clinical Associate Professor, Family Medicine, 1999 (1999); BS 1973 Iowa State University; MD 1977 Iowa

Clarke, Mary Frances, Adjunct Assistant Professor, Nursing, 1996 (2007); BSN 1982 Mount Mercy College; MA 1993 Iowa; PhD 2006 Iowa

Clarke, William Radue, Professor, Biostatistics, 1964 (1986); BA 1964 Oregon; MS 1967 Iowa; PHD 1975 Iowa

Claussen, Leah Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2003 Iowa

Claypool, Vicki Lynn, Emeritus Professor, Political Science/International Programs, 1989 (2002); BA 1974 Minnesota; PHD 1985 Minnesota

Clayton, Christopher Edmund, Adjunct Assistant Professor, Pharmacy, 2005 (2005); AS 1995 North Iowa Area Community; PHARMD 2000 Iowa

Clegg, Steven, Professor, Microbiology, 1980 (1992); BSC 1975 Dundee - Scotland; PHD 1978 Dundee-Scotland

Clement, Colleen Marie, Adjunct Assistant Professor, Pharmacy, 2010 (2010); PHARMD 2000 Iowa

Clemson, Lance, Adjunct Instructor, Social Work, 1997 (1997); MS 1986 Columbia

Cleveland, Mark G., Clinical Adjunct Assistant Professor, Dermatology, 1999 (1999); BS 1984 Baylor; PHD 1990 Texas Medical-Houston; MD 1990 Texas Medical Galveston

Clifton, James A., Emeritus Professor, Internal Medicine, 1953 (1963); BA 1944 Vanderbilt; MD 1947 Vanderbilt

Cline, Robert N., Lecturer, Marketing, 1996 (1996); BA 1968 Iowa

Clinton, Patricia Kay, Clinical Professor, Nursing, 1984 (2002); BSN 1976 Iowa; MA 1984 Iowa; PHD 1995 Iowa

Clow, Toni J., Emeritus Associate Professor, Nursing, 1976 (1981); BSN 1966 Iowa; MA 1975 Iowa

Cloyd, Brett S., Adjunct Instructor, University College, 2011 (2013); BA 1993 St. Mary’s of Maryland; AMLS 1998 Iowa

Clubb, Merrel D., Associate Professor, Theatre Arts, 1999 (1999); BA 1976 Amherst College; MFA 1982 Yale; DFA 1991 Yale

Coats, Mary Frances, Adjunct Assistant Professor, Art Art History, 2013 (2013);

Cobb, Amy Marie, Adjunct Assistant Professor, Pharmacy, 2005 (2005); PHARMD 2002 Iowa

Cobb, Deborah Scheckel, Associate Professor, Operative Dentistry, 1986 (2000); BS 1976 Northern Arizona; DDS 1982 Iowa; MS 1995 Iowa

Cobb, Howard Lee, Adjunct Assistant Professor, Pharmacy, 2007 (2007); BS 2000 Iowa; PHARMD 2005 Iowa

Cobb, Stuart Stanley, Adjunct Assistant Professor, Endodontics, 1988 (1988); DDS 1982 Iowa


Cochran, Bridgette Fay, Emeritus Assistant Professor, Pharmacy, 2010 (2010); PHARMD 2005 Iowa

Cochran, Heather M., Clinical Adjunct Assistant Professor, Psych Quant Foundations, 2009 (2009); BS 2000 Aquinas; MA 2003 Central Michigan; PHD 2006 Central Michigan

Cochran, Sam V. III, Clinical Professor, Psych Quant Foundations, 1994 (2001); BA 1972 Chicago; MED 1975 Missouri; PHD 1983 Missouri

Coelho, Benjamin Antonio, Emeritus Professor, Music, 1998 (2010); BA 1984 State Univ of NY - Purchase; MA 1986 Manhattan School of Music

Coffey, Christopher S., Emeritus Professor, Biostatistics, 2009 (2009); BS 1992 Tennessee; MS 1996 Chapel Hill; PHD 1999 Chapel Hill

Coffman, Don D., Emeritus Professor, Teaching and Learning/Music, 1987 (2002); BME 1978 Kansas; MMED 1984 Wichita State; PHD 1987 Kansas

Coffman, Robert E., Emeritus Professor, Chemistry, 1979 (1979); BS 1953 Illinois; MS 1955 UC Berkeley; PHD 1964 Minnesota

Coggins Mosher, Sarah Lucinda, Lecturer, Rhetoric, 2001 (2002); PHD 2001 Iowa

Coghill-Behrends, William Lee, Adjunct Lecturer, Teaching and Learning, 2005 (2005); AB 1999 NORTHERN IOWA; MA 2003 IOWA

Cohen, Jordan L., Emeritus Professor, Pharmacy, 1999 (1999); BS 1965 Wisconsin; PHD 1969 Wisconsin; MS 1997 Wisconsin

Cohen, Mary L., Associate Professor, Music/Teaching and Learning, 2007 (2013); BME 1992 Kansas; MME 2000 Kansas; PHD 2007 Kansas

Cohen, Matthew Allen, Adjunct Assistant Professor, Communication Studies, 2011 (2011); MA 2004 Kansas; PHD 2011 Iowa
Cohen, Michael B., Emeritus Professor, Urology/Pathology, 1990 (1996); BA 1977 Haveford; MD 1982 Albany Medical


Cohenour, Michelle Marie, Adjunct Lecturer, University College/University College Courses, 2008 (2008); BS 2000 Eastern Illinois; MS 2003 Western Illinois

Colaizy, Tarah Trinity, Associate Professor, Pediatrics, 2004 (2013); MD 1988 Wisconsin; BS 1998 Wisconsin

Colangelo, Nicholas, Professor, Rehabilitation and Counselor Education, 1977 (1986); BA 1970 State Univ.-NY-Cortland; MED 1973 Vermont; PHD 1977 Wisconsin

Colbert, Amy Elizabeth, Associate Professor, Management Organizations, 2007 (2010); BS 1995 Culver-Stockton; MA 1999 St Louis; PhD 2004 Iowa

Colbert, Michael William, Lecturer, Management Sciences, 2007 (2007); BS 1994 Culver-Stockton

Cole, Catherine A., Professor, Marketing, 1984 (2004); BA 1971 Beloit; MBA 1976 Wisconsin; PHD 1983 Wisconsin


Cole, Matthew Thomas, Adjunct Lecturer, Law-Faculty, 2013 (2013);

Cole, Matthew Jeremy, Adjunct Lecturer, Law-Faculty, 2013 (2013);

Cole, Renee Susan, Associate Professor, Chemistry, 2011 (2011); BA 1992 Hendrix, AR; MS 1995 Oklahoma; PHD 1998 Oklahoma

Colgan, John David, Associate Professor, Anatomy Cell Biology/Internal Medicine, 2004 (2012); MA 1989 Columbia; MPHIL 1991 Columbia; PHD 1994 Columbia

Collaguazo, Dana Marie, Clinical Assistant Professor, Emergency Medicine, 2003 (2003); BS 1996 Iowa; MD 2000 Iowa

Collins, Angela Sue, Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); MD 1999 South Dakota

Collins, Daniel W., Professor, Accounting, 1977 (1981); BBA 1968 Iowa; PHD 1973 Iowa

Collins, David E., Lecturer, Marketing, 1997 (2000); BS 1974 Iowa

Collins, Paul J., Emeritus Associate Professor, Periodontics, 1969 (1982); DDS 1966 Iowa; MS 1973 Iowa


Collins, Thomas, Clinical Associate Professor, Surgery, 2007 (2012); MD 2000 Texas

Colville, Jennifer, Adjunct Assistant Professor, English, 2011 (2011); BA 1994 Whittier; MFA 1998 Syracuse; PHD 2008 Utah

Colvin, Carolyn, Associate Professor, Teaching and Learning, 1991 (1997); BA 1971 Doane; MED 1981 Nebraska-Lincoln; PHD 1987 Nebraska-Lincoln

Comellas Freymond, Alejandro Pierre, Assistant Professor, Internal Medicine, 2008 (2008); MD 1996 Venezuela

Comer, Joseph M., Associate Professor, Biology, 2002 (2008); BS 1987 Barcelona; PHD 1997 Barcelona

Conklin, Jona, Clinical Assistant Professor, Obstetrics Gynecology, 2013 (2013);

Conklin, Scott, Associate Professor, Music, 2005 (2010); BM 1997 Cleveland Institute; MM 1999 Michigan; DMA 2002 Michigan

Conley, Virginia Mary, Clinical Associate Professor, Nursing, 2010 (2011); BS 1993 Excelsior; MN 1996 Wyoming; PhD 2001 South Florida

Connell, Susan Jane, Lecturer, Teaching and Learning, 2011 (2011); BS 1970 Missouri; MED 1992 Marycress

Connerly, Charles, Professor, Urban Regional Planning/Public Policy Center, 2008 (2008); BA 1968 Grinnell College; MUP 1976 Michigan; PHD 1980 Michigan

Connett, Meghan A., Clinical Assistant Professor, Family Medicine, 2013 (2013);

Connolly, Connie Jo, Adjunct Instructor, Pharmacy, 2000 (2000); BS 1992 Iowa

Connor, Richard John, Adjunct Instructor, Social Work, 2005 (2005); BA 1980 Quincy College; MSW 1990 Iowa

Conrey, Michael Arthur, Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARMD 2004 Iowa

Constantine, Elizabeth A., Adjunct Assistant Professor, University College Courses, 1998 (2003); BA 1980 Univ Wisconsin-Madison; MA 1989 Monterey Inst Internat’l Studi; PHD 2001 Indiana

Constantinescu, George, Associate Professor, Civil-Environmental Engineering, 2004 (2009); MS 1992 Bucharets; PHD 1997 Iowa

Contrada, Deborah, Associate Professor, French Italian, 1986 (1996); AB 1972 Mount Holyoke; AM 1973 Middlebury; PHD 1985 Harvard

Conway, Daniel George, Adjunct Lecturer, Management Sciences, 2013 (2013);

Conway, Thomas W., Emeritus Professor, Biochemistry, 1964 (1973); BS 1953 St Thomas; MA 1955 Texas; PHD 1962 Texas


Coohey, Carol Ann, Professor, Social Work, 1996 (2010); BA 1984 Northern Iowa; MSW 1985 Michigan; PHD 1993 Chicago

Cook, Brian L., Emeritus Professor, Psychiatry, 1986 (2001); BA 1976 Grinnell; DO 1979 Col of Osteopathic Med Surge; MS 1984 Iowa

Cook, Elizabeth Lorraine, Clinical Assistant Professor, Obstetrics Gynecology, 2010 (2010); BSN 2007 Excelsior; MSN 2009 Frontier Midwifery

Cook, Jennifer, Clinical Adjunct Assistant Professor, Pediatrics, 1999 (1999); MD 1985 Iowa
Cook, Robert T., Emeritus Professor, Pathology, 1977 (1996); AB 1958 Kansas; MD 1962 Kansas; PHD 1967 Kansas

Cook, Robert C., Assistant Professor, Music, 2003 (2003); BM 1987 Northwestern; MA 1995 Chicago; PHD 2001 Chicago

Cook, Susan Wagner, Assistant Professor, Psychology, 2008 (2008); BS 2000 Chicago; PHD 2006 Chicago


Cooper, Christopher Scott, Professor, Urology/Pediatrics, 1999 (2008); BA 1987 Iowa; MD 1991 Iowa

Cooper, Reginald R., Emeritus Professor, Orthopaedics and Rehabilitation, 1962 (1971); BA 1952 West Virginia; BS 1953 West Virginia; MD 1955 Med College of Virginia; MS 1960 Iowa

Cooper, Steven H., Adjunct Assistant Professor, Periodontics/Family Dentistry, 1970 (1973); DDS 1966 Iowa; MS 1970 Iowa

Cooper-Brown, Linda Jo, Clinical Associate Professor, Pediatrics, 2000 (2011); BA 1984 Miami; EDS 1988 Iowa; PHD 1991 Iowa

Corbett, Kyra Jean, Adjunct Assistant Professor, Pharmacy, 2005 (2005); PHARMD 2004 Iowa

Cordts, Marcia L., Lecturer, Microbiology, 2001 (2010); BA 1982 Stephens; PHD 1988 Cornell

Coretsopoulos, Chris, Lecturer, Chemical Biochemical Engineering, 1992 (2012); BS 1981 Massachusetts; PHD 1989 Illinois

Corkery, Brian James, Adjunct Lecturer, University College Courses, 2002 (2002); BA 1983 Iowa; MS 1988 Iowa State; PHD 1996 Utah; MPA 1996 Utah

Corkery, Julie M., Adjunct Assistant Professor, Psych Quant Foundations, 2002 (2002); BA 1983 Mount Mercy; EDS 1987 Iowa State; PHD 1991 Iowa State

Cornell, Robert A., Associate Professor, Anatomy Cell Biology, 2001 (2007); BS 1987 Stanford; PHD 1995 Washington

Cornell, Steven Hajos, Emeritus Professor, Radiology, 1963 (1971);

Correia, Amy E., Adjunct Instructor, Social Work, 2006 (2006); MSW 1998 Iowa

Correia, Monica Cruz De Gusmao, Associate Professor, Art Art History, 2003 (2010); AB 1991 Uni of Rio de Janeiro; MA 1999 Iowa; MFA 2000 Iowa

Corrigan, Melissa M., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Coryell, William H., Professor, Psychiatry, 1977 (1986); BS 1970 Georgia; MD 1973 Medical College of Georgia

Cossman, George W., Emeritus Associate Professor, Teaching and Learning, 1966 (1970); AB 1952 Shimer; BS 1954 Illinois; MED 1955 Illinois; PHD 1967 Iowa

Cotarlan, Vlad, Clinical Assistant Professor, Internal Medicine, 2012 (2012);

Cotterman, Billie Jay, Adjunct Instructor, Classics, 2012 (2012); BA 2003 Florida State University; MA 2006 University of Florida

Coulter, Joe D., Professor, Anatomy Cell Biology/Community Behavioral Health/Community Programs, 1985 (1985); BA 1966 Oklahoma; PHD 1971 Oklahoma

Couser, Gregory Patrick, Adjunct Assistant Professor, Occupational Environmental Health, 2004 (2007); BSE 1992 Iowa; MD 1997 Iowa; MPH 2002 Iowa

Covaci, Jessica Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011);

Covert, Christopher M., Clinical Adjunct Instructor, Internal Medicine, 1995 (1995); DO 1984 Osteopathic Med Hlth


Cowdery Jr., John S., Emeritus Professor, Internal Medicine, 1983 (1994); BA 1971 Duke; MS 1974 Emory; MD 1978 Emory

Cowen, Howard, Clinical Professor, Preventive Community Dentistry, 1982 (2009); BA 1972 Colorado; DDS 1976 Iowa; MS 1995 Iowa

Cowles, Mary Kathryn, Associate Professor, Statistics Actuarial Science/Biostatistics, 1997 (2002); BA 1971 Carleton college; MM 1972 Northwestern; MS 1990 Minnesota-Minneapolis; PHD 1994 Minnesota-Minneapolis

Cox, Charles D., Emeritus Professor, Microbiology, 1974 (1988); BS 1967 William and Mary; PHD 1971 Georgia

Cox, Chelsea Faye, Adjunct Lecturer, Division of Interdisciplinary Program, 2012 (2012);


Cox, Lois K., Clinical Professor, Law-Faculty, 1991 (1999); BA 1971 Rice; MA 1973 Tufts; JD 1978 Boston

Cox, Paul Russell, Adjunct Instructor, German, 2005 (2005); BA 1993 Missouri - Columbia; MA 1995 Missouri - Columbia

Crabb, Larry, Emeritus Associate Professor, Family Dentistry, 1977 (1979);

Crabb, Thomas G., Adjunct Assistant Professor, Pharmacy, 2006 (2006); BS 1973 Morningside; BSHP 1977 Creighton; JD 1991 Drake

Crabtree, Kirk, Adjunct Assistant Professor, Pharmacy, 2002 (2002); PHARMD 2001 Iowa

Craft-Rosenberg, Martha Jane, Emeritus Professor, Nursing, 1980 (1997); BSN 1970 Iowa; MA 1978 Iowa; PHD 1985 Iowa

Craig, Steven Robert, Clinical Adjunct Professor, Internal Medicine, 1987 (2005); MD 1979 Iowa

Craig, Steven Michael, Adjunct Assistant Professor, Internal Medicine/Medicine Administration, 2010 (2010); MD 2004 Iowa

Crain, Carin N., Adjunct Lecturer, Law-Faculty, 2008 (2008); BA 1983 Scripps College; JD 1991 California, Davis

Cram, Albert Edwin, Emeritus Professor, Surgery, 1975 (1991); BS 1965 Nebraska; MD 1969 Nebraska
Cram, Ellen, Clinical Associate Professor, Nursing, 2000 (2005); BSN 1980 Coe; MA 1989 Iowa; PHD 2002 University of Iowa

Cram, Peter M., Professor, Internal Medicine, 2002 (2013); BA 1991 Vermont; MD 1997 Wake Forest

Cramer, Barton Emmet, Adjunct Assistant Professor, Urban Regional Planning/Economics, 2007 (2009); BS 1963 MA Inst of Technology; MS 1966 MA Inst of Technology; PHD 2007 Iowa

Cramer, Bradley Douglas, Assistant Professor, International Programs/Geoscience, 2012 (2012);

Cramer, Elizabeth Suzanne, Clinical Assistant Professor, Family Medicine, 2012 (2012);

Cranberg, Gilbert, Emeritus Professor, Journalism Mass Communication, 1982 (1982); BA 1949 Syracuse; MA 1956 Drake

Cranston, Jane Barnes, Clinical Instructor, Teaching and Learning, 2005 (2009); MA 1980 Western Illinois; MA 1993 Iowa

Crawford, Eean Robert, Assistant Professor, Management Organizations, 2011 (2011); MAC 2006 Brigham Young; BS 2006 Brigham Young; PHD 2011 Florida

Crawford, Lance Wayne, Adjunct Assistant Professor, Endodontics, 2003 (2003); BS 1971 Iowa; BDS 1975 Loyola-Chicago; CER 1981 Loyola-Chicago

Crawford, Robert G., Adjunct Assistant Professor, Economics, 2009 (2009); MS 1971 Carnegie Mellon; PHD 1976 Carnegie Mellon

Creedon, Pamela J., Emeritus Professor, Journalism Mass Communication, 2002 (2002); BA 1969 Mount Union; MA 1970 Oregon

Creekmur, Corey, Associate Professor, Cinema Comparative Literature/International Programs/English, 1997 (2000); BA 1979 Florida; MA 1981 Chicago; PHD 1991 Illinois-Urbana Champaign

Cremer, James F., Professor, Computer Science, 1992 (2003); BS 1982 Cornell University; MS 1988 Cornell University; PHD 1999 Cornell University

Cremers, Bernard J., Adjunct Instructor, Pharmacy, 2000 (2000); BS 1964 Iowa

Cremers, Jennifer, Lecturer, Teaching and Learning, 2000 (2000); BA 1992 Iowa

Cretzmeyer, Margaret T., Adjunct Assistant Professor, Social Work, 2006 (2006); PHD 2006 Iowa

Criswell, Thomas J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2012); PHARMD 2010 Iowa

Crocker, Erin M., Clinical Assistant Professor, Psychiatry, 2011 (2011); MD 2007 South Carolina

Crocker, Stephen Russell, Adjunct Lecturer, Marketing, 2012 (2012);

Croco, Matthew Alexander Terrance, Adjunct Assistant Professor, Orthodontics, 2010 (2010); BA 1997 Grinnell; DDS 2002 Iowa; MS 2005 Iowa

Croft, Jerry, Adjunct Professor, Division of Interdisciplinary Program, 2001 (2001); PHD 1971 Tulsa

Croft, Laurie J., Adjunct Associate Professor, Teaching and Learning, 1998 (2007); BA 1978 Oklahoma State; MA 1984 Oklahoma; PHD 1994 Tulsa

Cromwell, John, Clinical Associate Professor, Surgery, 2009 (2009); BS 1989 Lincoln, Nebraska; MD 1994 Minnesota

Cross, Lowell M., Emeritus Professor, Music, 1972 (1981); BA 1961 Texas Tech; BA 1963 Texas Tech; MA 1968 Toronto-Canada

Crossett, Clay, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BS 1983 Centre College; DMD 1983 Louisville; DMD 1987 Louisville

Crossett, Judith H., Clinical Professor, Psychiatry/Nursing, 1998 (2008); BA 1968 Grinnell; MA 1970 Toronto; MD 1984 Iowa; MS 1988 Iowa

Crowe, Raymond R., Emeritus Professor, Psychiatry, 1972 (1981); BA 1963 Vanderbilt; MD 1966 Vanderbilt

Crowell, Carolyn M., Emeritus Assistant Professor, Nursing, 1968 (1969);

Crowell, Eric T., Adjunct Lecturer, Health Management Policy, 1995 (1995); MA 1982 Minnesota

Crowley, Lois M., Lecturer, Teaching and Learning, 2010 (2010); MA 1995 Iowa

Cruikshank, Brenda M., Emeritus Associate Professor, Pediatrics, 1972 (1995); BA 1964 DePauw; MD 1967 North Carolina


Cuddihy, Henri A., Emeritus Associate Professor, Internal Medicine, 2000 (2000); BA 1969 New York; MD 1977 Alabama

Cullen, Joseph John, Professor, Radiation Oncology/Surgery, 1993 (2005); BS 1981 Loras; MD 1986 Iowa

Cullen, Laura M., Clinical Adjunct Instructor, Nursing, 2000 (2000); BSN 1982 Iowa; MA 1990 Iowa

Cullinan, Daniel, Adjunct Assistant Professor, Pharmacy Practice and Science, 2002 (2002); BS 1995 Iowa; MS 1997 Iowa; PHARMD 1999 Iowa

Culp, Kenneth Ray, Professor, Occupational Environmental Health/Nursing, 1985 (2007); BSN 1980 Iowa; MA 1985 Iowa; PHD 1992 Iowa

Culshaw, John Patrick, Adjunct Professor, Library Information Science, 2013 (2013);

Cumings, Lauren Rachael, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHAR 2006 Drake

Cummins, Phillip D., Emeritus Professor, Philosophy, 1963 (1974); BA 1957 Iowa; MA 1959 Iowa; PHD 1961 Iowa
Cunliffe, Paul William, Adjunct Assistant Professor, Dance, 2002 (2002);
Cunning, David, Associate Professor, Philosophy, 2003 (2007); BA 1993 California, @ Berkeley; MA 1996 California @ Irvine; PhD 2000 California @ Irvine
Cunningham-Ford, Marsha Ann, Associate Professor, Preventive Community Dentistry, 1979 (1985); BS 1976 Old Dominion; MS 1979 Old Dominion
Curley, Melissa Anne-Marie, Assistant Professor, Religion, 2009 (2009); BA 1997 McGill; MA 2004 McGill; PhD 2009 McGill
Curran, Daniel Joseph, Adjunct Lecturer, Management Organizations, 2012 (2012); BBA 1993 Cardinal Stritch; MBA 2008 UNI
Currie, Jay Dean, Clinical Professor, Pharmacy, 1984 (2005); BPharm 1980 Iowa; PHARMD 1984 Iowa
Curry, Clifford R., Lecturer, Electrical-Computer Engineering, 2008 (2008); BSEE 1975 Illinois Urbana; MSEE 1977 Wichita State; PhD 1997 Washington Seattle
Curry, Raygena Ann, Adjunct Instructor, Social Work, 1997 (1997); BA 1977 Simpson College; MSW 1992 Iowa
Curry, Sue J., Professor, Health Management Policy, 2008 (2008); BA 1976 Massachusetts; MA 1979 New Hampshire; PhD 1981 New Hampshire
Curts, Vanessa Ann, Clinical Assistant Professor, Pediatrics, 2011 (2011); MD 2005 Wisconsin
Curtius, Anny Dominique, Associate Professor, International Programs/French Italian, 2002 (2007); BA 1984 Antilles-Guyane; MA 1992 Montreal; PhD 1997 Montreal
Curto, Ines Zigrino, Lecturer, Computer Science, 2000 (2001); PhD 2000 Iowa
Curto, Raul E., Professor, Mathematics, 1981 (1987); BS 1975 San Luis-Argentina; PhD 1978 State Univ of NY - Stony Brook; MA 1978 State Univ of NY - Stony Brook
Curto, Roxanna Nydia, Assistant Professor, Spanish Portuguese/French Italian, 2011 (2011); AB 2001 Harvard; MA 2003 Yale; PhD 2008 Yale
Curtu, Iulian, Adjunct Instructor, Mathematics, 2011 (2011); BSE 1993 Politehnica,Timisoara
Curtu, Rodica, Associate Professor, Mathematics, 2007 (2007); BS 1995 Transilvania U of Brasov,Roman; MA 1999 Pittsburgh; PhD 2003 Pittsburgh
Cwiertny, David Michael, Assistant Professor, Civil-Environmental Engineering/Chemical Biological Engineering, 2011 (2011); BS 2000 California; PhD 2005 Johns Hopkins
Cyphert, Stacey Todd, Adjunct Lecturer, Health Management Policy, 1990 (1990); MHA 1983 Ohio State; PhD 1990 Iowa
Czuprynski, Hiroko, Lecturer, Asian Slavic Languages Literature, 2012 (2012);
D’Agata, John, Associate Professor, English, 2005 (2007); BA 1995 Iowa; MFA 1998 Iowa
D’Alessandro, Donna M., Professor, Pediatrics, 1995 (2007); BA 1985 Kalamazoo; MD 1989 Wayne State
D’Alessandro, Michael, Professor, Radiology, 1995 (2004); BS 1985 Wayne State; MD 1989 Wayne State
D’Aunno, Lisa E., Adjunct Associate Professor, Social Work, 2008 (2008); AB 1978 Notre Dame; JD 1984 Michigan
D’Souza, Joseph E., Adjunct Assistant Professor, Endodontics, 1983 (1987); BS 1974 Iowa; DDS 1983 Iowa
Daack-Hirsch, Sandra E., Associate Professor, Nursing, 1987 (2013); BSN 1986 Iowa; MSN 1998 Iowa; PhD 2007 Iowa
Dagle, John Michael, Professor, Biochemistry/Pediatrics, 1998 (2013); BS 1984 Creighton; PhD 1991 Iowa; MD 1991 Iowa
Dahal, Sanjiv Kumar, Clinical Adjunct Assistant Professor, Internal Medicine, 2003 (2003); MD 1988 Minsk State, Belarus
Dahl, Eva C., Adjunct Professor, Oral Path,Radiology/Medicine, 1980 (1999); DDS 1976 Iowa
Dahlke, Megan Eileen, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);
Dahlsten, Patricia L., Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);
Dahmoush, Laila, Clinical Associate Professor, Urology/Pathology, 2001 (2007); MBCHB 1983 Univ. Alexandria Fac Med-Egypt; MD 1999 Maryland-Baltimore
Dai, Donghai, Associate Professor, Obstetrics Gynecology, 2009 (2009); MD 1987 Shanghai Medical; PhD 1998 Medical of Georgia
Dailey, Michael E., Associate Professor, Biology, 1996 (2002); BS 1985 Geneva; PhD 1990 Washington
Dailey, Morris O., Emeritus Associate Professor, Pathology, 1984 (1989); BS 1971 Calif-Davis; PhD 1976 Chicago; MD 1977 Chicago
Dailey, Scott Alan, Adjunct Assistant Professor, Communication Sciences and Disorders, 2010 (2010); BS 1988 Iowa State; MA 1993 Northern Iowa; PhD 2009 University of Iowa
Dajud, Maria Victoria, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);
Daley, Neal R., Adjunct Instructor, Pharmacy, 2004 (2004); BSHP 1980 Iowa
Dalrymple, Kajsa E., Assistant Professor, Journalism Mass Communication, 2011 (2011); BS 2005 Cornell; MA 2007 Wisconsin; PhD 2011 Wisconsin
Daly, Jeanette Marie, Clinical Adjunct Assistant Professor, Family Medicine/Nursing, 1993 (1993); BS 1973 Northern Illinois; MS 1978 Northern Illinois; PhD 1992 Iowa
Damasio, Antonio R., Adjunct Professor, Neurology, 1975 (1980); MD 1968 Lisbon; PhD 1974 Lisbon
Damasio, Antonio R., Adjunct Professor, Neurology, 1975 (1980); MD 1968 Lisbon; PhD 1974 Lisbon
Damasio, Antonio R., Adjunct Professor, Neurology, 1975 (1980); MD 1968 Lisbon-Portugal
Damiano, Peter Cosimo, Professor, Preventive Community Dentistry/Public Policy Center, 1988 (2001); BS 1982 Iowa; DDS 1986 Iowa; MPH 1990 California-Los Angeles
Damico, Alfonso J., Emeritus Professor, Political Science, 1999 (1999); BA 1964 George Washington; MA 1967 Ohio State; PhD 1971 Ohio State

Damico, Sandra Bowman, Emeritus Professor, Edu Policy Leadership Studies, 1999 (1999); BA 1962 Ohio State; MA 1969 Ohio State; PhD 1973 Florida

Dang, Trung, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BA 1989 Colorado; DDS 1993 Colorado

Daniel, Brian Phillip, Clinical Assistant Professor, Internal Medicine, 2004 (2005); BA 1987 Carson-Newman-TN; MD 1991 Vanderbilt

Daniel, John F., Adjunct Assistant Professor, Pharmacy, 2000 (2000); PHARM 1999 Iowa

Daniel-Ulloa, Jason Dwight, Adjunct Lecturer, Community Behavioral Health, 2013 (2013);

Daniels, Timothy K., Clinical Adjunct Assistant Professor, Family Medicine, 1979 (2002); MD 1973 Iowa

Danielson, Angela Marie, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARM 2007 Iowa

Danielson, Stanton L., Clinical Adjunct Assistant Professor, Family Medicine, 1982 (1984); MD 1976 Iowa

Daniolos, Peter T., Clinical Associate Professor, Psychiatry, 2010 (2010); BS 1984 Denver; MD 1989 North Dakota

Danley, Dana L., Clinical Adjunct Assistant Professor, Family Medicine, 2004 (2004); BA 1993 Grinnell; MD 1998 Iowa

Darbro, Benjamin Will, Assistant Professor, Pediatrics, 2011 (2011); BS 1999 Nebraska Wesleyan; PHD 2007 Iowa; MD 2007 Iowa

Darcy, Isabel K., Associate Professor, Mathematics, 2003 (2008); BS 1987 California; MS 1989 California; PHD 1997 Florida State

Darling, Warren G., Professor, Health and Human Physiology/Physical Therapy, 1987 (2007); BSC 1979 Waterloo-Ontario; MSC 1981 Waterloo-Ontario; PHD 1986 Western Ontario


David, Marcella, Professor, Law-Faculty/International Programs, 1995 (1999); BA 1986 Rensselaer Polytechnic Institu; JD 1989 Michigan

Davidovic, Jovana, Assistant Professor, Philosophy, 2012 (2012);

Davidson, Ashley Rose, Adjunct Assistant Professor, Creative Writing, 2012 (2012);

Davidson, Beverley L., Professor, Internal Medicine/Neurology/Physiology, 1994 (2000); BS 1981 Nebraska Wesleyan; MS 1983 Michigan; PHD 1987 Michigan

Davidson, Jill Ellen Kramer, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 1995 (1995); MD 1988 Iowa

Davidson, Lawrence Stuart, Adjunct Professor, Economics, 2011 (2011); PHD 1977 North Carolina

Davies, Brandon Scott Joseph, Assistant Professor, Biochemistry, 2012 (2012);


Davis, Caroline, Adjunct Assistant Professor, Geoscience, 2011 (2011); BS 2001 Iowa State; MS 2003 Fort Hays State; PHD 2009 Missouri-Rolla

Davis, David A., Clinical Adjunct Assistant Professor, Dermatology, 2001 (2001); MD 1994 Colorado

Davis, James Eugene, Clinical Associate Professor, Cardiothoracic Surgery/Pediatrics, 2007 (2007); MD 1987 Indiana

Davis, Jody, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BS 1996 Fort Lewis; DDS 2009 Colorado

Davis, Leodis, Emeritus Professor, Chemistry, 1968 (1976); BS 1956 Missouri; MS 1958 Iowa State; PHD 1960 Iowa State

Davis, Michael Wayne, Adjunct Lecturer, University College Courses, 2004 (2004); BA 1979 South Carolina; MDIV 1984 Southeastern Baptist Theologic

Davis, Patricia H., Professor, Neurology, 1992 (2005); BS 1973 Queen’s-Ontario; MD 1977 Queen’s-Ontario

Davis, Rebecca, Clinical Assistant Professor, Internal Medicine, 2007 (2007); BS 1981 Indiana; MD 1987 Indiana

Davis, Roy C., Adjunct Assistant Professor, Pharmacy, 1997 (1997); BA 1979 Pittsburgh; BS 1987 Kansas; PHARM 1995 Duquesne

Davis, William Alan, Emeritus Associate Professor, Obstetrics Gynecology, 2000 (2003); BA 1963 Wartburg; MD 1967 Illinois

Davis, Wilson L., Jr., Clinical Adjunct Instructor, Internal Medicine, 1990 (1990); MD 1978 Iowa

Davison, Alice L., Associate Professor, Linguistics, 1988 (1988); AB 1962 Bryn Mawr; MA 1969 Chicago; PHD 1973 Chicago

Daws, William R., Clinical Adjunct Assistant Professor, Pediatrics, 1981 (1981); MD 1976 Iowa

Dawson, Deborah V., Professor, Dows Institute-Research/ Biostatistics, 2001 (2001); BA 1974 Montclair State; SCM 1976 Johns Hopkins; PHD 1981 North Carolina

Dawson, Jeffrey D., Professor, Biostatistics, 1991 (2009); BS 1987 Brigham Young; SCD 1991 Harvard

Dawson, Steven, Clinical Adjunct Assistant Professor, Pediatrics, 2003 (2003); BA 1980 Wheaton; BS 1982 Washington; MD 1986 American University/Caribbean

Day, Anthony Alan, Clinical Adjunct Associate Professor, Family Medicine, 2008 (2008); BS 1988 Iowa; MD 1992 Iowa

De Boef, Connie Lou, Clinical Assistant Professor, Nursing, 1993 (2002); BSN 1970 Iowa; MA 1991 Iowa

De Geest, Koen, Clinical Professor, Obstetrics Gynecology, 2003 (2003); BS 1973 Gent, Belgium; MD 1977 Gent, Belgium

De La Pena, George R., Associate Professor, Dance, 2004 (2005);
De Malis, Kris A., Associate Professor, Dermatology/Chemistry/Biochemistry, 2006 (2012); PhD 1999 Colorado Health

De Matta, Renato E., Associate Professor, Management Sciences, 1990 (1997); BS 1977 Philippines; MA 1979 Philippines; PhD 1989 Pennsylvania

De Puma, Richard Daniel, Emeritus Professor, Art Art History, 1968 (1986); BA 1964 Swarthmore; MA 1967 Bryn Mawr; PhD 1969 Bryn Mawr

De Saint Victor, Carol, Emeritus Professor, English, 1964 (1984); BA 1956 Indiana; PhD 1966 Indiana

Dean, Asabi Afifi, Lecturer, Rehabilitation and Counselor Education, 2011 (2011); BA 1998 Chicago State; MA 2006 Chicago State

Dean, Thomas Keith, Adjunct Assistant Professor, Health and Human Physiology, 2000 (2000); BM 1982 Northern Illinois; BA 1982 Northern Illinois; MA 1984 Northern Illinois; PhD 1991 Iowa

Deboer, Angela, Lecturer, English as Second Language, 2010 (2010); MA 2001 Minnesota

Decker, Scott Matthew, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARM 2008 Iowa

Decoq, Rhonda R., Lecturer, Statistics Actuarial Science, 2006 (2012); BS 1993 Iowa State; MS 2002 Iowa State; PhD 2006 Iowa State

Dee, Fred Randolph, Emeritus Professor, Pathology, 1974 (1983); BA 1963 Iowa; MD 1967 Iowa

Degowin, Richard L., Emeritus Professor, Internal Medicine, 1968 (1973); MD 1959 Chicago

Dehn, Richard William, Emeritus Professor, Physician Assistant, 1994 (2000); BA 1973 Iowa; BS 1976 Iowa; MPA 1991 Golden Gate

Dehring, Deborah J., Associate Professor, Anesthesia, 1993 (1993); BS 1974 Wisconsin; MD 1978 Wisconsin

Deignan, Christine Chadek, Adjunct Assistant Professor, Occupational Environmental Health, 2004 (2004); BA 1970 Cornell-Iowa; MD 1977 California

Dejong, Douglas V., Professor, Accounting, 1980 (1993); BBA 1970 Iowa; MBA 1971 Iowa; PhD 1980 Michigan

Delaney, Connie J., Emeritus Professor, Library Information Science, 1986 (2002); BSN 1975 Viterbo; MA 1978 Iowa; PhD 1986 Iowa

Delaty, Simone. Emeritus Professor, French Italian, 1968 (1986); MA 1962 Grenoble-France; PhD 1970 Bordeaux-France

Deligiorgis, Stavros, Emeritus Professor, Cinema Comparative Literature/English, 1965 (1973);


Delsandro, Elizabeth M., Clinical Assistant Professor, Communication Sciences and Disorders, 2010 (2010); BS 1989 W Virginia U; MS 1991 W Virginia U

Demarco, Diane L., Adjunct Instructor, University College, 2007 (2013); BA 1975 Michigan State; MA 1979 Michigan State

Demello, George, Emeritus Professor, Spanish Portuguese, 1967 (1995); BA 1954 Massachusetts; MA 1959 Colorado; PhD 1968 Colorado

Demetroulis, Elaine Marie, Clinical Associate Professor, Internal Medicine, 2004 (2007); BS 1992 Wisconsin-Madison; MD 1997 Iowa

Demir, Ibrahim, Adjunct Assistant Professor, Civil-Environmental Engineering, 2012 (2012); PhD 2010 University of Georgia

Den Adel, Kevin John, Lecturer, Accounting, 2009 (2009); PhD 1999 Iowa

Denburg, Jeffrey Lewis, Professor, Biology, 1977 (1990); BA 1965 Amherst; PhD 1970 Johns Hopkins

Denburg, Natalie Lisa, Assistant Professor, Neurology, 1999 (1999); BA 1991 New York-Binghampton; MA 1994 Michigan State; PhD 1997 Michigan State

Denehy, Gerald, Professor, Operative Dentistry, 1968 (1977); DDS 1968 Loma Linda; MS 1970 Iowa

Denehy, Janice Ann, Emeritus Associate Professor, Nursing, 1968 (1998); BS 1966 Loma Linda; MA 1971 Iowa; PhD 1978 Iowa

Denninger, Elizabeth Ellen, Lecturer, Teaching and Learning, 2008 (2008); BA 1990 Iowa; MA 1995 Iowa

Dennis, Leslie, Adjunct Associate Professor, Epidemiology, 1999 (2004); BA 1984 Loretto Heights College; MS 1988 Colorado; PhD 1993 Washington

Dennis-Smithart, R. K., Clinical Adjunct Assistant Professor, Pediatrics, 1988 (1988); MD 1982 Iowa

Denniston, Rhawn Flavell, Adjunct Assistant Professor, Geoscience, 2001 (2001); PhD 2000 Iowa

Denny, William Joseph, Lecturer, English as Second Language, 2013 (2013);

Denry, Isabelle, Professor, Dows Institute-Research/Prosthodontics/Biomedical Engineering, 2011 (2011); DDS 1981 Paris VII; MS 1986 Paris VII; PhD 1989 Paris VII

Denschen, Peter, Professor, Internal Medicine, 1993 (1993); BA 1966 Colby; MD 1990 Johns Hopkins

Deora, Sundeep, Assistant Professor, Urology, 2012 (2012); MD 2003 All India Institute of Med Sci

Depew, David, Emeritus Professor, Communication Studies/Interdisciplinary Programs/Graduate College-Operations, 1990 (1995); BA 1965 St Marys-Calif; MA 1972 Calif-San Diego; PhD 1978 Calif-San Diego

Depew, Mary J., Associate Professor, Classics/International Programs, 1990 (1996); BA 1976 California State; BA 1979 Calif-Irvine; MA 1985 California-Los Angeles; PhD 1989 Calif-Los Angeles

Deppe, Wendy L., Adjunct Instructor, Pharmacy, 2006 (2006); BS 1988 Moorhead State; BPH 1995 Drake

Deprosse, Charles, Emeritus Associate Professor, Obstetrics Gynecology, 1972 (1978); AB 1946 Cornell; MD 1950 Cornell

Deschenes, Cynthia L., Adjunct Instructor, Nursing, 2013 (2013);

Deshpande, Milind S., Adjunct Assistant Professor, Chemical Biochemical Engineering, 2011 (2011); BS 1984 Poona,India; MSC 1986 Poona,India; PhD 1992 Poona,India
Desjardin, Lucy E., Adjunct Assistant Professor, Epidemiology, 2003 (2003); BS 1981 Florida; DPHIL 1993 Florida

Dessem, Ralph Lawrence, Adjunct Lecturer, Law-Faculty, 2012 (2012);

Dettmer, Helena R., Professor, Classics, 1976 (1997); BA 1972 Nebraska; PHD 1976 Michigan

Dettmer, Timothy, Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 2007 (2007); BA 1996 Wartburg College; MA 2000 Jewish Hosp. Cincinnati OH; MD 2000 Iowa

Devane, Benjamin Mitchell, Assistant Professor, Psych Quant Foundations, 2013 (2013);

Devine, Arthur William, Clinical Adjunct Assistant Professor, Urology, 1999 (1999); MD 1977 Iowa

Devocht, James William, Adjunct Assistant Professor, Biomedical Engineering, 1997 (1998); PHD 1996 Iowa

Devolder, Russell David, Clinical Adjunct Assistant Professor, Biomedical Engineering, 2012 (2012);

Devor, Eric, Assistant Professor, Obstetrics Gynecology, 2010 (2013); BS 1972 New Mexico; MS 1977 New Mexico; PHD 1979 New Mexico

Devries, Steven Nelson, Adjunct Professor, Health and Human Physiology, 2013 (2013);

Dexter, Franklin, Professor, Health Management Policy/Anesthesia, 1994 (2005); SCB 1985 Brown; MS 1988 Case Western Reserve; PHD 1989 Case Western Reserve; MD 1990 Case Western Reserve

Dey, Mishtu, Assistant Professor, Chemistry, 2011 (2011); BS 1994 Utka, India; MS 1996 Utka, India; PHD 2004 Indian, Tech Bombay

Deyak, David Joseph, Professor, Military Science, 2009 (2009); BA 1989 Gustavus Adolphus, MN; MA 2001 Troy

Di Paola, Jorge Andres, Clinical Adjunct Associate Professor, Pediatrics, 2000 (2007); MD 1989 Buenos Aires

Diaz-Arnold, Ana M., Professor, Family Dentistry, 1987 (1992); BS 1979 Indiana; DDS 1983 Indiana; MS 1987 Iowa

Dibona, Gerald F., Emeritus Professor, Physiology, 1969 (1975); BA 1960 Harvard; MD 1964 Tufts

Dicharry, Bradley Clark, Associate Professor, Art Art History, 2008 (2013); BFA 2001 Tennessee Chatta; MA 2003 Iowa; MFA 2005 Iowa

Dick, David Wayne, Clinical Assistant Professor, Radiology, 2011 (2011); BS 1999 Western Washington; MS 2003 Madison; PhD 2004 Madison

Dickerson, Nikolas, Lecturer, American Studies, 2012 (2012); BA 2005 Ithica College; MA 2007 University of Maryland

Dickson, Eric W., Adjunct Professor, Emergency Medicine, 2003 (2007); BA 1991 Merrimack; MD 1995 Massachusetts

Dickson, James Sparrow, Adjunct Professor, Epidemiology, 2009 (2009); BA 1977 Clemson; MA 1980 Georgia; PHD 1984 Nebraska-Lincoln

Diehl, Beth Anne, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Diehl, Paul B., Emeritus Associate Professor, English, 1975 (1981); BA 1966 Texas; MA 1970 Texas; PHD 1976 Texas

Diekema, Daniel James, Clinical Professor, Internal Medicine/Pathology, 1999 (2008); BA 1985 Calvin; MD 1989 Vanderbilt; MS 1995 Iowa

Dietz, Cory Lynn, Clinical Adjunct Assistant Professor, Family Medicine, 1994 (2002); MD 1990 Iowa

Dietz, Frederick R., Professor, Orthopaedics and Rehabilitation/Pediatrics, 1984 (1993); BA 1973 Harvard; MD 1977 Columbia


Dilig, John, Professor, Art History, 1975 (1987); BFA 1969 Rhode Island School of Design

Dillard, Seth Ian, Adjunct Lecturer, Mechanical Engineering, 2013 (2013); PHD 2011 University of Iowa

Dilley, Paul C., Assistant Professor, Religion/Classics, 2011 (2011); MA 2002 Yale; MPHIL 2005 Yale; PHD 2008 Yale

Dillon, Dena M. B., Adjunct Associate Professor, Pharmacy Practice and Science, 1998 (2003); PHARM 1995 Michigan

Dillon, Joseph S., Associate Professor, Internal Medicine, 1996 (2003); MBCH 1981 BAO University College-Dublin

Di Lorenzo, Jesse Francis, Adjunct Instructor, University College, 2010 (2013);

Dimke, Kristi Leigh, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2012); PHARM 2011 Iowa

Dindo, Lilian, Assistant Professor, Psychology/Psychiatry, 2009 (2009); BA 1998 Beirut; MA 2004 Iowa; PHD 2008 Iowa

Ding, Hongtao, Assistant Professor, Mechanical Engineering, 2012 (2012);

Dion, Douglas, Associate Professor, Political Science, 1999 (1999); BA 1984 North Carolina; MS 1986 Minnesota; PHD 1991 Michigan

Dion, Mark William, Clinical Assistant Professor, Radiation Oncology, 2000 (2000); BA 1973 Western State-Colorado; MD 1977 Colorado

Dirksen, Rachael Rickertsen, Clinical Assistant Professor, Internal Medicine, 2012 (2012);


Dittmer, Mark Allen, Clinical Assistant Professor, Family Dentistry, 1989 (1998); BS 1975 Iowa; DDS 1986 Iowa

Ditchtrich, Howard, Adjunct Professor, Internal Medicine, 2012 (2012);

Divekar, Abhay Ashok, Clinical Professor, Radiology/Pediatrics, 2007 (2013); MD 1995 Lokmany Tilak Municipal

Dixon, Bradley S., Associate Professor, Internal Medicine, 1990 (1994); BS 1975 Arizona State; MD 1979 Southern California
Djalali, Chaden, Professor, Physics Astronomy, 2012 (2012);

Dobrian, Walter, Emeritus Associate Professor, Spanish Portuguese, 1962 (1965); BA 1952 Wisconsin; PHD 1960 Wisconsin

Dobyns, Richard Craig, Clinical Professor, Family Medicine/International Programs, 1988 (2004); BA 1978 St. Olaf; MD 1983 Minnesota


Dodds, Amber Lynne, Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARM 2006 Iowa

Dodge, Georgia, Adjunct Associate Professor, English, 2010 (2010); BA 1991 California, Irvine; MA 1993 California; PHD 1996 California

Dodge, Jaime Kent, Clinical Adjunct Assistant Professor, Family Medicine, 2012 (2012);

Dodge, Rhonda Lynn, Clinical Adjunct Assistant Professor, Pediatrics, 2005 (2005); BA 1996 Simpson; MD 2001 Iowa

Dodson, Eric, Clinical Adjunct Assistant Professor, Pediatrics, 2004 (2004); BS 1991 Northeast Missouri State; DO 2000 Kirkville/ Osteopathic Med

Doelle, Gregory Charles, Clinical Professor, Internal Medicine, 2000 (2003); BA 1973 St. Thomas; MD 1977 Minnesota

Doering, John Val, Emeritus Professor, Family Dentistry, 1974 (1989); BA 1966 Regis; DDS 1970 Iowa; MA 1976 Iowa

Doern, Gary V., Emeritus Professor, Epidemiology/Pathology, 1997 (1997); BS 1972 Northwestern; MS 1974 Medical College of Wisconsin; PHD 1977 Medical College of Wisconsin

Doerschug, Kevin Clarke, Clinical Professor, Internal Medicine, 2002 (2013); BA 1990 Grinnell; MD 1994 Iowa

Doershuk, John F., Emeritus Professor, Radiation Oncology/Pathology, 1993 (1997); BS 1983 Wisconsin-Platteville; PHD 1991 Wisconsin-Madison

Domrin, Alexander, Adjunct Lecturer, Law-Faculty, 1999 (2005); SID 1977 Pennsylvania Law School; BA 1985 Moscow; PHD 1991 Inst. of Legislation Comp La

Donahue, James, Clinical Adjunct Assistant Professor, Internal Medicine, 2003 (2003); BS 1981 Rensselaer Polytechnic, NY; MD 1981 Albany Medical, NY

Donahue, Mary Patricia, Emeritus Professor, Nursing, 1976 (1993); BSN 1962 Ohio State; MSN 1971 Ohio State; PHD 1981 Iowa

Donald, joy Nybo, Adjunct Lecturer, Management Organizations, 2006 (2004); BA 1995 Cal. State; MBA 2002 Iowa

Donelson, John E., Emeritus Professor, Biochemistry, 1974 (1981); BS 1965 Iowa State; PHD 1971 Cornell

Donnell-Randall, Stefanie Colleen, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); DDS 2005 Iowa

Donovan, Emily Anne, Adjunct Instructor, Social Work, 2012 (2012);

Donovan, Maureen D., Professor, Pharmacy, 1989 (2005); BSPH 1983 Minnesota; PHD 1989 Michigan

Doolittle, Jeffrey J., Clinical Adjunct Assistant Professor, Family Medicine, 2012 (2012);

Doorenbos, Roy Allen, Clinical Adjunct Assistant Professor, Family Medicine, 1995 (2002); MD 1983 Iowa

Doorn, Jonathan A., Lecturer, Rhetoric, 1993 (1993); BS 1983 Iowa; MS 1988 Iowa; PHD 1993 Wisconsin

Doornbos, J. Fred, Emeritus Associate Professor, Radiology, 1986 (1993); BED 1950 Kansas; MD 1957 Kansas

Dorale, Jeffrey, Associate Professor, Geoscience, 2003 (2011); BS 1988 Iowa; MS 1992 Iowa; PHD 2001 Minnesota

Doresca, Dimy, Adjunct Lecturer, Management Organizations, 2012 (2012);


Dorman, Jane M., Adjunct Lecturer, University College Courses, 2002 (2002); BS 1982 Wisconsin-LaCrosse; MSED 1987 Northern Illinois

Dorner, Douglas B., Clinical Adjunct Professor, Surgery, 1973 (2001); MD 1967 Harvard

Dorr, Gloria Graham, Clinical Adjunct Instructor, Nursing, 2000 (2000); BSN 1974 University of Iowa; MA 1979 Iowa

Doucette, William R., Associate Professor, Biomedical Engineering, 1985 (1992); BS 1973 Virginia Polytechnic Institute; MS 1974 Virginia Polytechnic Institute; PHD 1984 Case Western Reserve

Dowden, Amy Melinda Yoder, Clinical Assistant Professor, Internal Medicine, 2007 (2008); BA 2000 Missouri-Kansas; MD 2000 Missouri-Kansas

Dowling, David O., Assistant Professor, Journalism Mass Communication, 2006 (2006); PHD 1995 Boulder
Downey, Debora Ann, Adjunct Instructor, Communication Sciences and Disorders, 1993 (1996); BA 1984 Northern Colorado; MA 1986 Northern Colorado

Downing, Donald T., Emeritus Professor, Dermatology, 1978 (1978); BSC 1951 Western Australia; PHD 1955 Western Australia

Downing, Nancy Ruth, Assistant Professor, Psychiatry/Nursing, 2012 (2012); BA 1987 University of Iowa; BSN 1998 University of Iowa; MSN 2007 University of Iowa

Doyle, John R., Emeritus Professor, Chemistry, 1955 (1965); MS MIT; BS 1949 MIT; PHD 1955 Tulane

Doyle, Matthew Richard, Adjunct Instructor, Pharmacy, 2001 (2001); BS 1991 Iowa; MS 1996 Western Illinois

Drack, Arlene V., Associate Professor, Ophthalmology Visual Science/Pediatrics, 2008 (2008); BS 1981 Scranton; MD 1986 Penn State

Drake, David R., Professor, Dows Institute-Research, 1988 (2003); BS 1977 Purdue; MS 1982 Purdue; PHD 1986 Tennessee

Drake, Lon D., Emeritus Professor, Geoscience, 1968 (1979); BA 1961 Buffalo; MA 1965 California-Los Angeles; PHD 1968 Ohio State

Dreher, Melanie, Emeritus Professor, Anthropology/ Community Behavioral Health/Nursing, 1997 (1997); BSN 1967 Long Island; MA 1974 Teachers College; MPHIL 1976 Columbia; PHD 1977 Columbia

Dreier, James, Lecturer, Music, 2000 (2006); BA 1985 Berklee; MA 2000 Iowa

Dresser, Craig, Lecturer, English as Second Language, 2010 (2012); MA 2004 Iowa

Drevyanko, Timothy, Clinical Adjunct Assistant Professor, Pathology, 2004 (2004); BA 1975 Marycrest College; MD 1980 Iowa; MS 2002 Wisconsin

Drexler, Frederick R., Adjunct Instructor, Prosthodontics, 1980 (1982); BA 1972 Earlham; DDS 1975 Iowa

Drilling, William Michael, Adjunct Instructor, Pharmacy, 2005 (2005); BSPH Iowa

Druckton, David A., Adjunct Instructor, Preventive Community Dentistry, 2000 (2000); DDS 1984 Case Western

Drwal, Jason M., Adjunct Assistant Professor, Psych Quant Foundations, 2012 (2012);

Duarte, Armando S., Professor, Dance, 1993 (2006); BS 1978 Univ de Sao Paulo-Brazil; MFA 1992 Tisch School of Arts-NY

Duarte, Maria A., Associate Professor, Spanish Portuguese/International Programs, 1982 (1989); BA 1971 Vanderbilt; MA 1974 Texas; PHD 1980 Minnesota

Duba, Vern, Clinical Assistant Professor, Pharmacy, 1993 (1999); BA 1983 Doane College; MA 1987 MO, Columbia

Dubay, Robert T., Adjunct Instructor, University College, 2010 (2013); BS 1999 St. Cloud State, MN; MS 2000 St. Cloud State, MN


Duerlinger, James P., Professor, Philosophy, 1971 (1989); BA 1961 Wisconsin; MA 1963 Washington; PHD 1966 Wisconsin

Duff, Melissa C., Assistant Professor, Communication Sciences and Disorders/Neurology, 2009 (2009); BS 1997 So IL U; MS 1999 North Carolina; PHD 2005 Illinois

Duffel, Michael W., Professor, Pharmacy, 1981 (1993); BS 1975 Texas-Austin; PHD 1979 Texas-Austin

Duffy, Pamela A., Adjunct Assistant Professor, Physical Therapy, 2008 (2008); BSPT 1978 Pennsylvania; MED 2001 Iowa State; PHD 2008 Iowa State

Duggan, Anne M., Adjunct Instructor, Journalism Mass Communication, 2010 (2010); BA 1977 California, Berkeley

Dumitrescu, Alina Valentina, Clinical Adjunct Professor, Pediatrics, 2011 (2011); MD 1999 Timisoara


Dungy, Claibourne I., Emeritus Professor, Epidemiology/Pediatrics, 1988 (1993); BS 1962 Eastern Illinois; MD 1967 Illinois; MPH 1971 Johns Hopkins

Dunkelberg, Jeffrey, Clinical Professor, Internal Medicine, 2009 (2009); MD 1981 Texas Southwestern

Dunkhase, John A., Emeritus Associate Professor, Teaching and Learning, 1976 (2006); PHD 1980 Colorado School of Mines

Dunlap, David O., Associate Professor, Art Art History, 1977 (1994); BA 1962 Colorado College; BFA 1963 Yale; MFA 1967 Yale

Dunlap, Gayle A., Emeritus Instructor, Health and Human Physiology, 2013 (2013);

Dunlap, Leslie W., Emeritus Professor, Library Information Science, (1982);

Dunn, Suzanne Marie, Adjunct Instructor, Communication Sciences and Disorders, 2006 (2006); BA 1996 Iowa; MA 2002 Iowa

Dunnwald, Martine, Assistant Professor, Pediatrics, 2001 (2001); MS 1990 Pasteur; PHARM 1991 Pasteur; PHD 1995 Laval

Duplic, Carol Rae Tate, Lecturer, Nursing, 2005 (2005); BSN 1977 Mankato State; MSN 1996 Mankato State

Duplat Ayala, Alfredo, Adjunct Instructor, Spanish Portuguese, 2013 (2013); BA 1998 Pontificia Javeriana Universit

Dupuy, Adam, Associate Professor, Anatomy Cell Biology/Pathology, 2006 (2012); PHD 2001 Minnesota

Durairaj, Lakshmi, Associate Professor, Internal Medicine, 2003 (2012); MBBS 1991 Kilpauk, India; MS 2004 Iowa

Duran, Eyup Hakan, Clinical Assistant Professor, Obstetrics Gynecology, 2010 (2010); MD 1991 Hacettepe

Durbin, William Ernest, Clinical Adjunct Assistant Professor, Family Medicine, 1997 (2002); BS 1982 Iowa; MD 1987 Iowa

Durgempudi Tripura, Sundara Reddy, Clinical Assistant Professor, Anesthesia, 2008 (2008); MBBS 1998 Andhra Medical College
Durham, Frank Dallas, Associate Professor, Journalism Mass Communication, 2009 (2007); BA 1982 Tulane; MA 1987 Florida; PhD 1993 Wisconsin-Madison

Dum, Robert, Adjunct Instructor, Nursing, 2006 (2006); BS 1982 Goshen; MSN 1982 Virginia; PhD 2004 Iowa

Dunne, James, Adjunct Assistant Professor, Nursing, 2011 (2011); BSN 1983 Chicago; MS 1997 Florida; PhD 1997 Florida

Dunn, Jon, Adjunct Instructor, Health and Human Performance, 2005 (2005); BSN 1977 Nebraska; MS 1987 Iowa; PhD 1997 Iowa

Duvall, Kimberlee A., Adjunct Assistant Professor, National Security Studies, 2007 (2007); BA 1987 Michigan; MA 1987 Michigan; PhD 2007 Michigan

Dwyer, David S., Clinical Adjunct Instructor, Ophthalmology Visual Science, 1992 (1992); MD 1979 Illinois

Dybek, Heidi J., Lecturer, Finance, 2004 (2004); BA 1991 Northeast Missouri State; PhD 1997 Purdue

Dyck, Mary J., Adjunct Assistant Professor, Nursing, 2006 (2006); BSN 1974 Goshen; MSN 1982 Virginia; PhD 2004 Iowa


Dyke, Gregory Peter, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); BS 1983 Illinois

Dyken, Mark E., Professor, Neurology, 1990 (2010); BA 1979 Indiana; MD 1984 Indiana

Dykstra, Richard L., Emeritus Professor, Statistics Actuarial Science, 1981 (1982); BA 1965 Central; PhD 1968 Iowa

Earl, Acie B., Adjunct Instructor, Health and Human Physiology, 2013 (2013); BS 1992 University of Iowa

Easter, Lonnie Dewayne, Adjunct Assistant Professor, Family Dentistry, 2011 (2011); DDS 1991 Iowa

Eastman, Diane Lynn, Clinical Adjunct Instructor, Nursing, 1990 (2010); BSN 1973 Iowa; MA 1983 Iowa

Easter, Scott D., Adjunct Assistant Professor, Social Work, 2011 (2011); BA 1989 Harvard; MSW 2006 Iowa; DR 2011 Iowa

Ebachi, Dawn Renae, Clinical Associate Professor, Pediatrics, 2005 (2011); BS 1994 Creighton, Omaha; MD 1998 Washington, St. Louis

Eberl, Daniel F., Professor, Biology, 1998 (2010); BS 1983 Alberta-Edmonton; MS 1987 Guelph, Canada; PHD 1991 Guelph, Canada


Eberlein, Michael, Clinical Assistant Professor, Internal Medicine, 2011 (2011); MD 2003 Friedrich Alexander

Eckert, Michael S., Professor, Music, 2011 (2011); BA 1977 Antioch; MA 1975 Chicago; PHD 1977 Chicago

Ecklund, Dixie Jean, Clinical Adjunct Instructor, Nursing, 2004 (2004); BSN 1983 Mt. Mercy College; MBA 2001 Iowa; MSN 2001 Iowa


Edel, James Patrick, Adjunct Instructor, Division of Performing Arts, 2010 (2010); BA 2005 Iowa

Edelstein, Burton L., Adjunct Assistant Professor, Pediatric Dentistry, 1999 (1999); MPH 1977 Harvard

Edens, R. Erik, Clinical Professor, Pediatrics, 2000 (2012); BS 1987 Saint Ambrose; PHD 1993 Iowa; MD 1994 Iowa

Edlund, Mark B., Adjunct Assistant Professor, University College, 2010 (2010); BS 1987 Minnesota; MS 1992 Michigan; PhD 1998 Michigan
Edvalson, Sherri Ivy, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2010 (2013); BA 1998 Eastern Oregon; MA 2005 Vermont

Edwards, Kathleen A., Adjunct Assistant Professor, Cinema Comparative Literature, 2004 (2004); BA 1979 Richmond, Virgin; MA 1985 Philadelphia College of Art

Edwards, Matthew, Adjunct Lecturer, University College, 2009 (2009); MED 2007 Georgia

Eerkens, Mieke, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2013 (2013);

Egesdal, Travis, Adjunct Instructor, Preventive Community Dentistry, 2005 (2005); BS 1994 Iowa State; DDS 2002 Iowa

Egge, Jason Alan, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARMD 2002 Iowa

Egge, Jessica Lea, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BA 1999 Iowa; MA 2001 Iowa; DAUD 2004 PA College of Optometry/Audiol

Ehly, Stewart W., Professor, Psych Quant Foundations, 1979 (1996); BA 1971 Massachusetts; PHD 1975 Texas-Austin


Ehrstine, Glenn, Associate Professor, German/International Programs, 1994 (2001); BA 1985 Michigan; MA 1990 Texas-Austin; PHD 1995 Texas-Austin

Eichenberger Gilmore, Julie Mae, Adjunct Assistant Professor, Preventive Community Dentistry, 2004 (2004); BA 1981 Iowa; MS 1987 Iowa; PHD 2001 Iowa

Eichinger, Leanne Marie, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2000 (2013); BS 1976 Wisconsin @ Eau Claire; MED 1988 Long Island

Eichinger, William E., Professor, Civil-Environmental Engineering, 1997 (2002); BS 1976 West Point; MS 1985 Air Force Inst of Technology; PHD 1990 California-Davis

Eichmann, David A., Associate Professor, Library Information Science, 1986 (2000); BS 1978 Iowa; MS 1983 Iowa; PHD 1989 Iowa

Eid, Bassel, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2012 (2012);

Eilers, Lee D., Lecturer, Management Organizations, 2012 (2012);

Ellington, Stephanie Jo Kellogg, Adjunct Instructor, Radiology, 2010 (2010); BA 1993 Ottawa; MSED 2003 California State

Elliot, David E., Professor, Internal Medicine, 1993 (2006); BS 1979 Wheaton; PHD 1985 Wayne State; MD 1988 Wayne State

Elliot, Stephen C., Clinical Adjunct Associate Professor, Pediatrics, 1977 (1977); DO 1974 Coll of Osteopathic Med

Ellis, Mark, Adjunct Assistant Professor, Preventive Community Dentistry, 2010 (2010); BS 2005 Brigham Young; DDS 2009 Texas San Antonio

Elms, Caroline, Lecturer, Teaching and Learning, 2010 (2010); BA 1996 Northern Iowa; MA 2008 Northern Iowa
**Elson, Marygrace**, Clinical Professor, Obstetrics Gynecology, 2000 (2010); AB 1978 Vassar; MD 1982 Illinois-Rockford; MEDC 2010 University of Iowa

**Elvers, Ronald Dale**, Clinical Associate Professor, Dental Clinic Administration, 1996 (2000); BS 1971 Iowa; DDS 1974 Iowa; MS 1980 Southern California

**Ely, John William**, Emeritus Professor, Family Medicine, 1979 (2007); BS 1968 Hiram; MD 1972 SUNY

**Embree, Robert W.**, Emeritus Associate Professor, Biology, 1968 (1968); BA 1954 Simpson; MS 1956 Nebraska; PHD 1962 California-Berkeley


**Emrich, Jeff L.**, Adjunct Lecturer, University College Courses, 2002 (2004); BBA 1982 Iowa; MS 1988 Notre Dame

**Emry, Rhonda Sue**, Adjunct Instructor, Pharmacy, 2002 (2002); BSPH 1983 Iowa

**Encarnacao, Luis Miguel**, Adjunct Assistant Professor, Computer Science, 2013 (2013);

**Endres, Jill**, Clinical Associate Professor, Family Medicine, 2002 (2008); BA 1993 Iowa; MD 1997 Iowa

**Eness-Potter, Kerri Ann**, Adjunct Instructor, Teaching and Learning, 2010 (2010); BA 1992 Northern Iowa; MA 2001 Iowa


**Engeldinger, Jane**, Emeritus Professor, Obstetrics Gynecology, 1980 (2001); BA 1972 DePauw; MD 1976 Iowa

**Engelhardt, John F.**, Professor, Anatomy Cell Biology/ Internal Medicine, 1997 (2001); BS 1981 Iowa State; PHD 1990 Johns Hopkins

**Engle, Hualing Nieh**, Emeritus Professor, Research Administration, 1965 (1988); BA 1948 National Central-China; MFA 1966 Iowa; LHD 1981 Coe

**Engler, Joseph John**, Adjunct Lecturer, Industrial Engineering, 2012 (2012); BS 2004 Mount St Clare College; ME 2009 University of Iowa; PHE 2011 University of Iowa

**English, John Wesley**, Adjunct Professor, Journalism Mass Communication, 2010 (2010); MS 1966 Columbia, NYC; PHD 1977 Union Institute Ohio

**Enloe, James Gordon**, Professor, International Programs/ Anthropology, 1990 (2011); BA 1979 Pennsylvania; MA 1981 New Mexico; PHD 1991 New Mexico

**Enriquez, Amerlon**, Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); BS 1987 U of Santo Tomas, Philippines; MD 1991 U of Santo Tomas, Philippines

**Epley, Donald L.**, Emeritus Professor, Computer Science, 1963 (1967); BS 1956 Illinois; MS 1957 Illinois; PHD 1960 Illinois

**Epping, Eric Alan**, Assistant Professor, Psychiatry, 2009 (2009); BS 1994 Iowa; PHD 2003 Iowa; MD 2003 Iowa

**Erbe, Carl F.**, Emeritus Assistant Professor, Operative Dentistry, 1962 (1963);

**Erickson, Bradley Allan**, Assistant Professor, Urology, 2010 (2010); BS 1999 Creighton; MD 2003 Iowa


**Erickson, Ty Eric**, Adjunct Assistant Professor, Endodontics, 1999 (1999); BS 1989 Illinois; DDS 1995 Iowa; MS 1998 Iowa

**Erickson, Yasuko**, Clinical Adjunct Assistant Professor, Pathology, 2008 (2008); MD 2003 Utah

**Erives, Albert J.**, Associate Professor, Biology, 2012 (2012); BS 1995 California Inst. Tech; PHD 1999 CA @ Berkeley

**Erkonen, Gwen Elaine**, Clinical Assistant Professor, Pediatrics, 2010 (2010); BA 1988 Northwestern; MD 2004 Southern Illinois

**Erkonen, William E.**, Emeritus Associate Professor, Radiology, 1988 (1995); BA 1955 Iowa; MD 1958 Iowa

**Ernst, Erika Jean**, Associate Professor, Pharmacy, 1995 (2002); PHARMD 1992 Southern California

**Ernst, Michael Edwin**, Clinical Professor, Family Medicine/Pharmacy, 1998 (2009); PHARMD 1997 Iowa

**Ersig, Anne Letocha**, Assistant Professor, Nursing, 2010 (2010); BSN 1996 Pennsylvania; MSN 1999 Pennsylvania; PHD 2008 Iowa


**Ervin, Thomas H.**, Adjunct Associate Professor, Family Dentistry, 1969 (1981); BS 1961 Iowa; DDS 1965 Iowa

**Escalada, Lawrence**, Lecturer, Teaching and Learning, 2010 (2010); BS 1989 Kansas State; MS 1995 Kansas State; PHD 1997 Kansas State

**Espe-Pfeifer, Patricia Beth**, Clinical Associate Professor, Psychiatry/Pediatrics, 2004 (2010); BA 1994 Jamestown College; MA 1997 Austin Peay State; PHD 2002 Nova Southeastern

**Espeland, Susan L.**, Clinical Adjunct Associate Professor, Internal Medicine, 1995 (2001); MD 1988 Iowa

**Espinosa, Mariola**, Assistant Professor, History, 2012 (2012);

**Esposito, Nicole M.**, Associate Professor, Music, 2007 (2013); BFA 2001 Cargie Mellon; MM 2003 Michigan Ann Arbor

**Estin, Ann L.**, Professor, Law-Faculty/International Programs, 1999 (1999); BA 1979 Dartmouth; JD 1983 Pennsylvania


**Ethington, Lanaya L.**, Adjunct Lecturer, University College, 2011 (2011); BA 2001 Michigan; MA 2002 Dublin City; PHD 2009 Indiana

**Etienne-Mesubi, Martine**, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2013 (2013);
Ettinger, Ronald, Professor, Dows Institute-Research, 1973 (1980); BDS 1966 Sydney-Australia; BDS 1970 Sydney-Australia; DDS 1992 Sydney

Evans, Karen Kay Sladek, Clinical Adjunct Instructor, Nursing, 1985 (1985); BSN 1974 Iowa; MA 1978 Iowa

Evans, Landon Conrad, Adjunct Lecturer, Health and Human Physiology, 2013 (2013);

Evans, Marcie Alane, Adjunct Instructor, Health and Human Physiology, 2004 (2004); BA 1998 Simpson College; MA 2004 Iowa

Evans, Thomas C., Adjunct Associate Professor, Health Management Policy, 2007 (2007); MD 1983 Iowa

Even, John, Clinical Adjunct Instructor, Internal Medicine, 2007 (2007); BS 1999 Iowa State; MD 2003 Iowa

Everson, Michael E., Emeritus Associate Professor, International Programs/Teaching and Learning, 1994 (1999); BA 1969 Wisconsin; MA 1971 Hawaii; PHD 1986 Ohio State

Evink, Michele Marie, Adjunct Assistant Professor, Pharmacy, 2010 (2010); BS 1989 South Dakota; MS 1995 South Dakota; PHAR 2006 Kansas

Ewen, Kenneth A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Ewing, Roger Joe, Clinical Adjunct Instructor, Internal Medicine, 1992 (1992); MD 1983 Iowa

Eyanson, Steven, Clinical Adjunct Assistant Professor, Internal Medicine, 1986 (1986); MD 1974 Iowa

Eyman, Darrell P., Emeritus Associate Professor, Chemistry, 1964 (1969); BS 1959 Eureka; PHD 1964 Illinois

Eyman, Earl D., Emeritus Professor, Electrical-Computer Engineering, 1966 (1969); MS Illinois; BA 1949 Illinois; PHD 1966 Colorado

Faber, Luke C., Emeritus Associate Professor, Surgery, 1984 (1988); BS 1951 Massachusetts; MD 1955 Iowa

Fafendyk, Karma Lea, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Fagan, Brian John, Adjunct Lecturer, Law-Faculty, 2012 (2012);

Fagan, Sarah, Professor, German, 1994 (2005); BA 1977 Hawaii; MA 1979 Hawaii; PHD 1985 Cornell

Fagenbaum, Jennifer Rogers, Lecturer, Health and Human Physiology, 2004 (2012); BS 1992 Truman State; MS 1998 Kansas State; PHD 2003 Iowa

Fagenbaum, Ray Alan, Lecturer, Health and Human Physiology, 2005 (2006); BS 1999 Iowa; MS 2000 Iowa; PHD 2005 Iowa

Fagin, Alice Marie, Clinical Assistant Professor, Surgery, 2012 (2012);

Faine, Brett, Adjunct Assistant Professor, Emergency Medicine/Pharmacy, 2007 (2008); PHARMD 2007 Iowa

Fairfield, Clare John, Adjunct Lecturer, Management Organizations/Finance, 1996 (1997);

Fairley, Janet A., Professor, Dermatology, 2006 (2006); BS 1973 Michigan State; MD 1977 Michigan

Fajardo, Laurie Lee, Professor, Radiology, 2002 (2002); AB 1980 Washington; MD 1984 Chicago

Fales, Evan, Associate Professor, Philosophy, 1974 (1979); BA 1964 Haveford; MA 1971 Temple; PHD 1974 Temple

Falkoff, Michelle Susan, Lecturer, Law-Faculty, 2005 (2005); BA 1995 Pennsylvania; JD 1998 Columbia

Falline, Robyn Lynn, Adjunct Lecturer, University College Courses, 2011 (2011); MA 2007 Texas at Austin

Fallon, Bernard, Emeritus Professor, Urology, 1975 (1990); BS 1968 University College Dublin; MBBC 1970 University of Dublin

Fang, Hao, Associate Professor, Mathematics, 2005 (2011); BS 1995 Nankai; MA 1998 California; PHD 2001 Princeton

Fang, Michele, Clinical Associate Professor, Internal Medicine, 2008 (2013); MD 2002 Indiana

Faraci, Frank M., Professor, Pharmacology/Internal Medicine, 1989 (2000); BS 1978 Kansas; MA 1980 Kansas; PHD 1984 Kansas State

Farland, John Evan, Lecturer, Health and Human Physiology, 2010 (2010); MA 1976 Central Michigan State; MPA 1994 Okaliland; EDD 2010 Northern Iowa

Farley, Thomas Michael, Clinical Assistant Professor, Pharmacy Practice and Science, 2011 (2011); BS 2002 Iowa; PHARMD 2007 Iowa

Farley, Yvonne Rene, Clinical Assistant Professor, Social Work, 1998 (2000); BA 1976 Drake; MSW 1994 Iowa

Farmer, Thomas A., Assistant Professor, Psychology, 2012 (2012);

Farooqi, A’Amer, Adjunct Associate Professor, Economics, 1999 (1999); BA 1976 Denison; MA 1977 Ohio State; MA 1986 Pittsburgh; PHD 1987 Pittsburgh

Farran, Susan Calabria, Adjunct Instructor, Rehabilitation and Counselor Education, 2013 (2013);

Farrell, Angela Tracy, Clinical Assistant Professor, Family Medicine, 2013 (2013);

Farrell, Michelle, Adjunct Assistant Professor, Pharmacy, 2003 (2003); PHARMD 2000 Wisconsin

Farrin, Laurel, Associate Professor, Art Art History, 1997 (2004); BFA 1987 Ohio University; MFA 1993 Maryland

Farris, Karen Bell, Adjunct Professor, Pharmacy, 2000 (2008); BS 1986 Tennessee; MPA 1990 Memphis; PHD 1993 Michigan

Farthing, Cynthia M., Lecturer, Mathematics, 2011 (2011); BA 1999 Hiram (Ohio); MS 2002 Iowa; PHD 2005 Iowa

Fasano, Mary Beth, Clinical Professor, Internal Medicine/Pediatrics, 2004 (2009); BA 1978 John Hopkins; MPH 1981 North Carolina; MD 1985 Texas Tech

Fasse, Janaleen Phillips, Adjunct Lecturer, Management Organizations, 2009 (2009); BBA 1993 Iowa; MBA 2000 Iowa

Fassler, Jan S., Professor, Biology, 1987 (2002); BS 1976 Cornell-New York; PHD 1983 Purdue

Fath, Melissa Ann, Adjunct Assistant Professor, Radiation Research Laboratory, 2001 (2001); BS 2000 Iowa; PHD 2001 Iowa
Fattal, Deema A., Clinical Associate Professor, Neurology, 1999 (2008); BS 1989 Amer Univ of Beirut-Lebanon; MD 1993 Amer Univ of Beirut-Lebanon

Faulkenberry, Lauren Elizabeth, Adjunct Assistant Professor, Interdisciplinary Programs, 2012 (2012); BFA 2000 Washington University; MFA 2006 Georgia College State Univ; MFA 2011 University of Alabama

Faust, Christopher Allan, Clinical Assistant Professor, Anesthesia, 2010 (2010); DO 1999 Des Moines COM

Faust, Elizabeth G., Clinical Assistant Professor, Psychiatry, 2011 (2011); MD 1999 Texas AM

Faust, Ethel Felicia, Clinical Adjunct Instructor, Internal Medicine, 1997 (1997); MD 1992 Iowa

Fear, Kathleen Marie Tenhundfeld, Adjunct Instructor, Nursing, 2002 (2002); BSN 1994 Iowa; MSN 2000 Iowa

Fedorchak, Virginia Lynn, Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARMD 2002 Iowa

Feeley, James E., Clinical Adjunct Assistant Professor, Internal Medicine, 1987 (1987); MD 1982 Illinois @ Chicago

Feeley, Jennifer Leigh, Assistant Professor, Asian Slavic Languages Literature, 2008 (2008); BA 1998 Oberlin College; MA 2003 Yale; MPHIL 2004 Yale; PhD 2008 Yale

Feheley, Lisa Maria, Adjunct Instructor, Preventive Community Dentistry, 2005 (2005); DDS 1990 Iowa; BS 1992 Vermont

Fehn, Bruce Rayson, Emeritus Associate Professor, Teaching and Learning, 1994 (2000); BA 1970 Iowa; MA 1971 Iowa; PhD 1991 Wisconsin

Feijo, Michelle, Adjunct Lecturer, University College Courses, 2012 (2012); PHD 2009 University of Iowa

Feiss, Michael, Emeritus Professor, Microbiology, 1972 (1982); BS 1963 Utah; MS 1965 Illinois; PhD 1969 Washington

Feld, Ronald D., Emeritus Associate Professor, Pathology, 1976 (1980); BS 1968 Massachusetts; PhD 1974 Wisconsin

Felder, Robert B., Professor, Internal Medicine, 1980 (1995); BA 1968 North Carolina; MD 1972 North Carolina

Feldick, Mark D., Lecturer, Pharmacy, 1980 (2001); BS 1974 Iowa; BSPh 1978 Iowa


Feldmann, Gregory Michael, Lecturer, Teaching and Learning, 2013 (2013);

Feldmann, Joshua David, Adjunct Instructor, Pharmacy, 2000 (2000); BS 1997 Iowa

Feldstein, Peter, Emeritus Professor, Art Art History, 1973 (1989); BA 1965 Iowa; MA 1968 Iowa; MFA 1975 Iowa

Felker, Kevin, Lecturer, Management Sciences, 2001 (2001); MS 1998 Arizona State


Femino, John, Clinical Associate Professor, Orthopaedics and Rehabilitation, 2005 (2009); BA 1988 SUNY at Stony Brook; MD 1992 North Dakota

Fennell, Ann M., Clinical Associate Professor, Communication Sciences and Disorders, 2000 (2004); BA 1982 Michigan State; MA 1985 Michigan

Ferguson, Kristi J., Professor, Community Behavioral Health/Internal Medicine, 1984 (2009); BA 1971 Concordia; MSW 1973 Michigan; PhD 1982 Minnesota

Ferguson, Polly, Associate Professor, Pediatrics, 2002 (2011); BS 1986 Iowa; MD 1990 Iowa

Ferrer, Hugh Gorman, Adjunct Lecturer, University College, 2006 (2006); AB 1990 Princeton; MFA 2001 Iowa

Ferry, Diane L., Adjunct Associate Professor, Management Organizations, 2013 (2013);

Fethke, Carol C., Emeritus Professor, Marketing, 1975 (1990); BA 1964 Wellesley; MA 1966 Iowa; PhD 1971 Iowa

Fethke, Gary Craig, Emeritus Professor, Management Sciences, 1974 (1985); BA 1964 Iowa; PhD 1968 Iowa

Fethke, Nathan B., Assistant Professor, Occupational Environmental Health/Biomedical Engineering, 2009 (2009); BSE 1996 Iowa; MSE 2000 Iowa; PhD 2006 Iowa

Fick, Daniel Scott, Clinical Professor, Family Medicine, 1993 (2003); BA 1960 Northern Iowa; MD 1989 Iowa

Fiedorowicz, Jess G., Associate Professor, Epidemiology/Internal Medicine/Psychiatry, 2007 (2013); BA 1997 Marquette; MD 2001 Wisconsin; MS 2007 Iowa

Fiegel, Jennifer, Assistant Professor, Chemical Biochemical Engineering/Pharmacy, 2006 (2006); BCHE 1998 Massachusetts; BS 1998 Massachusetts Amherst; PhD 2003 Johns Hopkins Baltimore; PHE 2003 Johns Hopkins

Field, Elizabeth H., Professor, Internal Medicine, 1986 (1999); BA 1974 Millersville; MD 1978 Pennsylvania State

Field, F. Jeffrey, Professor, Internal Medicine, 1980 (1991); BS 1970 Wisconsin; MD 1974 Wisconsin

Field, Howard, Emeritus Associate Professor, Preventive Community Dentistry, 1973 (1973); DDS 1964 Marquette University

Field, R. William, Professor, Occupational Environmental Health/Epidemiology, 1998 (2007); BA 1977 Pennsylvania; MS 1985 Pennsylvania; PhD 1994 Iowa

Fielder, Ronald S., Clinical Professor, Educ Policy Leadership Studies, 2011 (2011); BS 1972 Fort Hays State; MS 1976 Fort Hays State; PhD 1989 Kansas State

Fielding, Linda G., Associate Professor, Teaching and Learning, 1989 (1994); BA 1972 Florida; MED 1975 Florida; PhD 1988 Illinois Urbana

Fieselmann, John F., Clinical Professor, Internal Medicine, 1975 (2002); BS 1968 Iowa; MD 1972 Iowa

Fidgord, Carrie, Associate Professor, Philosophy, 2007 (2013); BA 1981 Swarthmore; MA 1997 City Univ of New York; PhD 2005 City Univ of New York

Filean, Erik Paul, Lecturer, English as Second Language, 2006 (2012); BA 1990 Iowa; MA 1997 Iowa; PhD 2006 Iowa

Fili, James M., Adjunct Assistant Professor, Periodontics, 2003 (2003); DDS 1990 New York; MSCD 1997 Iowa
Filios, Denise K., Associate Professor, Spanish Portuguese/International Programs, 1999 (2005); BA 1985 Massachusetts-Amherst; PHD 1997 California-Berkeley; MA 1998 Massachusetts-Amherst

Filstrup, Christopher Thomas, Adjunct Assistant Professor, University College, 2012 (2012);

Finamore, John F., Professor, Classics, 1983 (2003); BA 1972 Maryland; MA 1975 Tufts; PHD 1983 Rutgers

Finnerty, Diane Lee, Adjunct Instructor, Social Work, 2002 (2002); BA 1971 Briar Cliff; MSW 1976 Illinois@Chicago

Finger, Kristi Lea, Adjunct Lecturer, University College Courses, 2004 (2004); BA 1987 Iowa; MA 1992 Iowa

Fingert, John Harrison, Associate Professor, Ophthalmology Visual Science/Anatomy Cell Biology, 2005 (2010); BSE 1991 Dartmouth; MD 2000 Iowa; PHD 2000 Iowa

Finkelstein, Michael William, Professor, Anatomy Cell Biology/oral Path,RadiologyMedicine, 1982 (1994); BS 1972 Illinois; DDS 1976 Iowa; MS 1982 Iowa

Finnean, Eileen Marguerite, Associate Professor, Communication Sciences and Disorders, 1999 (2005); MA 1992 Iowa; PHD 1998 Iowa

Finnerty, Diane Lee, Adjunct Instructor, Social Work, 2000 (2005); BA 1983 Northern Iowa; MS 1988 Minnesota State

Finzel, Emily, Assistant Professor, Geoscience, 2012 (2012);

Firchau, Dennis, Clinical Assistant Professor, Pathology, 2010 (2010); BS 2000 Michigan State; MD 2004 Wayne State

Fischer, Eugene Joseph, Adjunct Assistant Professor, Creative Writing, 2013 (2013); BS 2007 Trinity University

Fischer, Gary W., Emeritus Associate Professor, Industrial Engineering, 1985 (1985); BSME 1964 Iowa; BA 1964 Iowa; MS 1966 Iowa; PHD 1969 Iowa

Fischer, Lance John, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 1997 Iowa

Fischer, Susan Marie, Lecturer, Teaching and Learning, 2013 (2013);

Fisher, Dale William, Lecturer, Teaching and Learning, 2008 (2008); BS 1986 Missouri; MFA 1998 Missouri

Fisher, Ken L., Adjunct Associate Professor, Health Management Policy, 2008 (2008); MBA 1986 North Carolina-Charlottesville

Fisher, Peter S., Emeritus Professor, Urban Regional Planning, 1977 (1997); BA 1968 Harvard; MA 1972 Missouri; PHD 1978 Wisconsin

Fisher, Rory A., Professor, Pharmacology/Internal Medicine, 1987 (2004); BS 1976 Rockford; PHD 1983 Iowa State

Fisher, Scott Randall, Adjunct Lecturer, Finance, 1999 (1999); JD 1987 Iowa

Fisher, William Scott, Adjunct Associate Professor, Pharmacy, 1988 (2003); BSPH 1979 Iowa; MS 1985 Iowa

Fitzgerald, Jacquie, Adjunct Assistant Professor, Pharmacy, 2000 (2000); PHARMD 2000 Iowa

Fitzgerald, Melissa A., Adjunct Instructor, University College Courses, 2013 (2013);

Fitzgerald, Vera J., Lecturer, Biology, 1987 (1997); PHD 1980 Chicago

Fitzgibbons, Ann Marie, Adjunct Instructor, Pharmacy Practice and Science, 2011 (2011); BSE 1985 Iowa

Fitzpatrick, Laura Lee, Adjunct Instructor, Pharmacy, 2000 (2000); BS 1990 Iowa

Fitzpatrick, Lynn Rae, Adjunct Assistant Professor, Nursing, 2004 (2004); BSN 1989 Iowa; MSN 1998 Iowa

Fixmer-Oraiz, Natalie, Assistant Professor, Communication Studies, 2012 (2012);

Flaherty, Dawn Marie, Clinical Assistant Professor, Internal Medicine, 1999 (2002); BA 1985 New College, South Florida; MS 1987 Michigan; MD 1992 Wayne State

Flemming, Matthew, Clinical Adjunct Assistant Professor, Occupational Environmental Health, 2001 (2001); BA 1991 Doane; MA 1996 Memphis; PHD 2000 Memphis


Flanagan, James R., Emeritus Associate Professor, Internal Medicine, 1990 (1996); BS 1974 Marquette; PHD 1979 Washington; MD 1983 Washington


Flanagan, Michael J., Emeritus Professor, Internal Medicine, 1980 (2003); BS 1971 Wisconsin-Milwaukee; MD 1975 Wisconsin-Madison

Flatau, Lindy Kay, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2003 North Dakota State

Flateau, Michael E., Professor, Electrical-Computer Engineering/Physics Astronomy, 1995 (2005); AB 1988 Harvard; PHD 1992 Calif-Santa Barbara

Flau, Michael Alan, Clinical Professor, Psychiatry, 1990 (2009); BS 1978 Columbia; MD 1982 State U of NY-Stony Brook

Fleck, Arthur C., Emeritus Professor, Computer Science, 1965 (1972); BS 1959 Western Michigan; MA 1960 Michigan State; PHD 1964 Michigan State

Fleckenstein, Lawrence L., Professor, Pharmacy, 1991 (1991); BA 1968 California-Berkeley; PHARMD 1972 California-San Francisco

Fleckenstein, Stephanie M., Clinical Assistant Professor, Communication Sciences and Disorders, 2003 (2003); BS 1994 Iowa; MA 1996 Iowa

Fleming, Matthew, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BA 1987 McGill, Canada; MD 1991 Albany Medical College

Fletcher, Amy, Lecturer, Health and Human Physiology, 2004 (2010); BS 1993 Nebraska @Lincoln; MS 1996 Tennessee
Fletcher, Steven Lloyd, Clinical Assistant Professor, Oral Maxillofacial Surgery, 2010 (2010); BS 1998 Brigham Young; DDS 2006 Iowa

Flood, Michael T., Clinical Adjunct Professor, Internal Medicine, 1992 (2013); BA 1972 Holy Cross; DO 1977 Osteopathic-Des Moines

Flores, Ricardo, Clinical Adjunct Assistant Professor, Pediatrics, 2001 (2001); MD 1984 California-Los Angeles

Flynn, Mary Leslie, Clinical Assistant Professor, Teaching and Learning, 2011 (2013); MS 1989 Iowa

Flynn, Ryan Thomas, Clinical Assistant Professor, Radiation Oncology, 2007 (2007); BA 2002 Luther; MS 2004 Madison-Wis.; PhD 2007 Madison-Wis

Fobian-Willham, Cynthia, Adjunct Assistant Professor, Management Organizations, 1994 (1994); BBA 1983 Iowa; PHD 1990 Iowa

Foege, Romaine H., Adjunct Instructor, Social Work, 2003 (2008); BA 1960 Wartburg; MSW 1963 Iowa


Foley Nicpon, Megan, Associate Professor, Psych Quant Foundations, 2005 (2013); BA 1995 Arizona State; MED 2000 Arizona State; PHD 2003 Arizona State

Folk, G. Edgar Jr., Emeritus Professor, Physiology, 1953 (1965); AB 1937 Harvard; MA 1940 Harvard; PHD 1947 Harvard


Folsom, Lowell E., Professor, English/Interdisciplinary Programs, 1976 (1987); BA 1969 Ohio Wesleyan; MA 1972 Rochester; PHD 1976 Rochester

Foote, Jan M., Clinical Assistant Professor, Nursing, 2011 (2011); BSN 1989 Drake University; MSN 1994 Clarkson; DNP 2009 Iowa

Forbes, Andrew A., Assistant Professor, Biology, 2010 (2010); BA 2003 Colgate; PHD 2008 Notre Dame

Forbes, Cory, Assistant Professor, Teaching and Learning, 2009 (2009); BS 1999 Kansas; MS 2002 Kansas; MS 2009 Michigan; PHD 2009 Michigan

Forbes, Robert B., Professor, Anesthesia, 1983 (1994); BA 1971 Alberta-Canada; MD 1975 Alberta-Canada

Forbes, Tori M., Assistant Professor, Chemistry, 2010 (2010); BS 2001 Beloit; PhD 2007 Notre Dame

Ford, Bradley, Clinical Assistant Professor, Pathology, 2012 (2012);

Ford, Donald Lehman, Adjunct Lecturer, Law-Faculty, 2007 (2007); BA 1980 American; JD 1985 Virginia; AMLS 2002 Pittsburgh

Ford, Krista Marie, Lecturer, Nursing, 2013 (2013); BSN 2006 Bradley University; MSN 2011 University of Iowa

Ford, Patrick Jay, Adjunct Lecturer, Law-Faculty, 2011 (2011); BA 1998 Iowa; JD 2003 Iowa

Forest, Paula K., Clinical Adjunct Assistant Professor, Nursing, 2000 (2001); BSN 1975 Marycrest; MS 1997 Iowa

Fors, Cecelia, Adjunct Instructor, Preventive Community Dentistry, 1997 (1997); DDS 1995 Northwestern

Forsberg, Eric J., Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); DDS 2004 Iowa

Forsyth, Robert A., Emeritus Professor, Psych Quant Foundations, 1965 (1974); BS 1959 St. Vincent; MA 1963 Kent State; PHD 1967 Iowa


Fosdick, Jamie Elizabeth, Lecturer, English as Second Language, 2011 (2011); MA 2011 Iowa

Fosnaugh, Thomas P., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Foster, Danny Terral, Lecturer, Health and Human Physiology/Orthopaedics and Rehabilitation, 1976 (1999); BS 1974 Iowa; MA 1977 Iowa; PHD 1996 Iowa

Foster, Eric D., Clinical Assistant Professor, Biostatistics, 2012 (2012);

Foster, James Franklin, Adjunct Lecturer, Management Organizations, 2011 (2011); BGS 1972 Iowa

Foster, Patricia Ann, Professor, English, 1994 (2006); BA 1970 Vanderbilt; MFA 1980 UCLA; MFA 1986 Iowa; PHD 1993 Florida State


Foster Iii, Taylor William, Adjunct Professor, Accounting/Finance, 2013 (2013);

Foster Jr., Charles T., Professor, Geoscience, 1978 (2001); BA 1971 California-Santa Barbara; MA 1974 Johns Hopkins; PHD 1975 Johns Hopkins

Found, Ernest M., Associate Professor, Orthopaedics and Rehabilitation, 1987 (1992); BA 1974 Hamilton; MD 1980 State Univ-NY-Upstate Med Cntr

Fournier, Andrew Jacob, Adjunct Assistant Professor, Creative Writing, 2013 (2013);

Fouts, Angela A., Adjunct Assistant Professor, Pharmacy, 2005 (2005); PHARMD 2003 South Dakota State


Fox, Claire, Associate Professor, Spanish Portuguese/International Programs/English, 2001 (2001); BA 1986 Yale; MA 1988 Iowa; PHD 1995 Iowa

Fox, Margaret G., Emeritus Professor, Health, Sport Studies, 1949 (1958);

Fox, Matthew G., Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BS 1988 Appalachian State; MD 1994 South Dakota

Fraer, Mony, Clinical Associate Professor, Internal Medicine, 2009 (2013); MD 1992 Grigore T Popa, Romania
Frahm, Josh B., Adjunct Instructor, University College, 2013 (2013);

Fraizer, Michael Christopher, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BS 1993 Notre Dame; MD 1997 Iowa

Franciscus, Robert, Professor, Orthodontics/Anthropology, 1998 (2012); BA 1985 Texas A M; MA 1987 New Mexico; PhD 1995 New Mexico

Frank, Alan Raymond, Emeritus Professor, Teaching and Learning, 1970 (1985); BA 1963 UCLA; MA 1965 California State-LA; PhD 1970 Iowa

Frank, Carl Andrew, Assistant Professor, Anatomy Cell Biology, 2010 (2010); BS 1997 Mass Institute of Tech; PHD 2003 UC Berkley

Frank, Coreen Agnes Ameter, Adjunct Lecturer, Educ Policy Leadership Studies, 2009 (2009); DIP 1993 Hopkins High School; BA 1997 Luther; MS 1998 Wisconsin; MSED 1998 Univ of Wisconsin - La Crosse

Frank, Louis A., Emeritus Professor, Physics Astronomy, 1963 (1971); BA 1960 Iowa; MS 1961 Iowa; PhD 1964 Iowa

Frank, Roslyn M., Emeritus Professor, Spanish Portuguese, 1968 (1980); BA 1961 Iowa; MA 1963 Iowa; PhD 1972 Iowa

Frank, Sarah Rosen, Adjunct Assistant Professor, Economics, 2010 (2010); BA 1999 Wellesley; PHD 2009 UC Berkley

Frankel, Joseph, Emeritus Professor, Biology, 1962 (1971); BA 1956 Cornell; PhD 1960 Yale

Franken Jr., Edmund A., Emeritus Professor, Radiology, 1979 (1979); MD 1961 Oklahoma

Frantz, Rita Ann Farren, Professor, Nursing, 1972 (1996); BSN 1970 Marycrest; MA 1973 Iowa; PHD 1978 Iowa

Franzen, Keevin J., Clinical Adjunct Associate Professor, Pediatrics, 1980 (2010); MD 1976 Iowa

Frazman, Carrie Ann, Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); AS 1995 NE Wisconsin Tech

Frazman, Michael R., Adjunct Assistant Professor, Periodontics, 2008 (2008); BA 2000 Wartburg; DDS 2004 Iowa; MS 2007 Iowa

Frael, Michelle A., Clinical Assistant Professor, Pharmacy, 2006 (2006); PHARMD 2006 Iowa

Frazier, Fonda A., Adjunct Lecturer, Rehabilitation and Counselor Education, 1995 (1995); BA 1981 Iowa; MA 1983 Iowa

Freed, Jann, Adjunct Instructor, Journalism Mass Communication, 2011 (2011); BA 1977 Central; MBA 1981 Drake; PhD 1987 Iowa State

Friel, Mildred Ines, Emeritus Associate Professor, Nursing, 1962 (1977); BSN 1961 Minnesota; MED 1962 Minnesota

Freeman, Brian, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012);

Freeman, Janet H., Adjunct Associate Professor, English, 1975 (2001); MA 1951 Smith

Freeman, John H., Professor, Psychology, 1998 (2007); BA 1989 Calif-Berkeley; PhD 1994 North Carolina-Chapel Hill

Freiha, Suzanne, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2009 Iowa

French, Lily Kristine, Clinical Assistant Professor, Social Work, 2012 (2012); BA 1997 University of Iowa; MSW 2000 University of Michigan; UNKNOWN 2006 Windemere Inst Healing Arts

Freund, Neil, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012);

Frey, Kirsten Hagedorn, Adjunct Assistant Professor, Management Organizations, 1997 (1997); BBA 1991 Iowa; MBA 1995 Iowa; JD 1995 Iowa


Frey Law, Laura A., Associate Professor, Physical Therapy, 2003 (2011); MPT 1993 Iowa; MS 1994 Michigan; PHD 2004 Iowa

Fridrich, Kirk Lee, Professor, Oral Maxillofacial Surgery, 1988 (1997); BS 1979 Nebraska; DDS 1983 Nebraska; MS 1987 Iowa

Friedman, Robert L., Clinical Adjunct Associate Professor, Family Medicine, 1980 (1991); MD 1974 Pennsylvania

Friedrich, H. Bruce, Emeritus Professor, Chemistry, 1966 (1976); BA 1958 Wartburg; MS 1961 Iowa; PhD 1963 Iowa

Friedrich, Rose Marie Walk, Emeritus Associate Professor, Nursing, 1973 (1980); BSN 1961 Iowa; MA 1973 Iowa

Fries, Jeffrey Lee, Adjunct Instructor, Pharmacy Practice and Science, 2006 (2006); BSPH 1986 Iowa

Friestad, Gregory Kirk, Associate Professor, Chemistry, 2005 (2005); BS 1990 Bradley, Illinois; PhD 1995 Oregon


Frison, David E., Assistant Professor, Economics, 2013 (2013);

Fritts, Lawrence Neil, Associate Professor, Music, 1994 (2002); BS 1983 Portland State; PhD 1995 Chicago

Fritz, David Ralph, Adjunct Assistant Professor, Prosthodontics, 1980 (1986); DDS 1980 Iowa

Fritz, Jennifer Lyn, Adjunct Assistant Professor, Prosthodontics, 2012 (2012); BS 2002 Iowa State University; DDS 2006 University of Iowa

Fritzsch, Bernd, Professor, Biology, 2008 (2008); PHD 1978 Tech Univ Darmstadt

Frohman, Charles D., Professor, Mathematics, 1990 (1998); MA 1978 Kalamazoo; MA 1981 Indiana; PhD 1984 Indiana

From, Robert P., Associate Professor, Anesthesiology, 1983 (1990); BA 1971 Drake; DO 1974 Drake
Frost, Gary, Adjunct Assistant Professor, Interdisciplinary Programs, 2000 (2000); MFA 1969 Art Institute - Chicago; BFA 1969 Art Institute - Chicago
Frost, Iris Bonny, Lecturer, Rhetoric, 1993 (2011); BA 1973 Miami; MS 1976 NORTHWESTERN
Fry, N. Joel, Adjunct Instructor, Social Work, 2003 (2003); BA 1997 Simpson; MSW 1999 Iowa
Fudge, Jonathan L., Clinical Adjunct Instructor, Internal Medicine, 2001 (2001); MD 1992 Iowa
Fuentes, Ernesto J., Assistant Professor, Biochemistry, 2006 (2006); PHD 1999 Illinois-Champai
Fuhrman, Robert Michael, Adjunct Assistant Professor, Orthodontics, 2009 (2009); BA 1995 Loras; DDS 2004 Iowa
Full, Clemens A., Emeritus Professor, Pediatric Dentistry, 1963 (1975); BS 1958 Loras; DDS 1963 Iowa; MS 1965 Iowa
Fuller, James L., Emeritus Professor, Operative Dentistry, 1967 (1980); BA 1958 Grinnell; DDS 1962 Iowa; MS 1972 Iowa
Fuller, John W., Professor, Urban Regional Planning/Economics/Public Policy Center, 1979 (1979); AB 1962 San Diego State; PHD 1968 Washington State
Fuller, Kent R., Emeritus Professor, Mathematics, 1967 (1975); BS 1960 Mankato State; MS 1962 Mankato State; MA 1965 Oregon; PHD 1967 Oregon
Fuller, Laura Lu, Clinical Assistant Professor, Psychiatry, 2012 (2012);
Fuller, Michael G., Adjunct Assistant Professor, Pharmacy, 2003 (2003); PHARMD 1997 Iowa
Fumerton, Richard, Professor, Philosophy, 1974 (1985); BA 1971 Toronto-Canada; MA 1973 Brown; PHD 1974 Brown
Funderburg, Richard, Assistant Professor, Urban Regional Planning, 2005 (2005); MPA 1998 California St @ Sacramento; PHD 2006 California, Irvine
Fung, Edward L., Adjunct Assistant Professor, Operative Dentistry, 2002 (2013); BS 1988 Creighton; JD 1993 Iowa; DDS 1998 Iowa
Funk, Gerry F., Professor, Radiation Oncology/Otolaryngology-Head Neck Surgery, 1992 (2004); BS 1982 Oregon; MD 1986 Chicago-Pritzker School of Med
Fuortes, Laurence Julius, Professor, Occupational Environmental Health/International Programs/Epidemiology, 1987 (2002); BS 1976 Northern Illinois; MD 1980 Illinois; MS 1987 Iowa
Furland, Rebecca Christine, Lecturer, World Languages, Literatures, and Cultures, 2013 (2013);
Furner, Beatrice A., Emeritus Professor, Teaching and Learning, 1964 (1975); BS 1960 SUNY; MA 1963 Iowa; PHD 1967 Iowa
Fustino, Nicholas John, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);
Gabel, Joan Therese Alexander, Adjunct Professor, Management Organizations, 2009 (2009); JD 1993 Georgia
Gaal, Daniel P., Adjunct Instructor, University College, 2011 (2013); HS 1987 Orange HS, Pepper Pike, OH; BA 1991 Marquette; AMLS 1995 Wisconsin - Milwaukee
Gallanis, Thomas P., Professor, Law-Faculty/History, 2008 (2008); JD 1990 Chicago; LLM 1993 Cambridge; PHD 1997 Cambridge
Gallup, William George, Adjunct Assistant Professor, History, 1999 (1999); BA 1975 Queens College; MA 1977 Iowa; PHD 1983 Iowa
Galusha, Yvonne, Lecturer, Management Sciences, 2003 (2003); BS 1981 Graceland; MBA 1991 Wichita State
Galvao, Antonio Fialho, Associate Professor, Economics, 2010 (2013); MA 2003 Getulio Vargas Foundation; MS 2007 Illinois; PhD 2009 Illinois
Galvin, James A., Professor, Creative Writing/English, 1983 (1992); BA 1974 Antioch; MFA 1977 Iowa
Gamble, Kevin Charles, Adjunct Assistant Professor, Pharmacy Practice and Science, 1997 (2011); MS 1995 TROY STATE; PHARMD 2004 Iowa
Gambrall, Melissa A., Clinical Adjunct Instructor, Nursing, 2001 (2008); BSN 1991 IOWA; MSN 2006 Iowa
Ganim, Russell, Professor, World Languages, Literatures, and Cultures, 2011 (2011); BA 1983 Grinnell; MA 1987 Virginia; PHD 1992 Virginia
Ganske, Corrine M., Clinical Adjunct Assistant Professor, Family Medicine, 1985 (1985); MD 1977 Iowa
Gantz, Bruce Jay, Professor, Otolaryngology-Head Neck Surgery/Neurosurgery, 1980 (1987); BS 1968 Iowa; MD 1974 Iowa; MS 1980 Iowa
Garcia, Lily Teresa, Professor, Prosthodontics, 2013 (2013);
Garcia, Luis J., Clinical Assistant Professor, Surgery, 2013 (2013);
Gardner, Sue Ellen, Associate Professor, Nursing, 2000 (2008); BSN 1981 Iowa; MA 1990 Iowa; PHD 1999 Iowa

Gardner, Thomas V., Emeritus Professor, Family Dentistry/Oral Maxillofacial Surgery, 1974 (1982);

Garfinkel, Jon A., Professor, Finance, 1999 (2012); BA 1988 Virginia Tech; PHD 1994 Florida

Garner, Sarah Ann, Clinical Adjunct Assistant Professor, Internal Medicine, 2011 (2011); BS 2002 Iowa; MD 2007 Iowa


Garrett, Robert E., Emeritus Associate Professor, Family Medicine, 1997 (1997); BA 1971 Trinity; MA 1974 Johns Hopkins; MD 1981 Calif-San Diego; MS 1986 Case Western Reserve

Garrett, Scott Michael, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2003 Iowa

Garvey, Michael J., Emeritus Professor, Psychiatry, 1985 (1992); BA 1968 Stanford; MD 1971 Stanford

Garvin, Cory G., Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARMD 1996 Iowa

Garvin, Gregory L., Clinical Adjunct Associate Professor, Pediatrics, 1989 (2010); DO 1975 Kirksville

Garvin, Justin Wayne, Lecturer, Mechanical Engineering, 2010 (2011); BSE 2001 Iowa; MS 2003 Iowa; PHD 2006 Iowa

Garvin, Mona Kathryn, Assistant Professor, Electrical-Computer Engineering, 2008 (2008); BSE 2003 Iowa; MS 2004 Iowa; PHD 2008 Iowa

Gasparoni, Alberto, Clinical Associate Professor, Oral Pathology/Medicine/Dental Clinic Administration, 2006 (2013); DDS 1985 Siena (Italy); DPHIL 2003 Iowa; DDS 2010 Iowa

Gassman, Robert, Adjunct Lecturer, Urban Regional Planning, 2013 (2013);

Gasway, Julie Hansen, Clinical Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012); BA 1982 University of Iowa; MA 1984 University of Iowa

Gates, Rustin B., Adjunct Assistant Professor, International Programs, 2009 (2009); AB 1996 Occidental College, CA; BA 1996 Occidental College; MA 2000 Harvard university; AM 2000 East Asia; PHD 2007 Harvard

Gatica, Juan A., Emeritus Professor, Mathematics, 1975 (1990); PHD 1972 Iowa

Gavruseva, Elena, Associate Professor, Linguistics, 1998 (2005); BS 1991 Moscow Linguistic; MA 1993 Georgetown; PHD 1998 Georgetown

Gay, Paula Bradbury, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012);

Gayley, Kenneth, Associate Professor, Physics, Astronomy, 1997 (2003); AB 1983 Princeton; PHD 1990 San Diego

Gaylord, Joseph Robert, Adjunct Instructor, Political Science, 2011 (2011); BA 1967 Iowa

Gazsi, Denes, Assistant Professor, French Italian, 2009 (2011); MA 2004 Eotvos Lorand Univ; PHD 2010 Eotvos Lorand Univ

Gbasha, Rebecca Roberts, Emeritus Associate Professor, Geography, 1987 (1992); BA 1969 Calif State-Northridge; MS 1976 Oregon State; PHD 1982 Oregon State

Gebhart, Gerald Francis, Emeritus Professor, Pharmacology, 1973 (1981); BS 1967 Illinois; MS 1969 Iowa; PHD 1971 Iowa

Gebksa, Milena Anna, Clinical Assistant Professor, Internal Medicine, 2011 (2012); MD 1995 Silesia, Poland; PHD 2002 London, UK

Gehl, Brian Kenneth, Adjunct Assistant Professor, Psychology, 2009 (2010); BA 1999 Jamestown; PHD 2010 Iowa

Gehlbach, Brian, Clinical Associate Professor, Internal Medicine, 2011 (2011); MD 2005 Washington

Gehring, David Charles, Adjunct Assistant Professor, Orthodontics, 2009 (2009); BA 1989 Cee; DDS 1993 Iowa; MS 1995 Iowa

Gehrs, Karen M., Clinical Associate Professor, Ophthalmology Visual Science, 1996 (2002); BS 1983 Rhodes; MD 1987 Missouri

Geisinger, Brenda Sue, Adjunct Instructor, Social Work, 2006 (2006); MSW 2005 Iowa

Geist, Lois J., Professor, Internal Medicine, 1990 (2009); BS 1978 Trinity; MS 1980 Case Western Reserve; MD 1984 Case Western Reserve

Gelfand, Miriam J., Emeritus Assistant Professor, Russian, 1962 (1986); BA 1946 St Johns-China

Gellhaus, Thomas M., Clinical Associate Professor, Obstetrics Gynecology, 1991 (2010); BA 1979 Augustana College, Sioux Falls; MD 1983 Oklahoma

Genadry, Rene, Clinical Professor, Urology/Obstetrics Gynecology, 2012 (2012);

Geneser, Matthew K., Clinical Assistant Professor, Pediatric Dentistry/Preventive Community Dentistry, 2009 (2009); BA 2002 Iowa; DDS 2006 Iowa

Geng, Maxwell Lei, Professor, Chemistry, 1995 (2008); BS 1986 Science and Technology-China; PHD 1994 Duke

Gent, Courtney Sue, Adjunct Instructor, Pharmacy Practice and Science, 2012 (2012);

Gentil-Archer, Anne Christine, Lecturer, Nursing, 2010 (2010); BSN 2002 Iowa

Gentry, James K., Adjunct Professor, Journalism Mass Communication, 2013 (2013);
Gentzsch, William Edward, Instructor, Military Science, 2013 (2013);

Georgakakos, K. P., Adjunct Professor, Civil-Environmental Engineering, 1986 (1997); BS 1977 National Technical-Athens; MS 1980 MIT; SCD 1982 MIT

George, Joseph P., Lecturer, Management Organizations, 2007 (2007); BA 1970 Mississippi

George, Michelle M., Adjunct Instructor, Pharmacy, 2003 (2003); BA 1997 Wartburg; PHARMD 2000 Creighton

George-Paulsen, Leslie Elise, Clinical Assistant Professor, Family Medicine, 2013 (2013);

Geraets, Douglas R., Adjunct Professor, Pharmacy, 1988 (2004); PHARMD 1980 Tennessee

Gerhard, Peter, Adjunct Lecturer, University College Courses, 2002 (2002); MA 1985 Phillips; PHD 2000 Iowa

Gerhold, Linda Susan, Lecturer, Biology, 1988 (2003); PHD 1987 Iowa

Gerke, Alicia, Assistant Professor, Internal Medicine, 2008 (2012); BS 1998 South Florida, Tampa; MBA 2002 South Florida, Tampa; MD 2002 South Florida, Tampa

Gerke, Henning, Clinical Associate Professor, Internal Medicine, 2004 (2009); MD 1996 Hamburg, Germany


Gering, Michael Todd, Adjunct Instructor, Pharmacy, 2008 (2008); BPH 1986 Iowa

Gerleman, Brent F., Clinical Adjunct Assistant Professor, Internal Medicine, 1990 (1990); MD 1978 Kansas

Gerr, Fredric E., Professor, Occupational Environmental Health/Internal Medicine/Epidemiology, 2002 (2002); MD 1978 New York-Stony Brook; BA 1978 Clark

Gerstmyer, Robert H. M., Lecturer, Law-Faculty, 2012 (2012);

Gervais, Martin, Associate Professor, Economics, 2011 (2011); MBA 1993 University Laval; MA 1995 Western Ontario; PHD 1999 Western Ontario

Gettemy, Robert E., Adjunct Lecturer, Management Organizations, 2008 (2008); BA 1987 Northern Iowa; MBA 1989 Drake

Getz, Christine, Professor, Music, 1999 (2012); BM 1979 Evansville; MM 1982 Southern Illinois; PHD 1991 Texas


Gfeller, Kay E., Professor, Music/Communication Sciences and Disorders, 1985 (1993); BM 1971 Drake; MM 1974 Northwestern; PHD 1982 Michigan State

Ghari, Magdi G., Clinical Adjunct Assistant Professor, Internal Medicine, 1986 (1986); MBBCH 1975 Cairo, Egypt

Ghimire, Krishna, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012);


Ghosh, Joyee, Assistant Professor, Statistics Actuarial Science, 2010 (2010); PHD 2008 Duke

Ghosh, Sukumar, Professor, Computer Science, 1984 (1996); BSC 1964 Calcutta; BTECH 1966 Calcutta-India; PHD 1971 Calcutta

Ghosheh, Natalie Jana, Adjunct Assistant Professor, Pediatric Dentistry, 2008 (2008); BA 2002 Iowa; DDS 2006 Iowa

Giangrande, Paloma Hoban, Associate Professor, Internal Medicine/Radiation Oncology, 2007 (2013); BA 1994 Wheaton; PHD 1999 Duke

Giblin, Blanda Kaduma, Lecturer, French Italian, 2001 (2006); 


Gibson, Craig A., Professor, Classics, 1999 (2011); BA 1990 Rhodes; PHD 1995 Duke

Gibson, Darlene J., Lecturer, Nursing, 1987 (2010); ADN 1985 Kirkwood; BSN 1990 Iowa; MSN 2004 Phoenix

Gibson, David T., Emeritus Professor, Microbiology, 1988 (1988); BSC 1961 Leeds-United Kingdom; PHD 1964 Leeds-United Kingdom

Gibson-Corley, Katherine N., Assistant Professor, Pathology, 2011 (2011); DVM 2005 Iowa State; PHD 2010 Iowa State


Gienapp, Barbara Ann Brady, Adjunct Instructor, Communication Sciences and Disorders, 1989 (1996); BS 1982 South Dakota; MA 1984 South Dakota


Gilbert, Betty, Clinical Adjunct Instructor, Family Medicine, 2012 (2012);

Gilbert, Miriam, Emeritus Professor, English, 1969 (1982); BA 1965 Brandeis; MA 1967 Indiana; PHD 1969 Indiana

Gilbertson-White, Stephanie, Assistant Professor, Nursing, 2013 (2013);

Gilchrist, Matthew James, Lecturer, Rhetoric, 2006 (2011); BA 2001 Tennessee; MFA 2004 Iowa

Gilg, Joseph, Adjunct Instructor, Internal Medicine, 2005 (2005); BS 1983 Nebraska; MD 1987 Nebraska Med


Gillum, Matthew P., Assistant Professor, Neurology, 2011 (2011); PHD 2010 Yale

Gilotti, Jane A., Professor, Geoscience, 1999 (2013); BA 1978 Maine; MA 1984 Johns Hopkins; PHD 1987 Johns Hopkins
Gilsenan, Thomas P., Adjunct Instructor, Social Work, 2010 (2010); MSW St. Thomas; BA Minnesota; MSW 1999 St. Thomas

Gilsenan, Thomas P., Adjunct Instructor, Social Work, 2010 (2010); MSW St. Thomas; BA Minnesota; MSW 1999 St. Thomas

Gilster, Megan E., Assistant Professor, Social Work, 2013 (2012);

Gimer, David Arthur, Adjunct Assistant Professor, Family Dentistry, 2011 (2011); DDS 1976 Iowa

Gingrich, Roger D., Emeritus Professor, Internal Medicine, 1981 (1993); BA 1970 Macalaster; MD 1974 Cornell; PHD 1981 Oxford

Gioannini, Theresa Lee, Adjunct Professor, Biochemistry, 1999 (1999); BS 1971 Mary-of-the-Woods; MS 1976 New York University; PhD 1978 New York University

Girdler, Carol Ellen, Clinical Instructor, Teaching and Learning, 1982 (2009); MA 1980 Iowa

Girotra, Saket, Assistant Professor, Internal Medicine, 2012 (2013);

Gittler, Josephine, Professor, Law-Faculty/Health Management Policy/Pediatrics/Nursing, 1973 (1977); BA 1965 Barnard; JD 1968 Northwestern


Giudici, Michael C., Clinical Professor, Internal Medicine, 2012 (2013);

Giudici, Paula Annechino, Clinical Assistant Professor, Dermatology, 2012 (2012);

Glavine, Jennifer, Associate Professor, Sociology, 2001 (2007); BA 1992 New College; MA 1997 North Carolina; PhD 2001 North Carolina

Glasgow, Robert O., Professor, Art Art History/Interdisciplinary Programs, 1985 (2006); BFA 1967 Wittenberg; MA 1968 Wisconsin; MFA 1969 Wisconsin

Glass, Beaumont Jr., Emeritus Professor, Music, 1980 (1984); BS 1949 U.S. Naval Academy

Glass, Loren Daniel, Associate Professor, English, 2004 (2007); BA 1988 California @ Berkeley; MA 1990 California @ Davis; PHD 1997 Duke

Glazier, Adam J. Jr., Clinical Adjunct Assistant Professor, Internal Medicine, 1987 (1987); MD 1979 Iowa

Glazier, Adam J. Jr., Clinical Adjunct Assistant Professor, Internal Medicine, 1987 (1987); MD 1979 Iowa

Glazier, Adam J. Jr., Clinical Adjunct Assistant Professor, Internal Medicine, 1987 (1987); MD 1979 Iowa

Gleason, Cristi A., Associate Professor, Accounting, 2003 (2009); BS 1990 Brigham Young; MAC 1992 Brigham Young; PHD 1998 Cornell

Glenn, Kevin A., Clinical Assistant Professor, Internal Medicine, 2002 (2006); MD 1998 Illinois

Glick, Orpha J., Emeritus Associate Professor, Nursing, 1967 (1975); BS 1960 Eastern Mennonite; BS 1965 Iowa; MA 1967 Iowa; PHD 1982 Iowa

Gloor, James B., Professor, Chemistry, 1984 (1994); BS 1978 Florida; PHD 1983 Illinois

Gloor, Eileen Margaret, Adjunct Assistant Professor, Nursing, 2005 (2005); BSN 1969 Georgetown; MSN 1971 Yale

Glynn, Christopher Craig, Adjunct Instructor, Family Dentistry, 2011 (2011); DDS 2007 Iowa

Gmurek, Michael, Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); BS 1977 Marquette; DDS 1981 Maryland

Gobat, Michel, Associate Professor, History, 1999 (2005); LIC 1989 Zurich; MA 1991 Chicago; PHD 1998 Chicago

Godwin, Robert F., Clinical Adjunct Associate Professor, Dermatology, 1976 (2004); MD 1966 Iowa

Goedken, Amber Marie, Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARM 2004 Iowa

Goedken, Julie Michele, Clinical Adjunct Assistant Professor, Emergency Medicine, 2012 (2012);

Goeken, James, Emeritus Professor, Pathology, 1976 (1990); AB 1967 Chicago; MD 1972 Missouri

Goeken, Nancy Smith, Emeritus Professor, Internal Medicine, 1983 (1993); BA 1968 Missouri; PHD 1972 Missouri

Goel, Apollina, Assistant Professor, Radiation Oncology/Pathology, 2008 (2008); BS 1987 Kanpur; MS 1992 Poona; PHD 1998 Microbial Technology

Goepfert, Stephen J., Emeritus Professor, Pediatric Dentistry, 1978 (1989); BS 1973 Minnesota; DDS 1973 Minnesota; MS 1978 Minnesota

Goerbig, Jennifer, Clinical Assistant Professor, Internal Medicine, 2009 (2009); BS 1996 Michigan; MD 2002 Michigan

Goerdt, Christopher John, Clinical Professor, Internal Medicine, 1994 (2007); BA 1983 Iowa; MD 1988 Iowa; MPH 1994 Minnesota

Goetttsch, Gordon Frederick, Adjunct Assistant Professor, Family Dentistry, 2007 (2012); DDS 1976 Iowa

Goetz, Devon D., Clinical Adjunct Associate Professor, Orthopaedics and Rehabilitation, 2000 (2000); MD 1987 Iowa

Goetz, Jessica, Assistant Professor, Orthopaedics and Rehabilitation, 2009 (2009); BSE 2003 Iowa; PHD 2008 Iowa

Goff, Harold M., Emeritus Professor, Chemistry, 1976 (1985); BS 1969 Missouri; MA 1971 Missouri; PHD 1976 Texas

Gogel, Stephanie Ann, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012); AB 2002 University of Iowa; MA 2004 University of Iowa

Goings, Jennifer, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011);


Goldstein, Helen T., Emeritus Associate Professor, Religion, 1968 (1980); BA 1948 Chicago; AM 1951 Radcliffe; PHD 1956 Radcliffe

Gollnick, Brian, Associate Professor, Spanish Portuguese/Cinema Comparative Literature/International Programs, 1999 (2006); BA 1992 Washington; MA 1996 California-San Diego; PHD 1998 California-San Diego

Golz, Sabine I., Associate Professor, German, 1987 (1994); MA 1984 Cornell; PHD 1987 Cornell
Gomez, Manuel. Clinical Assistant Professor, Endodontics, 2000 (2005); DDS 1977 Javeriana University-Columbia; CER 2005 University of Iowa


Gonzales, Edward. Adjunct Instructor, Preventive Community Dentistry, 2012 (2012);

Gonzalez, Nora M.. Emeritus Associate Professor, Spanish Portuguese, 1985 (1990);

Gonzalez, Ruth Christine. Adjunct Assistant Professor, Dental Clinic Administration, 2006 (2006); DDS 2005 Iowa

Gonzalez-Alegre, Pedro. Associate Professor, Neurology, 2004 (2013); MD 1996 Uni Malaga Spain


Goodin, Julia C.. Clinical Adjunct Associate Professor, Pathology, 1999 (1999); MD 1983 Kentucky


Goodman, Shawn S.. Assistant Professor, Communication Sciences and Disorders, 2006 (2006); BS 1996 Brigham Young; MS 1998 Brigham Young; PHD 2003 Indiana

Goodson, Angie R.. Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); MD 1996 Iowa


Gordon, David F.. Clinical Adjunct Assistant Professor, Internal Medicine, 1973 (1973); MD 1962 New York

Gordon, Dawnelle. Adjunct Instructor, Nursing, 2011 (2011); BSN 2000 Iowa; MN 2005 Rush

Gordon, Donal K.. Clinical Adjunct Assistant Professor, Family Medicine, 2009 (2009); MFA 1996 Notre Dame; MD 2004 Iowa

Gordon, Ellen Elizabeth Isom. Clinical Professor, Internal Medicine, 1985 (2004); MD 1979 Med Univ of South Carolina

Gordon, Jean K.. Associate Professor, Communication Sciences and Disorders, 2000 (2007); BA 1985 Bishop’s; MS 1992 McGill; PHD 2001 McGill

Gordon, Joel A.. Professor, Internal Medicine, 1985 (2004); BA 1972 Colorado-Boulder; MD 1976 Colorado-Denver

Gordon, Kimberly Jo. Clinical Adjunct Instructor, Nursing, 1988 (1988); BSN 1986 Iowa; MA 1990 Iowa; MSN 2007 Iowa

Gordon, Paul H.. Clinical Adjunct Assistant Professor, Family Medicine, 1990 (2002); BA 1971 Iowa; MD 1975 Iowa


Gorman, Janet L.. Adjunct Instructor, University College, 2013 (2013); AA 1974 Art Institute of Pittsburgh; BS 1979 LaRoche College; MOL 2007 St. Ambrose University

Gormezano, Isidore. Emeritus Professor, Psychology, 1966 (1966); AB 1952 New York; AM 1957 Wisconsin; PHD 1958 Wisconsin

Gorney, Carol S.. Clinical Assistant Professor, Physician Assistant, 2008 (2008); BA 1990 Iowa; BS 1990 University of Iowa; MPAS 2005 Nebraska

Goswami, Prabhat. Professor, Radiation Oncology, 2000 (2011); BS 1974 St Anthony’s; MS 1976 Guahati; PHD 1983 Guahati

Gotho, Bret Allyn. Adjunct Lecturer, University College, 2007 (2013); BFA 1994 Mpls/f Art and Design; MA 1996 Iowa; MFA 1997 Iowa

Grachov, Mikhail Vladimirovich. Adjunct Professor, Management Organizations, 2005 (2005); BS 1976 Moscow State; MAE 1982 Moscow State; PHD 1998 Russian Academy of Science

Grady, David L.. Adjunct Assistant Professor, Educ Policy Leadership Studies, 1993 (1993); AA 1980 Southwest Mississippi CC; BBA 1981 Mississippi State; MED 1984 Harvard University; PHD 1992 Texas

Grady, Mila. Lecturer, Nursing, 2001 (2001); BSN 1978 Iowa; MSN 1981 Texas-Austin

Graff, Jodi Mary. Adjunct Lecturer, University College Courses, 2011 (2011); BA 1991 Iowa; MA 1997 Iowa

Graham, Laura R.. Associate Professor, International Programs/Anthropology, 1990 (1996); BA 1979 Stanford; MA 1983 Texas-Austin; PHD 1990 Texas-Austin


Granchi, Thomas. Clinical Professor, Surgery, 2013 (2013);

Granner, Daryl K.. Emeritus Professor, Physiology, 2005 (2006); BA 1958 Iowa; MD 1962 Iowa; MS 1962 Iowa

Granner, Mark A.. Clinical Professor, Neurology/Neurosurgery, 1993 (2005); BA 1983 Grinnell; MD 1987 Iowa
Grosland, Nicole Marie, Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 1998 (2012); BSE 1994 Iowa; PhD 1998 Iowa

Gross, Gregory Joseph, Adjunct Instructor, Social Work, 2012 (2012); BA 2003 Drake University

Gross, Thomas J., Associate Professor, Internal Medicine, 1991 (1997); BS 1980 Michigan; MD 1983 Michigan

Gruber, Gwendolyn Mae, Adjunct Assistant Professor, Classics, 2009 (2009); BA 1998 Creighton; MA 2001 Iowa; PhD 2009 Iowa

Gruca, Thomas S., Professor, Marketing, 1991 (2006); BS 1983 Illinois; PhD 1989 Illinois

Grueter, Chad, Assistant Professor, Internal Medicine, 2012 (2012);

Grumbach, Isabella, Associate Professor, Internal Medicine, 2006 (2013); MD 1992 Ruhr Univ Germany

Grunder, Richard W., Adjunct Assistant Professor, Operative Dentistry, 1995 (2000); DDS 1984 Iowa

Gu, Xiaomei, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); HS 1997 WEIHAI NO 1 MIDDLE SCHOOL; BDS 2002 BINZHOU MEDICAL COLLEGE; MSD 2005 Peking University

Guayara Sanchez, Consuelo, Lecturer, Rhetoric, 2007 (2009); MA 1994 Iowa; PhD 2007 Iowa

Gucfa, Cornelius J., Clinical Adjunct Assistant Professor, Psychiatry, 2011 (2011); MD 1999 American/Caribbean

Guckert, Donald J., Adjunct Lecturer, Civil-Environmental Engineering, 2004 (2004); BS 1978 Penn State; BA 1978 Penn State; ME 1986 Penn State

Gudavalli, Maruti Ram, Adjunct Assistant Professor, Biomedical Engineering, 2001 (2001); BS 1970 Andhra, India; MS 1980 McMaster, Canada; PhD 1989 Cincinnati

Guentner, Wendelin, Professor, International Programs/French Italian, 1985 (1998); BA 1972 St. Teresa; MA 1974 Magistere-Paris; MA 1975 Delaware; PhD 1982 Chicago

Guider, Marla A., Clinical Assistant Professor, Pathology, 2010 (2010); MD 2006 Iowa

Guest, Katrina A., Clinical Adjunct Assistant Professor, Internal Medicine, 1995 (2001); MD 1986 SUNY-Buffalo

Gui, Lichuan, Adjunct Associate Professor, Mechanical Engineering, 2011 (2011); PhD 1997 Essen, Germany

Guillory, J. Keith, Emeritus Professor, Pharmacy, 1964 (1971); BS 1956 Loyola-Louisiana; MS 1960 Wisconsin; PhD 1961 Wisconsin

Gulick, Kris G., Adjunct Lecturer, Accounting, 2008 (2008); BA 1980 Northern Iowa; MA 1982 Iowa; BA 1986 Coe

Gullickson, Gregory Leo, Adjunct Assistant Professor, Psychology, 2000 (2001); BA 1979 Nortre Dame; MA 1983 Iowa; PhD 1993 Iowa

Gunstream, Adrienne, Adjunct Assistant Professor, Periodontics, 2009 (2009); DDS 2004 Pacific; MS 2007 California

Gunter, Tracy Diane, Clinical Adjunct Associate Professor, Psychiatry, 2003 (2009); BS 1985 Southern Carolina; MD 1990 Southern Carolina

Guo, Junfeng, Adjunct Associate Professor, Radiology/Biomedical Engineering, 2010 (2010); BS 1988 Xi’an Jiaotong, China; MS 1991 Xi’an Jiaotong, China; PhD 1995 Xi’an Jiaotong China

Guo, Man, Assistant Professor, Social Work, 2011 (2011); BSW 2003 Renmin of China; MSW 2005 Hong Kong; DR 2011 University of Southern Califor; PhD 2011 Southern California

Guest, Katrina A., Clinical Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Gurl, Nelson J., Emeritus Professor, Surgery, 1976 (1983); AB 1963 Calif-Berkeley; MD 1967 Calif-San Francisco

Gurnett, Donald A., Professor, Physics Astronomy, 1965 (1972); BSEE 1962 Iowa; MS 1963 Iowa; PhD 1965 Iowa

Gurwell, Adelade Maria, Clinical Assistant Professor, Family Medicine, 1997 (1997); BSN 1980 Iowa Methodist; BGS 1986 Drake; MD 1991 Iowa

Gussin, Gary N., Emeritus Professor, Biology, 1969 (1980); BS 1961 Michigan; PhD 1966 Harvard

Gutmann, Laurie, Clinical Professor, Neurology, 2013 (2013);

Guymon, C. Allan, Professor, Chemical Biochemical Engineering, 2002 (2009); BS 1993 Weber State; MS 1995 Colorado; PhD 1997 Colorado

Guzman, Elizabeth Eunice, Adjunct Instructor, Spanish Portuguese, 2007 (2007); BA 1977 Santiago; MA 1985 West Virginia

Guzman-Armstrong, Sandra, Clinical Associate Professor, Operative Dentistry, 2001 (2008); DDS 1994 Iowa; MS 1999 Iowa

Gyglayton, Briony Anne, Adjunct Assistant Professor, Creative Writing, 2013 (2013);

Haack, James A., Adjunct Instructor, University College, 2003 (2013); MSME 1988 University of Iowa

Haack, Josephine A., Adjunct Lecturer, University College, 2012 (2012);

Haack, Marcus J., Clinical Associate Professor, Educ Policy Leadership Studies, 2002 (2002); BA 1973 Northern Iowa; MA 1978 Northern Iowa; EDD 1991 Northern Iowa

Haas, Thomas J., Adjunct Instructor, Pharmacy, 1997 (1997); BS 1979 Iowa

Habashi, Meara, Lecturer, Psychology, 2011 (2011); BA 2000 Baylor; MS 2005 Purdue; PhD 2008 Purdue

Habelhah, Hasem, Associate Professor, Pathology, 2005 (2011); BS 1987 Beijing Normal; MS 1990 Beijing Normal; PhD 1998 Hokkaido

Hackbartsch, Stanley A., Clinical Adjunct Associate Professor, Pediatrics, 1981 (1981); MD 1977 Iowa
Hadder, Brent Allen, Clinical Assistant Professor, Anesthesia, 2009 (2010); BS 1998 Alabama; MD 2004 Alabama School of Medicine

Hade, Joel Edward, Clinical Adjunct Assistant Professor, Internal Medicine, 1995 (1995); MD 1983 Iowa

Haes, Amanda J., Associate Professor, Chemistry, 2006 (2013); BA 1999 Wartburg; MS 2001 Northwestern; PHD 2004 Northwestern

Hagan, Jeremy Benjamin Patrick, Adjunct Lecturer, Management Organizations, 2012 (2012);

Hagerty, Bradley Tyler, Adjunct Instructor, Preventive Community Dentistry, 1998 (1998); DDS 1994 Iowa


Hahn, Oscar A., Emeritus Professor, Spanish Portuguese, 1977 (1983); PHD 1963 Chile; MA 1972 Iowa; PHD 1977 Maryland

Hahn Berry, Linda Sue, Adjunct Instructor, Preventive Community Dentistry, 2012 (2012);

Haim, Hillel, Assistant Professor, Microbiology, 2012 (2012);

Haines, Don R., Emeritus Associate Professor, Music, 1974 (1978); BM 1959 Illinois Wesleyan; MM 1961 Eastman School of Music; DMA 1973 Rochester

Haislet, Kari Nicole Bagby, Lecturer, Nursing, 2013 (2013);

Hajianpour, MJ, Clinical Associate Professor, Pediatrics, 2013 (2013);

Hakes, Thomas E., Clinical Adjunct Instructor, Internal Medicine, 1990 (1990); MD 1978 Iowa

Hakken, Lynda Sue, Adjunct Assistant Professor, Music, 2012 (2012);

Haldeman, Lauren Elizabeth, Adjunct Lecturer, International Writing, 2011 (2011); BA 2001 Iowa; MFA 2006 Iowa

Haleem, Ambar, Clinical Assistant Professor, Internal Medicine, 2009 (2011); MBBS 1999 Aga Khan, Pakistan

Hall, Daniel L., Emeritus Professor, Oral Path, Radiology Medicine, (1997); DDS 1959 Iowa; MS 1974 Iowa

Hall, Duane, Assistant Professor, Internal Medicine, 2009 (2009); PHD 2000 Wisconsin @Madison

Hall, Margaret S., Emeritus Associate Professor, Theatre Arts, 1951 (1974);

Hall, Mederic Micah, Clinical Assistant Professor, Family Medicine/Orthopaedics and Rehabilitation, 2011 (2011); BS 2002 Notre Dame; MD 2006 Illinois, Chicago

Hall, Penelope J., Emeritus Associate Professor, Communication Sciences and Disorders, 1968 (1991); BA 1965 Iowa; MA 1967 Iowa

Hallissey, Brendan, Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); BA 2002 Bowdoin; AB 2002 Bowdoin College; DMD 2006 Connecticut

Hallmark, Shauna, Adjunct Associate Professor, Civil-Environmental Engineering, 2007 (2007); BS 1991 Brigham Young; MS 1996 Utah State; PHD 1999 Georgia Institute of Tech

Halloran, Vivien Janis Olson, Adjunct Assistant Professor, Nursing, 2008 (2008); BSN 1987 Iowa; MA 1991 Iowa

Halls, Bill J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2009 Iowa

Halterman, Tom, Adjunct Assistant Professor, Pharmacy, 2002 (2003); BS 1989 Iowa

Hamarsrost, Michael L., Adjunct Instructor, Radiology, 2010 (2010); BA 2000 Iowa; SCB 2007 Iowa

Hamiel, John N., Adjunct Assistant Professor, Pharmacy, 2002 (2002); BS 1985 Iowa; PHARM 1997 Iowa

Hamilton, David B., Emeritus Professor, English, 1975 (1982); AB 1961 Amherst; MA 1964 Virginia; PHD 1968 Virginia

Hammes, Adam Michael, Adjunct Lecturer, Management Organizations, 2013 (2013);

Hammes, Megan Ann, Adjunct Instructor, Health and Human Physiology, 2007 (2007); BS 2001 Iowa; MS 2004 American Univ Washington


Hammond, Harold L., Emeritus Professor, Oral Path, Radiology Medicine, 1967 (1983); DDS 1962 Loyola; MS 1967 Chicago

Hamot, Gregory Edward, Professor, International Programs/Teaching and Learning, 1995 (2007); BA 1975 Northwestern; MA 1976 Ohio State; PHD 1995 Ohio State


Han, Shizhong, Assistant Professor, Psychiatry, 2012 (2012);

Han, Weimin, Professor, Mathematics, 1991 (1999); BS 1983 Fudan-Shanghai; MS 1986 Academia Sinica-Beijing; PHD 1991 Maryland-College Park

Hanada, Satoshi, Clinical Assistant Professor, Anesthesia, 2011 (2011); MD 1999 Miyazaki, Japan

Hand, Brian, Professor, Teaching and Learning, 2005 (2005); BS 1975 Flinders Univ; MS 1986 Curtin Univ; PHD 1993 Curtin Univ

Hand, Gregory, Assistant Professor, Music, 2008 (2008); BM 1995 Northwestern; MM 2002 Univ of Michigan; DMA 2005 Michigan


Hanish, Lynn, Adjunct Instructor, Pharmacy, 2007 (2007); BSN 1980 North Dakota State

Hankewich, Jillien F., Adjunct Instructor, Pharmacy Practice and Science, 2011 (2011); BSN 1989 Iowa

Hanley, Paul F., Associate Professor, Urban Regional Planning/Civil-Environmental Engineering/Public Policy Center, 1999 (2006); BSC 1988 Rutgers; MSE 1990 New
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Education/Institution</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harb, Nidal H.</td>
<td>Clinical Adjunct Assistant Professor, Internal Medicine</td>
<td>1991 (2002); MD 1980 Leningrad</td>
<td></td>
</tr>
<tr>
<td>Harbor, Kathryn L.</td>
<td>Adjunct Assistant Professor, Pharmacy Practice and Science</td>
<td>2013 (2013); PHD 2008 Iowa</td>
<td></td>
</tr>
<tr>
<td>Harbour, Jennifer Rebecca</td>
<td>Adjunct Assistant Professor, History</td>
<td>2011 (2011); PHD 2008 Iowa</td>
<td></td>
</tr>
<tr>
<td>Hardin, Richard A.</td>
<td>Adjunct Professor, Mechanical Engineering</td>
<td>1994 (2011); BS 1986 Kansas; MS 1988 Kansas; PHD 1994 Kansas</td>
<td></td>
</tr>
<tr>
<td>Hardy-Fairbanks, Abbey Joy</td>
<td>Clinical Assistant Professor, Obstetrics Gynecology</td>
<td>2010 (2010); BA 2002 Colorado; MD 2006 Creighton</td>
<td></td>
</tr>
<tr>
<td>Haret, Denisha M.</td>
<td>Clinical Assistant Professor, Anesthesia</td>
<td>2009 (2009); DMS 1992 Gr. T. Popa Univ of Med</td>
<td></td>
</tr>
<tr>
<td>Hark, Mary Anita</td>
<td>Adjunct Assistant Professor, Rehabilitation and Counselor Education</td>
<td>2009 (2010); BA 1999 Iowa; MA 2001 Ball State; PHD 2009 Iowa</td>
<td></td>
</tr>
<tr>
<td>Harms, Beth Elaine</td>
<td>Adjunct Instructor, Social Work</td>
<td>2007 (2007); BSW 1973 Northern Iowa; MSW 1997 Nebraska-Omaha</td>
<td></td>
</tr>
<tr>
<td>Harms, Dixie Lee</td>
<td>Clinical Adjunct Instructor, Nursing</td>
<td>2010 (2010); BSN 1986 Drake; MSN 1993 Drake; DNP 2009 Iowa</td>
<td></td>
</tr>
<tr>
<td>Harper, Dennis Carlin</td>
<td>Emeritus Professor, Rehabilitation and Counselor Education/Teaching/Pediatrics,</td>
<td>1972 (1985); BA 1964 Augustana; MA 1966 Iowa; PHD 1972 Iowa</td>
<td></td>
</tr>
<tr>
<td>Harper, Freeman J.</td>
<td>Lecturer, Communication Sciences and Disorders</td>
<td>2001 (2001); MA 1984 New York</td>
<td></td>
</tr>
<tr>
<td>Harper, John Brammer</td>
<td>Emeritus Assistant Professor, English</td>
<td>1976 (1982); BA 1962 Stanford; MBA 1966 Iowa</td>
<td></td>
</tr>
<tr>
<td>Harper, Matthew M.</td>
<td>Assistant Professor, Ophthalmology Visual Science</td>
<td>2013 (2013);</td>
<td></td>
</tr>
<tr>
<td>Harrell, Susan</td>
<td>Clinical Adjunct Assistant Professor, Pediatrics</td>
<td>1999 (1999); MD 1984 Texas</td>
<td></td>
</tr>
<tr>
<td>Harrington, Jeanette</td>
<td>Clinical Assistant Professor, Anesthesia</td>
<td>1990 (1997); BS 1975 Minnesota-Duluth; MD 1983 Minnesota-Madison</td>
<td></td>
</tr>
<tr>
<td>Harris, Ann</td>
<td>Adjunct Instructor, Preventive Community Dentistry</td>
<td>2003 (2003); BS 1977 Iowa; DDS 1984 Iowa</td>
<td></td>
</tr>
<tr>
<td>Harris, Deborah J.</td>
<td>Adjunct Assistant Professor, Psych Quant Foundations</td>
<td>1987 (1987); BS 1977 Central Michigan; PHD 1983 Wisconsin-Madison</td>
<td></td>
</tr>
<tr>
<td>Harris, James M.</td>
<td>Adjunct Associate Professor, Family Dentistry</td>
<td>2004 (2012); BS 1976 Iowa; DDS 1979 Iowa</td>
<td></td>
</tr>
<tr>
<td>Harris, Katherine Irene</td>
<td>Clinical Assistant Professor, Internal Medicine</td>
<td>2010 (2010); MD 2007 Iowa</td>
<td></td>
</tr>
<tr>
<td>Harris, Kimm Marie</td>
<td>Adjunct Lecturer, Management Organizations</td>
<td>2012 (2012);</td>
<td></td>
</tr>
</tbody>
</table>
Hart, Emily Anne, Adjunct Instructor, Communication Sciences and Disorders, 1996 (1996); MA 1991 Iowa

Hart, Jeffrey Roy, Lecturer, Finance, 2011 (2011); BBA 1988 Iowa; MBA 1992 Loyola; PHD 1999 Texas @ Arlington

Hart, Jon R., Adjunct Instructor, Preventive Community Dentistry, 2012 (2012);

Hart, Laura K., Emeritus Associate Professor, Nursing, 1972 (1972);

Hart, Roy Alden, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2009 (2009); AA 1973 Grand View; BA 1975 Drake; DO 1978 Des Moines

Hart, Timothy T., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1981 Iowa

Harthan, Aaron A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011);

Hartley, Carolyn, Associate Professor, Public Policy Center/Social Work, 1993 (2003); BS 1986 Loyola; MA 1988 Chicago; PHD 1995 Chicago

Hartley, Patrick Gerard, Clinical Professor, Internal Medicine/Occupational Environmental Health, 1994 (2006); MBBCH 1985 University College-Dublin; MPH 2000 Iowa

Hartman, Robert John, Lecturer, Accounting, 1999 (1999); BS 1975 Pennsylvania State; MAC 1998 Iowa

Hartman, Sally Ann, Adjunct Assistant Professor, Psych Quant Foundations, 2008 (2008); SCB 1975 Wisconsin; MSW 1975 Wisconsin; PHD 2002 Iowa

Harts, Kristin L., Clinical Adjunct Instructor, Internal Medicine, 2005 (2005); MD 1997 Nebraska

Hartshorn, Jennifer Elizabeth, Clinical Assistant Professor, Preventive Community Dentistry, 2013 (2013); BA 2008 Central College, Pella, IA

Hartson, John Namon, Adjunct Assistant Professor, Psychiatry, 1996 (1996); PHD 1983 Iowa

Harty, Jeffrey D., Adjunct Lecturer, Law-Faculty, 2001 (2011); BS 1991 Iowa State; JD 1995 Iowa

Harty, John, Professor, Microbiology/Pathology, 1993 (2003); BS 1980 Minnesota; PHD 1989 Minnesota

Hartz, Arthur J., Emeritus Professor, Family Medicine, 1997 (1997); BA 1966 Swarthmore College; PHD 1974 Johns Hopkins; MD 1982 Medical Col of Wisconsin

Harvey, Brien V., Adjunct Assistant Professor, Periodontics, 1983 (1983); DDS 1981 Iowa

Harvey, Hayley L., Adjunct Instructor, Preventive Community Dentistry, 2001 (2001); DDS 1994 Iowa

Harvey, John H., Emeritus Professor, Psychology, 1986 (1986); BS 1968 South Carolina; MA 1970 Missouri; PHD 1971 Missouri

Harvey, Roger Lee, Clinical Adjunct Assistant Professor, Internal Medicine, 2006 (2006); BS 1979 Iowa; DO 1983 Osteopathic Medicine

Harvey, Trevor Scott, Lecturer, Music, 2011 (2011); MM 2006 Florida State; PHD 2009 Florida State


Hasan, David, Associate Professor, Otolaryngology-Head Neck Surgery/Neurosurgery, 2008 (2013); BS 1995 Dallas Baptist, Texas; MD 2000 Texas Tech

Haswell, Sarah E., Assistant Professor, Pediatrics, 2011 (2011); BS 2001 Nebraska; DO 2005 Kansas City

Haskins, Motier Fredrick, Clinical Assistant Professor, Social Work/University College Courses, 2008 (2008); MSW 1983 Syracuse

Hassan, Ihab Hassan, Clinical Assistant Professor, Internal Medicine, 2011 (2011); MD 2004 Am, Beirut

Hatcher, William B., Emeritus Professor, Music, 1987 (1987); BME 1957 Nebraska-Lincoln; MMUS 1960 Nebraska-Lincoln

Haug, Edward J., Emeritus Professor, Mechanical Engineering, 1968 (1976); BS 1962 Missouri; MS 1964 Kansas State; PHD 1966 Kansas State

Haugen, Alice Bordwell Fulton, Emeritus Professor, Biochemistry, 1981 (1993); BS 1973 Brown; PHD 1977 Brown

Haugen, Eric, Clinical Adjunct Assistant Professor, Pediatrics, 2004 (2004); BS 1995 Drake; MD 2000 North Dakota

Haugen, Charles H., Associate Professor, Pathology, 1990 (1997); BA 1971 California-Berkeley; PHD 1976 California-Davis; MD 1983 Iowa


Haugland, Frank N., Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); BS 1980 Iowa; PHD 1987 Iowa; MD 1987 Iowa

Hauertz, Christopher L., Clinical Adjunct Assistant Professor, Ophthalmology Visual Science, 2005 (2005); BA 1989 Luther College; MD 1994 Iowa

Hauertz, Raymond Bruce, Adjunct Lecturer, Management Organizations, 2012 (2012);

Hauser, James P., Adjunct Associate Professor, Industrial Engineering, 2007 (2007); PHD 1974 Colorado

Hauser, Scott Richard, Adjunct Lecturer, Management Organizations, 2005 (2005); MBA 1993 Northern Iowa

Hauserman, Nancy Russell, Professor, Law-Faculty/Management Organizations, 1977 (1995); BA 1971 Rhode Island; JD 1976 Iowa

Hausman-Miller, Brenda, Adjunct Instructor, Preventive Community Dentistry, 2006 (2006); DDS 2002 Iowa

Havel, Richard, Lecturer, Urban Regional Planning, 2011 (2011); MA 1993 Southwest Missouri

Havens, Timothy John, Associate Professor, African-American Studies/Communication Studies, 2003 (2008); BA 1990 Wisconsin; MA 1994 George Mason; DPHIL 2000 Indiana

Hawkins, Benny F., Emeritus Associate Professor, Periodontics, 1978 (1978); BS 1952 Morehouse; DDS 1958 Meharry; MS 1972 Iowa
Hawley, Clifford B., Adjunct Professor, Economics, 2009 (2009); PhD 1977 Duke

Hawley, Ellis W., Emeritus Professor, History, 1969 (1969);

Hawtrey, Charles E., Emeritus Professor, Urology, 1969 (1977); BA 1957 Grinnell; MD 1961 Iowa

Hayakawa, Masako, Clinical Assistant Professor, Radiology/Neurology, 2003 (2003); MD 1990 ST MARIANNA, JAPAN


Hayes, Greg W., Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BS 1989 Baylor; MD 1993 Texas-Galveston

Hayes, Joy. Associate Professor, Communication Studies, 1994 (2000); BA 1987 Reed; MA 1988 California-San Diego; PhD 1994 California-San Diego

Haynes, Kevin, Adjunct Lecturer, Law-Faculty, 2011 (2011); BA 1986 Rice University; JD 1991 Stanford Law

Haynes, Melissa Jean, Adjunct Assistant Professor, Psych Quant Foundations, 2009 (2009); BA 2002 Coe College; PhD 2009 Iowa


Hazeltine, Richard Eliot, Associate Professor, Psychology, 2003 (2009); BA 1990 Harvard; PhD 1997 California

Hazelton, Lisa M., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1987 Louisville Medical

Head, John W., Adjunct Professor, Law-Faculty, 2012 (2012);

Healy, Alfred, Emeritus Professor, Teaching and Learning/ Pediatrics, 1967 (1980); BS 1956 Nortre Dame; MA 1957 Iowa; MD 1963 Iowa

Hebl, Lisa Marie, Adjunct Instructor, Preventive Community Dentistry, 1999 (1999); BS 1982 Iowa

Heckart, Kim, Lecturer, Teaching and Learning, 2010 (2010); BS 1990 NE Missouri State; MA 2004 Viterbo University

Heckel, Philip H., Emeritus Professor, Geoscience, 1971 (1978); BA 1960 Amherst; PhD 1966 RICE

Heddens, Heather B., Adjunct Associate Professor, Family Dentistry, 1987 (2000); DDS 1980 Iowa

Heddings, Steven P., Clinical Adjunct Assistant Professor, Internal Medicine, 2004 (2004); BS 1991 Notre Dame; MD 1995 Iowa

Hedgcock, William McCaskill, Assistant Professor, Marketing, 2008 (2008); BA 1996 Macalester; PhD 2008 Minnesota

Hegeman, Rebecca Lea, Clinical Associate Professor, Internal Medicine, 1993 (1999); BSN 1977 Iowa; MD 1986 Iowa

Hegeman, Robert James, Clinical Associate Professor, Internal Medicine, 2010 (2010); MD 1977 Michigan

Heggen, Judith, Clinical Adjunct Assistant Professor, Pediatrics, 2002 (2002); BA 1981 DES MOINES AREA COMMUNITY; BS 1991 DRAKE; DO 1996 OSTEOPATHIC-DES MOINES

Hegmann, Theresa Elaine, Clinical Professor, Physician Assistant, 2001 (2012); BS 1987 Iowa; BS 1991 Iowa; MPAS 1999 Nebraska

Hehr, Nathan J., Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); DDS 1993 Iowa

Heidel, Richard M., Associate Professor, Music, 2008 (2008); BME 1986 Texas Tech; MM 1989 Texas Tech; EDD 1999 Illinois

Heidger, Paul M., Emeritus Professor, Anatomy Cell Biology, 1974 (1979); BA 1963 Northern Colorado; PhD 1967 Tulane

Heiner, Karen, Professor, Gender, Women's and Sexuality Studies/Sociology/Public Policy Center, 1991 (2006); BA 1981 Florida Atlantic; MA 1984 Wisconsin-Madison; PhD 1989 Wisconsin-Madison

Hein, Herman A., Emeritus Professor, Epidemiology/Pediatrics, 1973 (1981); BA 1959 Wartburg; MD 1963 Iowa

Heinemann, Elizabeth Dian, Professor, Gender, Women's and Sexuality Studies/History/International Programs, 1999 (2013); BA 1985 Oberlin; MA 1988 North Carolina; PhD 1993 North Carolina

Heiner, Anneliese D., Adjunct Assistant Professor, Biomedical Engineering, 2001 (2001); BS 1990 Michigan; MS 1992 Case Western Reserve; PhD 1995 Case Western Reserve

Heintz, Brett, Clinical Associate Professor, Pharmacy Practice and Science, 2012 (2012);

Heintz, James A., Adjunct Professor, Accounting, 2010 (2010); DBA 1972 Washington@ St. Louis

Heintz, Shannon Joy, Clinical Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Heistad, Donald, Professor, Pharmacology/Internal Medicine, 1970 (1976); BS 1959 Chicago; MD 1963 Chicago

Heitzman, Elizabeth, Professor, Asian Slavic Languages Literature, 2012 (2012);

Hellstein, John W., Clinical Professor, Oral Path,RadiologyMedicine, 2002 (2002); BA 1977 Missouri-Kansas City; MS 1991 Iowa; DDS 1991 Missouri-Kansas City

Helmers, Lauryln Dee, Clinical Associate Professor, Anesthesia, 1996 (2011); BS 1979 South Dakota; MD 1991 Iowa


Helms, Lelia Biggs, Emeritus Professor, Educ Policy Leadership Studies, 1979 (1993); BA 1964 Sarah Lawrence; MA 1966 Tufts; PhD 1968 Tufts; JD 1984 Iowa

Hemann, Lynda Lorraine, Adjunct Assistant Professor, Internal Medicine, 2009 (2009); MD 1998 Iowa Carver COM
Hendricks, Janie C., Clinical Adjunct Instructor, Internal Medicine, 2000 (2000); DO 1992 Osteopathic-Des Moines


Hendrix, James Alton, Clinical Adjunct Assistant Professor, Pediatrics, 1977 (1980); MD 1974 Iowa

Hendrix, Mary, Adjunct Professor, Anatomy Cell Biology, 1996 (1996); BS 1974 Shepherd; PHD 1977 George Washington

Hendrix, Stephen D., Professor, Biology, 1975 (1994); BS 1969 Florida State; PHD 1975 California-Berkeley

Henfield, Malik S., Associate Professor, Rehabilitation and Counselor Education, 2005 (2012); BS 1998 Francis Marion; MED 2002 South Carolina; EDS 2002 South Carolina; PHD 2006 Ohio State


Herb, Keela, Professor, Nursing, 1987 (2001); BSN 1976 Northeast Missouri; MSN 1977 Texas-Austin; PHD 1986 Texas-Austin

Herrera, Mary, Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 1999 (1999); BS 1980 Iowa; MBA 1987 Iowa; MAC 1998 Iowa


Hesper, Larry, Lecturer, Finance, 2003 (2003); BBA 1966 Iowa

Herwaldt, Loreen A., Professor, Internal Medicine/Epidemiology, 1987 (2002); BA 1973 Grinnell; MD 1977 Wisconsin

Herwig, Steven R., Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 1997 (1997); DO 1976 Des Moines Osteopathic

Hesselink, Richard R., Associate Professor, Internal Medicine, 2005 (2005); MD 1977 Iowa; JD 1979 Iowa

Hessman, William Wayne, Adjunct Professor, Medicine, 1969 (1979); BS 1964 Colorado; MA 1965 Michigan; PHD 1968 Michigan

Hetrick, Amy Sue, Adjunct Assistant Professor, Pharmacy, 2005 (2005); PHARMD 2001 Iowa

Hettmansperger, Sue E., Professor, Art Art History, 1977 (1994); BFA 1972 New Mexico; MFA 1974 New Mexico

Hettrich, Carolyn M., Assistant Professor, Orthopaedics and Rehabilitation, 2011 (2011); MD 2004 Washington; MPH 2008 Columbia

Heusel, Jonathan W., Clinical Adjunct Assistant Professor, Internal Medicine, 2004 (2005); BS 1976 Nebraska; PHD 1995 Washington; MD 1995 Washington


Hickey, Shauna, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2006 Drake

Hicklin, Gregory A., Clinical Adjunct Associate Professor, Internal Medicine, 1986 (2001); MD 1976 Iowa

High, Andrew Charles, Assistant Professor, Communication Studies, 2012 (2012);

High, Mary Kathryn, Lecturer, Communication Studies, 2012 (2012);
Hiland, Kirk Sweitzer, Adjunct Lecturer, Management Organizations, 2006 (2006); BBA 1976 Iowa

Hilger, Shilo, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BS 1997 Nebraska; DDS 2003 Nebraska

Hilgerson, Alan Dean, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BA 1994 Iowa; DO 1998 Osteopathic Med DM, IA

Hill, Candis Lashel, Lecturer, Rehabilitation and Counselor Education, 2010 (2010); BA 2004 Georgia Southern; MA 2006 South Carolina State

Hill, Elizabeth Ann, Adjunct Assistant Professor, Teaching and Learning, 1995 (1995); PhD 1990 Iowa

Hill, Judith, Adjunct Instructor, Preventive Community Dentistry, 2005 (2005); DDS 1981 Washington

Hill, Lena Michelle, Associate Professor, African-American Studies/English, 2006 (2013); BA 1997 Howard; AB 1997 Howard; PhD 2005 Yale

Hill, Matthew Larry, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); BA 1994 Northern Iowa; DO 2000 Des Moines, IA

Hill, Matthew E., Assistant Professor, Anthropology, 2007 (2008); BA 1990 Boston; MA 1994 Kansas; PhD 2007 Arizona

Hill, Michael, Associate Professor, African-American Studies/English, 2006 (2013); BA 1993 Howard; MA 1995 Harvard; PhD 2004 Harvard

Hill, Ryan William, Clinical Assistant Professor, Hospital Dentistry, 2012 (2012); HS 2003 Iowa City High

Hill, Tracy Ann, Adjunct Instructor, Preventive Community Dentistry, 2000 (2000); BS 1983 Iowa

Hillis, Stephen Lawrence, Professor, Radiology/ Biostatistics, 1995 (2010); BA 1972 Iowa; MFA 1978 Iowa; MS 1982 Iowa; PhD 1987 Iowa

Hilsabeck, Kyle David, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2013); BSE 1989 Iowa; BS 1989 Iowa; MPH 1993 Iowa

Himadi, Elaine, Clinical Assistant Professor, Psychiatry, 2011 (2011); BS 1974 North Carolina, Chapel Hill; MD 1978 Bowman-Gray NC

Himmelreich, Lynne D., Clinical Associate Professor, Obstetrics Gynecology, 2007 (2012); MPH 1995 Boston

Hinde, Timothy Robert, Adjunct Assistant Professor, Family Dentistry, 2006 (2006); DDS 1976 Illinois

Hindelang, Thomas Joseph, Adjunct Professor, Finance, 2011 (2014); PHD 1973 Indiana

Hindes, Charles A., Emeritus Professor, Art Art History, 1973 (1985); BFA 1966 Illinois; MFA 1968 Rhode Island School of Design

Hindman, Bradley J., Professor, Anesthesiology, 1988 (2002); BA 1978 Oregon; MD 1982 Oregon Health Sciences

Hinds, Larry C., Adjunct Instructor, University College, 2004 (2013); AA 1976 Kirkwood Community College

Hines, John David, Clinical Adjunct Assistant Professor, Internal Medicine, 2006 (2006); BA 1980 Simpson; DO 1989 Des Moines

Hines, N. William, Professor, Law-Faculty, 1962 (1967); AB 1958 Baker; LLB 1961 Kansas

Hingstman, David, Associate Professor, Communication Studies, 1995 (2002); BA 1975 Princeton; JD 1978 Harvard; PHD 1990 Northwestern

Hinkhouse, Jay James, Clinical Adjunct Assistant Professor, Pediatrics, 2008 (2008); MD 1989 Nebraska

Hinrichs, Michelle Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Hirsch, Raphael, Professor, Pediatrics, 2012 (2012);

Hirsch-Giller, Barbara, Adjunct Instructor, Social Work, 2003 (2003); BA 1998 Simpson; MSW 2001 Iowa

Hitchon, Patrick, Professor, Biomedical Engineering/ Neurosurgery, 1980 (1989); BS 1969 American University of Beirut; MD 1974 American University of Beirut

Hitlin, Steven, Associate Professor, Sociology, 2005 (2011); BA 1996 William and Mary; MA 1999 Wisconsin; PhD 2003 Wisconsin

Ho, Beng Choon, Associate Professor, Psychiatry, 1999 (2005); MD 1989 Singapore


Hobbs, Ryan Alan, Adjunct Associate Professor, Pharmacy, 1997 (2010); BS 1990 Iowa; BPharm 1990 Iowa

Hochstrasser, Julie B., Associate Professor, International Programs/Art History, 1998 (2004); BA 1976 Swarthmore; MA 1982 Berkeley; PhD 1995 Berkeley

Hockenberry, Jason, Adjunct Assistant Professor, Health Management Policy, 2008 (2008); BS 2002 Kutztown; PhD 2008 Lehigh

Hodgson-Zingman, Denice, Associate Professor, Internal Medicine/Biomedical Engineering, 2006 (2013); BSE 1989 Johns Hopkins; MSE 1992 Johns Hopkins; MD 1996 Johns Hopkins

Hoehle, Zanetta Jane, Adjunct Instructor, Radiology, 2013 (2013); BS 1982 University of Iowa; MA 1997 University of Iowa

Hoehns, James Dewey, Clinical Associate Professor, Pharmacy, 1995 (2004); BPharm 1992 Iowa; PHARMD 1994 Iowa

Hoenicke-Moore, Michaela, Associate Professor, History/ International Programs, 2007 (2011); MA 1989 N. Carolina, Chapel Hill; PHD 1998 N. Carolina, Chapel Hill

Hoenig, Kelly Christine, Adjunct Assistant Professor, Pharmacy, 2005 (2005); PHARMD 2003 Iowa

Hoeppner, Todd Roger, Adjunct Assistant Professor, Pediatric Dentistry, 2001 (2001); DDS 1999 Iowa

Hoffman, Eric Alfred, Professor, Radiology/Biomedical Engineering/Internal Medicine, 1992 (1996); BA 1974 Antioch; PhD 1981 Minnesota

Hoffman, Gary D., Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); DDS 1978 Iowa

Hoffman, Valerie Forman, Adjunct Assistant Professor, Internal Medicine/Epidemiology, 2004 (2004); BA 1996 Lehigh; MPH 1999 Yale; PhD 2002 John Hopkins

Hoffmann, Darren Samuel, Lecturer, Oral Path, Radiology/Medicine/Anatomy Cell Biology, 2006 (2006); BA 2000 Concordia; PhD 2006 Iowa

Hoffmann, Jeffrey J., Clinical Adjunct Assistant Professor, Family Medicine, 1994 (2002); BS 1976 Loras; DO 1984 Osteopathic Medicine-Des Moines

Hoffmann, Louis G., Emeritus Professor, Microbiology, 1964 (1973); BA 1953 Wesleyan; MS 1958 Johns Hopkins; SCD 1960 Johns Hopkins

Hogan, Michael Joseph, Emeritus Professor, History, 2004 (2004); BA 1965 Northern Iowa; MA 1967 Iowa; PhD 1974 Iowa

Hoganson, Deana D., Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012);

Hogg, Robert V., Emeritus Professor, Statistics Actuarial Science, 1948 (1962); BA 1947 Illinois; MS 1948 Iowa; PhD 1950 Iowa

Hogrefe, Christopher Paul, Clinical Assistant Professor, Emergency Medicine, 2011 (2011); BS 2004 Creighton; MD 2008 Iowa

Hohl, Raymond J., Professor, Pharmacology/Internal Medicine, 1991 (2000); BS 1978 Illinois; MD 1984 Rush

Holanda, Danniele Gomes, Clinical Assistant Professor, Pathology, 2013 (2013);

Holbrook, Mark Andrew, Lecturer, Social Work/Biology, 1999 (2002); PhD 1998 Iowa

Holland, Randy J., Adjunct Lecturer, Law-Faculty, 2006 (2006); BA 1969 Swarthmore; JD 1972 Pennsylvania Law; LLM 1998 Virginia Law

Holland, Robert N., Adjunct Lecturer, Management Organizations, 2000 (2000); BA 1950 Yale


Hollingworth, Liz, Associate Professor, Edu Policy Leadership Studies, 2006 (2012); BA 1992 UCLA; MS 1994 Northwestern; PhD 2005 Iowa

Hollins, George, Adjunct Lecturer, Management Sciences, 2010 (2010); BS 1981 Iowa State; BS 1987 Upper Iowa; MA 2007 St Ambrose

Holloway, Julie Ann, Professor, Prosthodontics, 2011 (2011); DDS 1990 Ohio State; MS 1993 Ohio State

Holly Jr., Forrest M., Emeritus Professor, Civil-Environmental Engineering, 1982 (1990); BS 1968 Stanford; MS 1969 Washington; PhD 1975 Colorado State

Holm, Adrian Nathan, Clinical Assistant Professor, Internal Medicine, 2010 (2010); BA 1997 Luther; MD 2004 Des Moines

Holm, Eric J., Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BA 1999 Central College; MD 2003 Iowa

Holm, Lloyd David, Clinical Adjunct Associate Professor, Obstetrics Gynecology, 2009 (2011); BA 1975 Olivet, MI; DO 1980 Midwestern, Downers Grove

Holman, Carol Joy, Clinical Associate Professor, Pathology, 2011 (2011); BS 1990 Valparaiso; MD 1999 Illinois; PhD 1999 Illinois

Holmes, David Charles, Professor, Family Dentistry, 2004 (2010); BS 1973 Iowa; DDS 1978 Iowa; MS 1991 Iowa

Holmes, Donald C., Adjunct Lecturer, Law-Faculty, 2009 (2009); BA 1965 Maryland; JD 1968 George Washington

Holstein, Ellen Susanne, Adjunct Instructor, Religion, 2011 (2011); BA 1982 Concordia, MN; MDIV 1987 Wartburg Theological; MA 1998 Iowa

Holstein, Jay A., Professor, Religion, 1970 (1982); BA 1960 Temple; MA 1966 Hebrew Union; PhD 1970 Hebrew Union

Holstein, Sarah Abigail, Assistant Professor, Internal Medicine, 2010 (2010); BA 1997 Iowa; PhD 2004 Iowa; MD 2004 Iowa

Holtje, Lenore Ann, Clinical Professor, Communication Sciences and Disorders/Pediatrics, 1998 (2007); BS 1977 Minnesota; MA 1979 Minnesota; PhD 1989 Syracuse

Holton, Nathan Eugene, Assistant Professor, Orthodontics, 2010 (2010); MA 2002 Northern Illinois; PhD 2009 Iowa

Holtsmark, Erling Bent, Emeritus Professor, Classics, 1963 (1982); BA 1959 California-Berkeley; PhD 1963 California-Berkeley

Honeycutt, Karen, Clinical Adjunct Assistant Professor, Pathology, 2013 (2013);

Hong, Daehoon S., Assistant Professor, Teaching and Learning, 2013 (2013);

Hong, Liu, Associate Professor, Dows Institute-Research, 2009 (2009); MD 1990 Shanghai Second Medical; MS 1993 Shanghai Second Medical; PhD 2000 Toyota

Hong, Sandy D., Clinical Associate Professor, Pediatrics, 2007 (2013); MD 2001 California

Hood, Albert B., Emeritus Professor, Rehabilitation and Counselor Education, 1965 (1965); BA 1951 New Hampshire; EDD 1957 Cornell

Hood, Margie, Lecturer, Teaching and Learning, 2005 (2005); BS 1972 Iowa

Hooker, Nick Alan, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); DDS 2001 Iowa

Hooks, Adam G., Assistant Professor, English, 2009 (2009); MA 2003 Georgetown; MPHIL 2006 Columbia, New York City; PhD 2009 Columbia, New York City

Hooper, Catalina J., Adjunct Assistant Professor, Psychology, 2010 (2010); PhD 2008 Minnesota

Hoopes, Brooke L., Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); BA 2005 Weber State

Hoover, Hiram D., Emeritus Professor, Iowa Testing Programs, 1967 (1980); BS 1962 Missouri; MA 1964 Iowa; PhD 1969 Iowa

Hope, Geoffrey R., Professor, French Italian/International Programs/Teaching and Learning, 1978 (2003); BA 1969
Johns Hopkins; MED 1971 Temple; MA 1975 Pennsylvania; PHD 1979 Pennsylvania


Horner, Kathleen Elizabeth, Clinical Assistant Professor, Pharmacy, 2005 (2007); BS 1999 Saint Louis; PHARMD 2004 Iowa

Horner Brackett, Rachel Anne, Adjunct Assistant Professor, Anthropology, 2012 (2012); BA 2001 Knox College-Galesburg, IL; MA 2003 University of Iowa; MPH 2005 University of Iowa

Hornick, Douglas B., Clinical Professor, Internal Medicine, 1988 (2002); BS 1978 St. Lawrence; MD 1982 Maryland

Horning, Andrew Martin, Adjunct Lecturer, Management Organizations, 2010 (2010); MBA 2007 Iowa

Horowitz, Steven Paul, Adjunct Assistant Professor, American Studies, 1995 (1995); PHD 1986 Iowa

Horswill, Alexander R., Associate Professor, Microbiology, 2005 (2010); BS 1995 Wisconsin-Madison; PHD 2001 Wisconsin-Madison

Horswill, Michelle Costello, Adjunct Instructor, Health and Human Physiology, 2013 (2013);

Horton, Diana G., Emeritus Associate Professor, Biology, 1983 (1989); BED 1972 Alberta-Canada; PHD 1981 Alberta-Canada

Horton, Douglas James, Adjunct Associate Professor, Family Dentistry, 1997 (2012); DDS 1976 Iowa

Horton, Matthew Randy, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2002 Iowa

Horwitz, Henry G., Emeritus Professor, History, 1963 (1970); BA 1959 Haverford; PHD 1963 Oxford

Horwitz, Phillip Andrew, Clinical Associate Professor, Internal Medicine, 2003 (2008); BA 1989 Colorado; MD 1995 Washington


Hoshi, Hisakazu, Clinical Associate Professor, Surgery, 2007 (2011); MD 1991 Shiga Univ. of Med Science

Hoskins, Brenda Lee Carter, Clinical Associate Professor, Nursing, 2005 (2010); BSN 1994 Coe College; MSN 1998 Iowa; DNP 2006 Rush University


Hosp, Michelle K., Lecturer, Teaching and Learning, 2010 (2010); PHD 2002 Vanderbilt

Hostetter, Jesse Michael, Adjunct Associate Professor, Epidemiology, 2007 (2010); DVM 1991 Iowa State; PHD 2000 Iowa State

Hoth, Karin F., Assistant Professor, Psychiatry, 2013 (2013);

Hoth, Peter L., Clinical Assistant Professor, Family Medicine, 2013 (2013);

Houge, Todd, Lecturer, Finance, 1998 (2009); BA 1992 Wartburg; MBA 1994 Iowa; PHD 1998 Iowa

Houcrade, Juan Pablo, Associate Professor, Computer Science, 2006 (2012); BS 1996 American University; MS 2000 Maryland; PHD 2003 Maryland

House, Hans Robert, Clinical Professor, Emergency Medicine, 2002 (2012); MD 1997 Southern California

Housel, Audrey Kae, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2011); PHARMD 2008 Creighton

Houseman, Jeffrey A., Adjunct Instructor, Pharmacy, 2003 (2003); BS 1981 Iowa; BSPH 1981 Iowa

Houser, Kara Marie, Adjunct Instructor, Social Work, 2012 (2012);

Houston, Douglas W., Associate Professor, Biology, 2004 (2010); BS 1992 Florida Inst of Tech; PHD 1999 Miami School of Med

Houtman, Jon C., Associate Professor, Microbiology/Internal Medicine, 2005 (2011); BA 1994 Minnesota; PHD 1999 Wisconsin

Hove, Harlo Dennis, Emeritus Assistant Professor, Emergency Medicine, 1990 (1995); BS 1970 Iowa State; BS 1972 South Dakota; MD 1974 Nebraska

Hovenkamp, Herbert, Professor, Law-Faculty, 1986 (1986); MA 1971 Texas; PHD 1976 Texas; JD 1978 Texas

Howard, Matthew A., Professor, Neurology/Otolaryngology-Head Neck Surgery/Neurosurgery, 1993 (2002); BS 1981 Tufts; MD 1985 Virginia

Howe, James Robinson V., Professor, Surgery, 1996 (2005); AB 1982 Dartmouth; MD 1987 Vermont

Howell, Gary, Adjunct Lecturer, Law-Faculty, 2005 (2005); BA 1972 Iowa; JD 1976 Iowa

Howell, James Perry, Lecturer, Rhetoric, 2004 (2013); BA 1979 Swarthmore College; PSYD 1987 VA Consortium for Prof. Psych.

Howell, Nicholas Mark, Adjunct Assistant Professor, Pharmacy, 2007 (2007); PHARMD 2006 Iowa

Howes, Gregory Gershon, Associate Professor, Physics Astronomy, 2008 (2013); BS 1994 CalTech; MS 1998 UCLA; PHD 2004 UCLA

Howren, Matthew Bryant, Adjunct Assistant Professor, Psychology, 2009 (2009); BA 2003 South Alabama; MA 2007 Iowa; PHD 2009 Iowa

Hoxie, Logan Davies, Clinical Adjunct Assistant Professor, Urology, 1999 (1999); MD 1992 Iowa

Hoyt, Robert Hughes, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); MD 1983 Iowa

Hribar, Steven Paul, Professor, Accounting, 2006 (2012); PHD 2000 Iowa

Hu, Hung-Shu, Emeritus Professor, Art Art History, 1968 (1982); BSC 1959 Cheng-Kung-Taiwan; MFA 1966 Cranbrook Academy of Art

Hua, Youjia, Assistant Professor, Teaching and Learning, 2008 (2008); BA 1999 Shanghai; MS 2002 Mercyhurst; PHD 2008 Penn State
Ingram, Todd Newell, Clinical Assistant Professor, Nursing, 1995 (2002); BA 1974 Iowa; BSN 1980 Iowa; MA 1994 Iowa

Inman, Lorinda K., Adjunct Assistant Professor, Nursing, 1989 (1989); MSN 1976 Loyola-Chicago

Iovanov, Miodrag C., Assistant Professor, Mathematics, 2012 (2012);

Iqbal, Adnan, Clinical Adjunct Assistant Professor, Psychiatry, 2010 (2010); MBBS 1990 Nishtar Medical College

Irani, Kaikobad, Professor, Radiation Oncology/Internal Medicine, 2013 (2013);

Irish, Erin E., Associate Professor, Biology, 1990 (1999); BA 1980 Hiram; PHD 1984 Indiana

Irish, Michael S., Clinical Adjunct Associate Professor, Surgery, 2002 (2004); BS 1986 Tulane; MD 1990 Kansas

Isham, Mark, Adjunct Lecturer, English, 1988 (1994); MA 1976 Iowa

Isham, Susan C., Lecturer, English as Second Language, 1980 (2010); BA 1971 Illinois; MA 1972 Iowa

Ituk, Unyime, Clinical Assistant Professor, Anesthesiology, 2011 (2013); MBBS 1998 Med, Uni of Ibadan

Ivanovic, Marina, Clinical Associate Professor, Pathology, 2010 (2010); MD 1992 Zagreb

Iverson, Jennifer Joy, Assistant Professor, Music, 2009 (2009); MM 2003 Northern Iowa; PHD 2009 Texas

Iverson, William L., Clinical Associate Professor, Internal Medicine, 2002 (2005); BA 1990 Iowa; MD 1995 Iowa

Izakovic, Martin, Clinical Adjunct Associate Professor, Internal Medicine, 2005 (2008); MD 1995 Comeniu, Slovakia

Jabbari, Gholam H., Clinical Adjunct Instructor, Obstetrics Gynecology, 1982 (1982); MD 1975 Pahlari Univ-Iran

Jackman, Bryce A., Adjunct Instructor, Pharmacy, 1997 (1997); MS 1992 Kansas

Jackson, Amy Lynn, Adjunct Assistant Professor, Pharmacy, 2000 (2000); PHARMD 1999 Drake

Jackson, Donald F., Emeritus Associate Professor, Classics, 1967 (1973); BA 1962 Niagara; MA 1964 Indiana; PHD 1967 Indiana

Jackson, Frances M., Clinical Adjunct Associate Professor, Pediatrics, 2002 (2009); BS 1982 ILLINOIS; MS 1983 ILLINOIS; MD 1987 ILLINOIS


Jackson, Robert A., Emeritus Associate Professor, Social Work, 1975 (2001); BA 1963 St. Ambrose; MA 1967 Aquina Inst of Theology; MSW 1974 Iowa

Jackson, Vlada, Adjunct Instructor, Asian Slavic Languages Literature, 2013 (2013);

Jacob, Mathews, Assistant Professor, Radiation Oncology/ Electrical-Computer Engineering, 2011 (2011); MS 1993 Ind Inst, Bangalore; PHD 2003 Swiss Fed Inst of Tech

Jacobi, Susan Marie, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); BS 1982 Iowa State; MD 1986 Iowa

Jacobsen, Cheryl Denise, Adjunct Assistant Professor, Interdisciplinary Programs, 1998 (2000); BS 1984 Iowa State University

Jacobsen, Ryan B., Clinical Assistant Professor, Pharmacy, 2005 (2005); BA 1998 Dana College; PHARMD 2002 Creighton

Jacobson, Geraldine M., Clinical Adjunct Professor, Radiation Oncology, 2002 (2008); BS 1972 Michigan State; MD 1981 Utah

Jacobson, Wayne, Adjunct Assistant Professor, Edu Policy Leadership Studies, 2011 (2011); MA 1986 Minnesota; MS 1993 Wisconsin; PHD 1997 Wisconsin

Jaeger, Jeffrey A., Clinical Assistant Professor, Psychiatry, 2012 (2012);

Jaeger, William Kenneth, Adjunct Professor, Economics, 2010 (2010); PHD 1985 Stanford


Jain, Subhash C., Emeritus Professor, Civil-Environmental Engineering, 1971 (1982); BS 1957 Agra-India; BE 1960 Roorkee - India; ME 1966 Roorkee-India; PHD 1971 Iowa

Jakobsen, James F., Emeritus Associate Professor, Mathematics, 1959 (1964); BS 1950 SW Missouri State; MA 1952 Missouri; PHD 1959 Missouri

James, Cory Lathuriel, Lecturer, Rehabilitation and Counselor Education, 2012 (2012); MA 2006 Langston University, Ok. City

James, Jennifer A., Adjunct Associate Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 1999 Virginia Commonwealth

James, Johnnie Eugene, Adjunct Instructor, Health and Human Physiology, 2012 (2012); BS 2001 The University of Iowa; MS 2004 The University of Iowa

James, Paul Arthur, Professor, Family Medicine/Occupational Environmental Health, 2001 (2005); BA 1980 North Carolina; MD 1984 North Carolina

Jamroek, Diane L., Adjunct Instructor, Preventive Community Dentistry, 2000 (2000); BS 1984 Hawkeye Community

Janda, Swinder, Adjunct Professor, Marketing, 2009 (2009); BS 1987 Panjab University; MBA 1992 Arkansas; PhD 1996 Arkansas, Fayetteville

Jannie, Karry M., Clinical Assistant Professor, Family Medicine, 2012 (2012);

Janz, Kathleen F., Professor, Health and Human Physiology/Epidemiology, 1982 (2004); BS 1978 Wisconsin-Stevens Point; MA 1982 Northern Colorado; EDD 1990 Northern Colorado

Janz, Siegfried, Professor, Pathology, 2007 (2007); MD 1985 Leipzig, Germany; DSC 1995 Leipzig, Germany
Japsen, Bruce R., Adjunct Instructor, Journalism Mass Communication, 2013 (2013);
Jarosinski, Keith W., Assistant Professor, Microbiology, 2011 (2011); BS 1995 Rochester Institute of Tech; PHD 1999 SUNY-Health Science
Jarvey, John A., Adjunct Lecturer, Law-Faculty, 1997 (2005); BS 1978 Akron; JD 1981 Drake University
Jarzynka-Papineau, Julie A., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);
Jean, Wenny, Clinical Adjunct Assistant Professor, Family Medicine, 2007 (2007); BA 2000 Missouri - Kansas City; MD 2000 Missouri - Kansas City; MPH 2004 Iowa
Jebson, Peter, Emeritus Professor, Anesthesia, 1980 (1980); MBCHB 1963 St Andrews
Jenkins, Angela Danielle, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012);
Jennings, Michael Andrew, Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BS 1972 Iowa; MD 1976 Iowa
Jennings, Will, Lecturer, Rhetoric, 1997 (2001); MFA 1993 Iowa
Jennissen, Charles, Clinical Associate Professor, Emergency Medicine/Pediatrics, 1999 (2007); MD 1986 Minnesota
Jensen, Chris S., Clinical Professor, Pathology, 1999 (2010); BS 1985 Iowa State; MD 1989 Iowa
Jensen, Joelle Lyn, Clinical Adjunct Instructor, Nursing, 1995 (1995); BSN 1984 Dubuque; MSN 1988 Dubuque; CER 1993 ANCC
Jensen, Paul Wayne, Adjunct Instructor, Journalism Mass Communication, 2010 (2010); BA 1975 Missouri
Jensen, Valerie Ellen, Adjunct Assistant Professor, Pharmacy, 2007 (2007); BPH 1990 Iowa
Jeronimo, Selma M., Adjunct Professor, Internal Medicine, 2002 (2002); PHD 1994 Paulista DE Medicina-Sao Paulo
Jerz, Richard A., Adjunct Assistant Professor, Industrial Engineering/Management Sciences, 2002 (2002); BS 1978 Illinois Technology; MBA 1984 St. Ambrose; PHD 1997 Iowa
Jeske, Diane, Professor, Philosophy, 1992 (2009); BA 1988 Lawrence; PHD 1992 MIT
Jessen, Kerry, Adjunct Instructor, Pharmacy, 2000 (2000); BS 1977 Iowa
Jessop, Julie L. P., Associate Professor, Chemical Biochemical Engineering, 2000 (2009); BS 1994 Michigan State; PHD 1999 Michigan State
Jetton, Jennifer Garcia, Clinical Assistant Professor, Pediatrics, 2010 (2010); MD 2004 Baylor College of Medicine
Jew, Jean Y., Emeritus Professor, Anatomy Cell Biology, 1973 (1984); BS 1969 Newcomb; MD 1973 Tulane
Jin, Zhendong, Associate Professor, Medicinal Natural Products, 1997 (2003); BS 1988 East China Normal; MA 1990 State Univ of NY-Buffalo; PHD 1995 Purdue
Jivanjee, Shabnam Ibrahim, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARMD 2011 University of Iowa
Joanning, Harvey Herman, Adjunct Professor, Rehabilitation and Counselor Education, 2010 (2010); BA 1969 Briar Cliff College; MA 1972 Iowa; PHD 1973 Iowa
Jochimsen, Peter R., Emeritus Professor, Surgery, 1983 (1983); BA 1961 Ripon; MD 1965 Marquette
Jogerst, Gerald John, Professor, Family Medicine, 1993 (2005); BA 1969 Loras; MD 1976 Iowa
Johannesen, Megan Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2009 Iowa
Johannesen, Robert G., Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BA 1973 Central College; MD 1977 Loyola, Chicago
Johannsson, Birgir, Clinical Associate Professor, Internal Medicine, 2007 (2013); MD 1997 Iceland
Johlin, Frederick C., Professor, Internal Medicine, 1986 (2004); BS 1976 Toledo; MD 1980 Toledo Medical College
Johnsen, David C., Professor, Pediatric Dentistry/Preventive Community Dentistry/Pediatrics, 1995 (1995); BS 1965 Michigan; DDS 1970 Michigan; MS 1973 Iowa
Johnson, Alan K., Professor, Health and Human Physiology/Pharmacology/Psychology, 1973 (1982); BS 1964 Pennsylvania State; MA 1966 Temple; PHD 1970 Pittsburgh
Johnson, Brianna Noel, Lecturer, English as Second Language, 2012 (2012);
Johnson, Chris A., Professor, Ophthalmology Visual Science, 2006 (2006); BA 1970 Oregon; MSC 1972 Penn State; MS 1972 Penn State; PHD 1974 Penn State
Johnson, Christina R., Lecturer, Health and Human Physiology, 2006 (2010); BA 1999 Iowa; BS 1999 Iowa; MA 2001 Iowa; PHD 2006 Iowa
Johnson, David Cassels, Assistant Professor, Teaching and Learning, 2013 (2013);
Johnson, Deanna S., Lecturer, Spanish Portuguese, 2001 (2008); BA 1977 DRURY; BM 1979 DRURY; MA 1981 Iowa; PHD 1995 Iowa
Johnson, Debra Lynn, Adjunct Assistant Professor, Psychology, 1997 (1997); BS 1987 South Dakota; MS 1991 Utah; PHD 1993 Utah
Johnson, Dorothy, Professor, Art Art History, 1987 (1997); BA 1972 Cincinnati; MA 1979 Cincinnati; PHD 1986 Calif-Berkeley
Johnson, Elise, Adjunct Instructor, Theatre Arts, 2011 (2011); BA 2010 Iowa
Johnston, Emilie DestrueL, Assistant Professor, French Italian, 2013 (2013);

Johnston, Erik, Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); BA 2001 Hamilton College; AB 2001 Hamilton College; DMD 2008 Connecticut

Johnston, Eugene W., Emeritus Professor, Mathematics, 1966 (1975); BA 1963 Calif-Riverside; MA 1964 Calif-Riverside; PhD 1966 Calif-Riverside

Johnston, Frances Lauri, Clinical Associate Professor, Internal Medicine, 2006 (2006); BS 1984 Washington, Seattle; MD 1988 Washington, Seattle

Johnston, George F., Emeritus Professor, Pathology, 1976 (1988); BA 1963 Park; PhD 1969 Iowa State; MS 1976 Johns Hopkins

Johnston, Georgia Kay Tonn, Professor, Periodontics, 1991 (1996); BS 1975 Luther; SCB 1975 University of Iowa; DDS 1981 Iowa; MS 1983 Iowa

Johnston, Gregory M., Adjunct Instructor, Journalism Mass Communication, 2008 (2008); BA 1978 Luther College; MA 1984 Iowa

Johnston, Hans Joseph, Assistant Professor, Electrical-Computer Engineering/Biomedical Engineering/Psychiatry, 2006 (2009); BSE 1997 Iowa; MS 2000 Iowa; PHD 2002 Iowa

Johnston, Hollie Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARMD 2004 Drake

Johnston, Jack D., Lecturer, French Italian, 1999 (2001); PhD 1995 California-Berkeley

Johnston, Jennifer Aileen, Clinical Assistant Professor, Family Medicine, 2013 (2013);

Johnston, Krista Marie, Clinical Associate Professor, Internal Medicine, 2012 (2012); MD 1995 Washington SOM

Johnston, Leah M., Clinical Adjunct Assistant Professor, Family Medicine, 2003 (2003); BA 1995 St. Olaf; MD 1999 Minnesota

Johnston, Marion Rae Biron, Emeritus Professor, Nursing, 1973 (1999); BSN 1958 St. Teresa; MSN 1961 Case Western Reserve; PhD 1986 Iowa

Johnston, Melinda Jane, Clinical Associate Professor, Internal Medicine, 2000 (2007); BS 1992 South Dakota; MD 1996 Brown-Dartmouth Medical


Johnston, Ralph Fred, Adjunct Assistant Professor, Psychology, 2007 (2007); BA 1977 Hamline; MA 1981 Iowa; PhD 1985 Iowa

Johnston, Sarah, Clinical Assistant Professor, Pharmacy, 2000 (2000); BS 1995 Iowa; BSPH 1995 Iowa; PHARMD 1997 Iowa

Johnston, Shella Ranae, Adjunct Assistant Professor, Pharmacy, 2004 (2004); PHARMD 2002 Iowa

Johnston, Susan Rae, Professor, Epidemiology/Obstetrics Gynecology, 1980 (1994); BA 1973 Iowa; MD 1976 Iowa; MS 1985 Iowa

Johnston, Truman Christopher, Adjunct Assistant Professor, Periodontics, 2012 (2012);

Johnston, W. Bruce, Professor, Accounting, 1988 (1993); BS 1970 Oregon; MS 1973 Ohio State; PHD 1975 Ohio State

Johnston, Wayne A., Professor, Physiology, 1989 (2002); BS 1980 Wyoming; PhD 1985 Washington

Johnston, William, Emeritus Professor, Microbiology, 1970 (1980); BS 1963 Marietta; MS 1965 Miami; PhD 1968 Rutgers

Johnston, William T., Professor, Endodontics, 1980 (1999); BA 1971 Drake; DDS 1975 Iowa; MS 1981 Iowa

Johnston, Maya Krista, Clinical Adjunct Assistant Professor, Internal Medicine, 2013 (2013);

Johnston, Richard C., Clinical Professor, Orthopaedics and Rehabilitation, 1967 (1982); MD 1958 Iowa

Johnston, Sara Pfister, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2009 (2013); BS 1989 Madison @ Madison; MS 2004 Madison @ Madison

Joiner, Mei-Ling Anne, Assistant Professor, Internal Medicine, 2009 (2009); PHD 1999 Brandeis

Jolin, Sarah Jean, Adjunct Instructor, Family Medicine, 2010 (2010); BS 1996 Iowa State; MSW 1999 Washington Univ

Jones, Bradley D., Professor, Microbiology, 1994 (2011); BS 1985 Maryland; PhD 1989 Maryland

Jones, Carolyn C., Professor, Law-Faculty, 2004 (2004); BA 1976 Iowa; JD 1979 Iowa

Jones, David A., Clinical Assistant Professor, Orthodontics, 2011 (2011); AB 1973 Southern Methodist; DDS 1982 UMKC; MSD 1990 UT,Houston


Jones, Ellen Louise, Adjunct Lecturer, Law-Faculty, 2005 (2005); BA 1990 Iowa; JD 1993 Iowa; MA 1994 Iowa

Jones, Jeremy, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DMD 2009 Boston; BS 2009 Indiana University; DMD 2009 Boston University; BA 2009 Indiana

Jones, Jody Lynn, Clinical Assistant Professor, Psychology/Surgery, 2009 (2009); MA 1993 Richmond; PHD 1997 Alabama

Jones, Merritt Elmer, Adjunct Assistant Professor, Family Dentistry, 2004 (2004); BS 1976 University of Iowa; DDS 1980 University of Iowa


Jones, Robert, Adjunct Professor, Public Policy Center/Statistics Actuarial Science/Biostatistics, 2006 (2006); BA 1972 Southern California; MA 1975 Calif-Los Angeles; PhD 1986 Washington

Jones, Morgan John, Emeritus Associate Professor, Music, 1978 (1991); BM 1960 Iowa; MA 1962 Iowa; PHD 1975 Northwestern

Jones, Nancy Lyn, Adjunct Lecturer, Law-Faculty, 2006 (2006); BA 1969 Luther College; MAT 1970 Brown; PHD 1982 Iowa
Jones, Patricia Camille, Emeritus Associate Professor, Theatre Arts/African-American Studies, 2001 (2001); BA 1977 Minnesota; MA 1985 Iowa; MFA 1991 Iowa


Jones, Robert Dallas, Clinical Professor, Neurology, 1997 (2013); BA 1979 Wisconsin; MA 1984 Iowa; PHD 1986 Iowa

Jones, Shelley Ann, Clinical Adjunct Instructor, Internal Medicine, 1997 (1997); MD 1986 Iowa

Jones, Susan Sondrol, Lecturer, Music, 1998 (2001); BM 1967 Iowa; MA 1968 Iowa; MFA 1970 Iowa


Jones-Rogers, Stephanie, Assistant Professor, Gender, Women's and Sexuality Studies/History, 2012 (2012);

Jordan, Dennis Everett, Adjunct Lecturer, Management Organizations, 2010 (2010); AA 1989 Kirkwood Community; BA 1991 Northern Iowa; MBA 1998 Iowa

Jordan, Philip Eugene, Adjunct Lecturer, University College, 2007 (2013); MA 1998 Upper Iowa University

Jorgensen, James David, Adjunct Assistant Professor, Management Organizations, 2008 (2008); BA 1990 Iowa State; JD 1993 Michigan

Jorgensen, Jodi, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); AASC 2003 Kirkwood; BA 2009 Ashford

Jorgensen, Palle E., Professor, Mathematics, 1983 (1983); BA 1968 AARHUS-Denmark; MS 1970 AARHUS; PHD 1973 AARHUS

Joselson, Rachel A., Associate Professor, Music, 1997 (2004); BM 1977 Florida State; MM 1980 Indiana-Blomington


Joseph, Maria Lindell, Clinical Assistant Professor, Nursing, 2011 (2012); BSC 1993 Southern Adventist University; BS 1993 Southern Adventist; PHD 2007 Capella

Joshi, Adweta, Adjunct Lecturer, Public Policy Center, 2013 (2013); BA 2004 Inst of Tech Bhopal, India; MS 2009 The University of Iowa

Joshi, Charuta Narayan, Clinical Associate Professor, Neurology/Pediatrics, 2008 (2008); MD 1995 Grant Medical College

Joyce, Steven, Clinical Adjunct Assistant Professor, Pediatrics, 2001 (2001); MD 1996 Iowa

Judge-Ellis, Teresa M., Clinical Associate Professor, Nursing, 1999 (2010); BSN 1988 St. Louis; MSN 1996 Pacific Lutheran

Judisch, George Franklin, Emeritus Professor, Ophthalmology Visual Science, 1975 (1985); BS 1958 Iowa State; MD 1962 Iowa

Juergens, Shannon L., Adjunct Lecturer, Marketing, 2009 (2009); MBA 2008 Iowa

Jugessur, Aju S., Adjunct Assistant Professor, Physics Astronomy, 2012 (2012);

Juhlin, Jon Jeffrrey, Adjunct Assistant Professor, Endodontics, 2010 (2010); BS 1978 Iowa State; MSD 1991 Iowa; DDS 1991 Iowa

Julian, Nashae Yvonne, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2008 (2013); BS 2002 Presentation College; MS 2004 Northern State

Jung, Anita, Professor, Art Art History, 2006 (2012); BFA 1985 Arizona State; MFA 1990 Wisconsin @ Madison

Jung, Michael J., Clinical Adjunct Associate Professor, Family Medicine, 1985 (1994); MD 1980 South Dakota

Juracek, Lyle, Adjunct Assistant Professor, Dance, 1996 (1996); BM 1973 Nebraska Wesleyan; MM 1975 Michigan State

Just, Craig Lavern, Assistant Professor, Civil-Environmental Engineering, 2002 (2002); BS 1992 Northern Iowa; MA 1994 Northern Iowa; PhD 2001 Iowa

Just, Tracy A., Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); AA 1989 Des Moines Comm College

Justman, Bruce Cary, Clinical Associate Professor, Endodontics, 1985 (2000); BS 1979 Loras; DDS 1983 Iowa

Kaaret, Philip Elias, Professor, Physics Astronomy, 2004 (2008); BS 1984 Mass Inst of Tech; PHD 1989 Princeton

Kabadi, Udaya M., Clinical Adjunct Professor, Internal Medicine, 1981 (2001); MBBS 1965 Bombay-India; MD 1970 Bombay-India

Kabel, David Warren, Clinical Adjunct Associate Professor, Internal Medicine, 2006 (2006); BS 1970 Iowa; MD 1973 Iowa

Kaboli, Peter John, Professor, Epidemiology/Internal Medicine, 2000 (2012); BS 1989 Iowa; MD 1994 Iowa; MS 2000 Iowa

Kacmarynski, Deborah Sue Follmer, Clinical Assistant Professor, Otolaryngology-Head Neck Surgery/Pediatrics, 2009 (2009); MD 2002 Minnesota Medical; MSO 2009 Minnesota

Kademian, Jack, Clinical Assistant Professor, Radiology, 2007 (2007); MD 1998 St. George

Kader, Khalid, Adjunct Assistant Professor, Biomedical Engineering, 2001 (2001); BS 1992 Augsburg; MS 1998 Case Western Reserve; PHD 2001 Case Western Reserve

Kadera, Kelly Michele, Associate Professor, Political Science/International Programs, 1993 (2003); BA 1987 Wells; MA 1988 Illinois-Urbana; PHD 1995 Illinois-Urbana

Kading, Thane Ann, Adjunct Assistant Professor, Pharmacy, 2004 (2004); PHARM 1996 Iowa

Kaduce, Ryan Louis, Lecturer, English as Second Language, 2011 (2011); BA 2008 Iowa; MA 2010 Univesity of Iowa

Kahn, Daniel, Professor, Radiology, 1988 (2005); BS 1977 Illinois; MD 1981 Hahnemann
Kair, Laura Rachael, Clinical Assistant Professor, Pediatrics, 2013 (2013); BS 2006 Midwestern State University

Kaldjian, Lauris Christopher, Professor, Internal Medicine, 2000 (2012); BS 1984 Michigan; BA 1986 Oxford; MD 1989 Michigan; MDIV 1994 Yale

Kailil, Roberto Sami, Clinical Associate Professor, Internal Medicine, 2000 (2003); MD 1985 Federal of Pelotas Brazil

Kalil, Linda B., Adjunct Instructor, Pharmacy, 2002 (2002); BSN 1979 South Dakota

Kalina, Paul R., Assistant Professor, Theatre Arts, 2009 (2009); BS 1991 Illinois State; MFA 2007 Idaho

Kallaus, Norman F., Emeritus Professor, Management Organizations, 1953 (1967); BSC 1949 Iowa; MA 1951 Iowa; PhD 1956 Iowa

Kallemeyn, Nicole Ann, Lecturer, Biomedical Engineering, 2011 (2011); BSE 2003 Dordt College; MS 2005 Iowa; PhD 2009 Iowa

Kamala, Jerusa Kokuhumbya, Adjunct Instructor, Obstetrics Gynecology, 2008 (2008); BS 1976 St. Olaf College; BSC 1976 St. Olaf College; MD 1980 Howard University

Kamath, Aparna Sameer, Clinical Assistant Professor, Internal Medicine, 2011 (2011); MBBS 2001 Topiwalla Nat Med Col

Kamath, Sameer Shantaram, Clinical Assistant Professor, Pediatrics, 2008 (2008); MBBS 1997 Topiwalla National Med; MD 1997 Case Western Reserve

Kamerick, Eileen A., Adjunct Lecturer, Law-Faculty, 2007 (2007); AB 1980 Boston College; JD 1984 Chicago; MBA 1993 Chicago

Kamerick, Kathleen Clare, Lecturer, History, 1992 (1999); BA 1975 Iowa; MA 1984 Iowa; PhD 1991 Iowa

Kampf, Jack Alan, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011);

Kanak, Smitha, Clinical Adjunct Assistant Professor, Internal Medicine, 2013 (2013);

Kane, Francis Leo, Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BS 1982 Missouri; MD 1986 Missouri

Kane-Johnson, Nancy Jean, Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); MD 1985 Iowa

Kanellis, Michael James, Professor, Pediatric Dentistry, 1984 (2005); DDS 1979 Iowa; MS 1981 Iowa

Kang, Jiyeon, Assistant Professor, Communication Studies, 2010 (2010); BA 1999 Seoul National; MA 2001 Seoul National; PhD 2009 Illinois

Kanouse, Sarah, Assistant Professor, Art Art History, 2008 (2008); BA 1997 Yale; MFA 2004 Illinois

Kao, Simon Ching-Shun, Professor, Radiology, 1987 (1997); MBBS 1976 Hong Kong

Kapadia, Muneera Rehana, Clinical Assistant Professor, Surgery, 2010 (2010); MD 2002 Michigan

Karacay, Bahri, Adjunct Associate Professor, Pediatrics, 2005 (2012); MS 1987 Ataturk ,Turkey; MS 1992 Ohio State; PHD 1996 Ohio State

Karacay, Kate C., Adjunct Lecturer, University College Courses, 2011 (2011); BA 1997 Iowa; MA 2008 Iowa

Karam, Matthew, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2011 (2011); BS 2001 Iowa; MD 2005 Chicago Medical

Karandikar, Nitin Jayant, Professor, Pathology, 2012 (2012);

Kardon, Randy Herbert, Professor, Ophthalmology Visual Science, 1989 (2004); BS 1975 Iowa; PHD 1982 Iowa; MD 1982 Iowa

Karim, Yasser Mohamed, Clinical Associate Professor, Anesthesiology, 2001 (2011); PNS 1971 Ains Shams; MBBC 1976 Ains Shams; MSC 1980 Ains Shams

Karkow, Diana C., Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Karnell, Michael Peter, Associate Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1993 (1993); BA 1978 Western Michigan; MA 1979 Western Michigan; PHD 1983 Iowa

Karnes, Kelly Jo Shannon, Adjunct Lecturer, University College, 2010 (2010); BED 1997 Emporia State; MED 1999 Kansas

Karniski, Lawrence P., Professor, Internal Medicine, 1985 (2000); BS 1974 Kansas; MD 1977 Kansas

Karwal, Mark William, Clinical Associate Professor, Internal Medicine, 1994 (2003); BA 1980 Drake; MD 1984 Iowa

Karwan, Kirk, Adjunct Professor, Management Sciences, 2008 (2008); PhD 1979 Carnegie Mellon

Kashiwada, Masaki, Adjunct Associate Professor, Internal Medicine, 2004 (2011); BS 1989 TOKYO UNIV OF PHARMACY; MS 1991 Hokkaido; PHD 1994 Tokyo

Kasik, John E., Emeritus Professor, Internal Medicine, 1970 (1973); BS 1949 Roosevelt; MS 1953 Chicago; MD 1954 Chicago; PhD 1962 Chicago

Kaskie, Brian, Associate Professor, Health Management Policy, 2000 (2008); BA 1987 Indiana; MA 1993 Washington; PHD 1998 Southern California

Kassas, Sarah Carol, Lecturer, English as a Second Language, 2012 (2012);

Kasson, Barry G., Associate Professor, Pharmacology, 1986 (1996); BA 1974 California-San Diego; MS 1977 California-Los Angeles; PHD 1982 California-Los Angeles

Kasten, Katherine Elizabeth, Lecturer, English as Second Language, 1997 (2010); BA 1968 Grinnell; MA 1989 Iowa State

Kastens, L. Kevin, Professor, Music, 1998 (2011); BS 1977 Illinois; MS 1978 Illinois

Kateeb, Elham Talib, Adjunct Lecturer, Public Policy Center, 2013 (2013); BDS 1997 University of Jordan; MPH 2005 University of Massachusetts

Kates, Kenneth Philip, Adjunct Professor, Health Management Policy, 2009 (2011); BBA 1976 Philadelphia; MBA 1980 Temple

Katopol, Patricia Fields, Assistant Professor, Library Information Science, 2007 (2007); BGS 1976 Michigan;
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly, Louise B.</td>
<td>Clinical Adjunct Professor, Internal Medicine/Pharmacy Practice and Science, 2011 (2011);</td>
</tr>
<tr>
<td>Katz, Daniel A.</td>
<td>Associate Professor, Surgery, 2000 (2007); BS 1986 Fairleigh Dickinson; MD 1990 Johnson</td>
</tr>
<tr>
<td>Katz, David A.</td>
<td>Associate Professor, Internal Medicine/Epidemiology, 2003 (2003); BA 1982 Oberlin College; MD 1987 Jefferson Med College; MS 1995 New England Med</td>
</tr>
<tr>
<td>Katz, Louis Mayer</td>
<td>Clinical Adjunct Professor, Internal Medicine, 2011 (2011); MD 1976 Iowa</td>
</tr>
<tr>
<td>Kauer, Jill Fowler</td>
<td>Clinical Assistant Professor, Pharmacy Practice and Science, 2008 (2008); BS 2002 N. Carolina-Chapel Hill; PHARMD 2006 N. Carolina-Chapel Hill; MPHAR 2009 University of Texas Austin</td>
</tr>
<tr>
<td>Kawai, Masataka</td>
<td>Professor, Anatomy Cell Biology/Internal Medicine, 1987 (1995); BA 1966 Tokyo; PHD 1971 Princeton</td>
</tr>
<tr>
<td>Kawakami, Kiyomi</td>
<td>Lecturer, Asian Slavic Languages Literature, 2011 (2011); BA 1985 Aichi Prefectural; MA 2003 Eastern Michigan; MA 2006 Wisconsin</td>
</tr>
<tr>
<td>Kawamuro, Keiko</td>
<td>Assistant Professor, Mathematics, 2009 (2009); BS 1997 Tokyo; MA 1998 Tokyo; PHD 2006 Columbia</td>
</tr>
<tr>
<td>Kawasaki, Hiroto</td>
<td>Associate Professor, Neurosurgery, 2002 (2001); MD 1995 Tokyo Women’s Medical</td>
</tr>
<tr>
<td>Kayle, Jennifer</td>
<td>Associate Professor, Dance, 2004 (2011); BA 1992 Middlebury, Vermont; MFA 1999 Smith College, Mass.</td>
</tr>
<tr>
<td>Kaylor, Kristen Annette</td>
<td>Adjunct Instructor, Communication Sciences and Disorders, 2013 (2013);</td>
</tr>
<tr>
<td>Kazwell, John Bryan</td>
<td>Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2006 (2011); BS 1988 Wisconsin; BA 1988 Wisconsin; DDS 1996 Illinois</td>
</tr>
<tr>
<td>Ke, Chuanren</td>
<td>Professor, Asian Slavic Languages Literature/International Programs, 1993 (2007); BA 1982 Beijing Normal University; MA 1985 Indiana; PhD 1992 Indiana</td>
</tr>
<tr>
<td>Kealey, Gerald P.</td>
<td>Professor, Surgery, 1985 (1993); BA 1966 Iowa; MD 1969 Iowa; MS 1975 Iowa</td>
</tr>
<tr>
<td>Keane, Robert John</td>
<td>Adjunct Assistant Professor, Pharmacy, 2007 (2007); BE 1991 Iowa State; PHARMD 1998 Iowa</td>
</tr>
<tr>
<td>Kearney, Joseph K.</td>
<td>Professor, Computer Science, 1983 (2001); BA 1975 Minnesota; MA 1979 Texas-Austin; MS 1981 Minnesota; Phd 1983 Minnesota</td>
</tr>
<tr>
<td>Keating, Colleen L.</td>
<td>Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); MD 1993 Texas-Galveston</td>
</tr>
<tr>
<td>Kee, Vicki R.</td>
<td>Adjunct Assistant Professor, Pharmacy, 2003 (2003); PHARMD 1999 Samford University McWhorter S</td>
</tr>
<tr>
<td>Keeg, John Charles</td>
<td>Clinical Assistant Professor, Cardiothoracic Surgery, 2013 (2013);</td>
</tr>
<tr>
<td>Keef, Patrick Emmett</td>
<td>Adjunct Associate Professor, Pharmacy Practice and Science, 2012 (2012);</td>
</tr>
<tr>
<td>Keegan, Kathryn Anne</td>
<td>Adjunct Instructor, Communication Sciences and Disorders, (2013);</td>
</tr>
<tr>
<td>Keegan, Kelly A.</td>
<td>Lecturer, English as Second Language, 2013 (2013);</td>
</tr>
<tr>
<td>Keel, Thomas Wayne</td>
<td>Adjunct Lecturer, Health Management Policy, 1993 (1993); MA 1979 Iowa</td>
</tr>
<tr>
<td>Keefe, Patrick Emmett</td>
<td>Adjunct Associate Professor, Pharmacy Practice and Science, 2012 (2012);</td>
</tr>
<tr>
<td>Keegan, Kelly A.</td>
<td>Lecturer, English as Second Language, 2013 (2013);</td>
</tr>
<tr>
<td>Keegan, Thomas</td>
<td>Lecturer, Rhetoric, 2010 (2011); BA 2002 Virginia; PHD 2010 Iowa</td>
</tr>
<tr>
<td>Keel, Thomas Wayne</td>
<td>Adjunct Lecturer, Health Management Policy, 1993 (1993); MA 1979 Iowa</td>
</tr>
<tr>
<td>Kelley, Robert E.</td>
<td>Emeritus Professor, English, 1966 (1975); BA 1960 Creighton; PHD 1968 Indiana</td>
</tr>
<tr>
<td>Kelley, Charlotte Mary</td>
<td>Adjunct Instructor, Nursing, 2003 (2003); BS 1992 Grand View College; MS 1997 Iowa</td>
</tr>
<tr>
<td>Kelley, Molly Meagan</td>
<td>Lecturer, English as Second Language, 2009 (2010); BA 2007 Iowa; MA 2008 Iowa</td>
</tr>
<tr>
<td>Kelley, Patricia Lou</td>
<td>Emeritus Professor, Social Work, 1974 (1993); BA 1956 Carleton; MSW 1959 Minnesota; Phd 1981 Iowa</td>
</tr>
<tr>
<td>Kelley, Robert E.</td>
<td>Emeritus Professor, English, 1966 (1975); BA 1960 Creighton; PHD 1968 Indiana</td>
</tr>
<tr>
<td>Kelley, Rachel Lynn</td>
<td>Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);</td>
</tr>
<tr>
<td>Kelley, Earl Patrick</td>
<td>Adjunct Associate Professor, Social Work, 2007 (2007); BA Iowa; MSW St Louis</td>
</tr>
<tr>
<td>Kelley, Karen M.</td>
<td>Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARMD 1998 Midwestern</td>
</tr>
<tr>
<td>Kelley, Kevin Michael</td>
<td>Adjunct Associate Professor, Anthropology/Community Behavioral Health, 1982 (1997); BA 1977 Iowa; AM 1980 Illinois; PHD 1988 Illinois</td>
</tr>
<tr>
<td>Kelley, Louise B.</td>
<td>Emeritus Associate Professor, Rhetoric, 1949 (1974); BA 1945 Iowa; MA 1948 Iowa</td>
</tr>
<tr>
<td>Kelley, Michael</td>
<td>Clinical Professor, Pharmacy, 1994 (2010); BS 1973 Iowa; PHARMD 1988 Iowa; MS 1989 Iowa</td>
</tr>
<tr>
<td>Kelley, Mitchell Jay</td>
<td>Clinical Associate Professor, Psych Quant Foundations, 1990 (2006); PHD 1995 Iowa</td>
</tr>
</tbody>
</table>
Kelly, Steven Michael, Adjunct Assistant Professor, Pediatric Dentistry, 1991 (1991); DDS 1988 Iowa; MS 1990 Iowa

Kelsay, Danielle Marie Rubino, Clinical Associate Professor, Communication Sciences and Disorders, 1993 (2006); BS 1984 MA; MA 1987 Iowa

Kelsey, Suzanne Marie Pierce, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2011 (2011); MA 1988 Iowa State

Kemp, David M., Clinical Adjunct Assistant Professor, Pediatrics, 2010 (2010); MD 1972 Iowa

Kemp, John D., Professor, Pathology, 1982 (1990); BA 1971 Indiana; MD 1975 Indiana

Kemp, Kathleen Marie, Adjunct Instructor, Social Work, 2007 (2007); MSW 1990 Iowa

Kemp, Robert L., Emeritus Assistant Professor, Communication Studies, 1966 (1969); BA 1951 Iowa State Teachers; MA 1961 Northern Iowa

Kempchinsky, Paula M., Associate Professor, Spanish Portuguese/Linguistics, 1986 (1992); BS 1976 East Stroudsburg State; MA 1980 Minnesota; PHD 1986 California-Los Angeles

Kennedy, Ann Marie, Adjunct Assistant Professor, Interdisciplinary Programs, 2009 (2009); BA 1989 Holy Cross; MA 1996 Iowa; MFA 1998 Iowa

Kennedy, Danielle Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Kent, Kelly Joann, Adjunct Assistant Professor, Pharmacy, 2008 (2005); PHARMD 2003 Iowa

Kent, Thomas H., Emeritus Professor, Pathology, 1966 (1972); BA 1956 Iowa; MD 1959 Iowa

Kenworthy, Maura Hoyt, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BA 1998 Iowa; DAUD 2002 South Florida

Kepros, Sara Kathleen, Lecturer, Teaching and Learning, 2003 (2003); BA 1994 Clarke, Dubuque, IA; MA 2003 Iowa

Kerber, Linda K., Emeritus Professor, Law-Faculty/History, 1971 (1975); AB 1960 Barnard; MA 1961 New York; PHD 1968 Columbia

Kerber, Richard E., Professor, Internal Medicine/ Emergency Medicine, 1971 (1978); BA 1960 Columbia; MD 1964 New York

Kerns, Ethan, Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); DDS 2007 Iowa

Kerns, Robert J., Professor, Pharmacy, 2002 (2012); BS 1991 Iowa State; PHD 1996 Iowa

Keshwani, Anish, Clinical Adjunct Assistant Professor, Family Medicine, 2008 (2008); MBBS 1989 Mumbai, India; MD 1992 Mumbai, India

Kessler, Jason Richard, Clinical Adjunct Assistant Professor, Pediatrics, 2008 (2008); MD 1998 Iowa

Ketelsen, Tyson J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2006 (2006); PHARMD 2003 Iowa


Kettering, Jon Darwin, Adjunct Lecturer, Finance, 1998 (1998); MBA 1979 Iowa

Keyes, Margaret N., Emeritus Professor, Optical Science Tech Center OSTC, 1951 (1975); BA 1939 Cornell; MS 1951 Wisconsin; PHD 1965 Florida State; LHD 1976 Cornell

Khalastchi, Daniel Ely, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2011 (2011); BA 2003 Wisconsin; MFA 2005 Iowa

Khan, Abul, Clinical Adjunct Associate Professor, Internal Medicine, 2008 (2012); MBBS 1996 Dhaka Medical College; MBBCH 1996 Dhaka

Khan, Najeeb, Clinical Adjunct Instructor, Internal Medicine, 2012 (2012);

Khandelwal, Meena Rani, Associate Professor, Gender, Women’s and Sexuality Studies/International Programs/ Anthropology, 2001 (2007); BA 1985 Virginia; MA 1988 Virginia; PHD 1995 Virginia

Khra, Satish C., Emeritus Professor, Operative Dentistry, 1972 (1988); BDS 1968 Lucknow-India; MS 1970 Iowa; DDS 1974 Iowa

Khodas, Maxim, Assistant Professor, Physics Astronomy, 2011 (2011); BA 1997 Technion-Israel Inst; MS 2000 Technion-Israel Inst.; PHD 2006 Weizmann Institute of Sci

Kho, Teck, Clinical Adjunct Assistant Professor, Internal Medicine, 2009 (2009); BA 1998 Kuala Lumpur, Malaysia; MD 2001 Calgary

Khullar, Prashant, Clinical Assistant Professor, Surgery, 2013 (2013);

Khrana, Surjit S., Professor, Mathematics, 1968 (1979); BA 1953 Punjab-India; MA 1955 Punjab-India; PHD 1968 Illinois

Kidd, Lovar Davis, Adjunct Instructor, Dance, 2010 (2010);

Kienzle, George C., Emeritus Assistant Professor, Oral Path,Radiology,Medicine, 1966 (1996); DDS 1958 Iowa

Kienzle, Michael G., Professor, Health Management Policy/Internal Medicine/Nursing, 1984 (1997); BS 1973 Iowa; MD 1977 Iowa

Kieran, Kathleen, Clinical Assistant Professor, Urology/ Pediatrics, 2010 (2010); MD 2002 Boston

Kijewski, Vicki J., Clinical Associate Professor, Internal Medicine/Psychiatry, 2003 (2010); MED 1990 Eastern Washington; MD 1998 Missouri

Kikkeri, Ramesh Satyanarayana, Adjunct Assistant Professor, International Programs, 2011 (2011); DIPL 2010 The Indian Inst of Bus Mngmt; MBA 2010 Indian Ist.

Kilip, Devore E., Emeritus Professor, Operative Dentistry, 1966 (1972);

Kim, Chong Lim, Emeritus Professor, Political Science, 1967 (1976); BA 1960 Seoul-Korea; MA 1965 Oregon; PHD 1968 Oregon

Kim, Hyunggun, Adjunct Assistant Professor, Biomedical Engineering, 2005 (2007); BS 1997 Korea Inst. Of Science Tech; PHD 2005 Iowa

Kim, Jae Hee, Adjunct Assistant Professor, Division of Performing Arts, 2010 (2010); BA 1999 Sung-shim Women’s; MA 2002 Han-Sung; MFA 2007 Iowa
Kim, Jae-On, Professor, Sociology/International Programs, 1970 (1981); BA 1961 Seoul-Korea; MS 1964 Southern Illinois; PHD 1976 California-Berkeley

Kim, Ji-In, Assistant Professor, Psychiatry, 2010 (2010); MS 2002 London,UK; PHD 2006 Oxford, UK

Kim, Jinsuh, Assistant Professor, Radiology, 2005 (2005); MD 1993 Soonchunhyang

Kim, Junyoung Veronica, Assistant Professor, Spanish Portuguese, 2013 (2013);

Kim, Kyungmin, Assistant Professor, Economics, 2010 (2010); BA 2004 Seoul National; PHD 2009 Pennsylvania

Kim, Yusung, Assistant Professor, Radiation Oncology, 2007 (2007); PHD 2007 Wisconsin

Kimmich, John, Emeritus Professor, Journalism Mass Communication, 1990 (2007); BS 1973 Illinois-Urbana; MA 1978 Purdue

Kimura, Ken, Emeritus Professor, Surgery, 1987 (1991); MD 1963 Kobe-Japan; PHD 1976 Kobe-Japan

King, David Carl, Adjunct Instructor, Preventive Community Dentistry, 2013 (2013);

King, Julie Anne, Adjunct Instructor, Social Work, 2013 (2013);

Kinser, Ryan David, Assistant Professor, Mathematics, 2013 (2013);


Kiraly, John Jr., Emeritus Associate Professor, Teaching and Learning, 1970 (1974); MA 1966 Nevada; PHD 1970 Minnesota

Kirby, John R., Associate Professor, Microbiology, 2007 (2007); BS 1992 Illinois @ Champaign; PHD 1998 Illinois-Champaign

Kirby, Patricia Anne, Clinical Professor, Ophthalmology Visual Science/Pathology, 1996 (2008); MBBCB 1979 Witswatersrand-South Africa; MMED 1986 Stellenbosch Med Schl-S Africa; MRC 1993 Royal College of Pathologists; FRACP 2001 Fellow of the Royal College

Kirby, Robert F., Adjunct Associate Professor, Psychology, 1990 (1996); BS 1978 Washington State; MA 1983 Virginia; PHD 1984 Virginia


Kirchner, Peter T., Emeritus Professor, Radiology, 1981 (1983); BA 1960 Yale; MD 1964 Columbia

Kirk, Karen Iler, Professor, Communication Sciences and Disorders, 2009 (2009); BA 1978 California; MS 1987 Southern California; PHD 1991 Iowa


Kirsch, Gwendolyn Lee, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHAR 2000 Iowa

Kirsch, Lee E., Professor, Chemical Biochemical Engineering/Pharmacy, 1994 (2010); BS 1975 Purdue; PHD 1982 Ohio State


Kiser, Dauna Marie, Adjunct Assistant Professor, History, 2011 (2011); PHD 2010 Iowa

Kisker, C. Thomas, Emeritus Professor, Pediatrics, 1973 (1979); BA 1958 Johns Hopkins; MD 1962 Cincinnati

Kitamoto, Toshihiro, Associate Professor, Anesthesia/Pharmacology, 2003 (2010); BS 1982 Tokyo, Japan; MS 1984 Tokyo, Japan; PHD 1987 Tokyo, Japan

Kitazaki, Satoshi, Professor, Neurology, 2012 (2012);

Kitchen, Andrew, Assistant Professor, Anthropology, 2012 (2012);

Kittleson, Judith, Clinical Adjunct Instructor, Pathology, 2010 (2010); BS 1977 Augustana

Kittrell, Tracy Marie, Adjunct Associate Professor, Family Dentistry, 1986 (2012); BS 1982 Iowa; DDS 1985 Iowa

Kitzmann, Anna Sara, Clinical Assistant Professor, Ophthalmology Visual Science, 2009 (2009); BA 1999 Carleton College; MD 2003 Mayo Medical

Klaahn, Jeff E., Adjunct Lecturer, Biology, 1990 (1997); PHD 1981 Iowa

Klappe, Gilbert, Emeritus Professor, Geoscience, 1968 (1973); BS 1956 Stanford; MS 1958 Kansas; PHD 1962 Iowa

Klasson, Charles, Emeritus Professor, Management Organizations, 1967 (1967);

Klaus, Carl H., Emeritus Professor, English, 1962 (1973); BA 1953 Michigan; MA 1954 Michigan; PHD 1966 Cornell

Klefstad, Kate, Adjunct Instructor, Health and Human Physiology, 2013 (2045); HS 1999 Algona High School; AA 2008 Iowa Lakes Community College; BA 2010 The University of Iowa

Kleiber, Charmaine Marie, Emeritus Associate Professor, Nursing, 2000 (2004); BSN 1973 Kansas; MS 1979 Colorado; PHD 1999 Iowa

Kleiber, Paul D., Professor, Physics Astronomy, 1985 (1993); BA 1976 Occidental; MS 1980 Colorado; PHD 1981 Colorado

Klein, Dennis, Clinical Adjunct Assistant Professor, Pathology, 2002 (2002); BA 1987 Bowdoin College, Maine; MD 1992 Vermont

Klein, Garry Steven, Adjunct Lecturer, University College, 2010 (2013); MS 1994 Texas A M

Klein, John, Clinical Adjunct Assistant Professor, Family Medicine, 2002 (2002); BS 1984 Rocky Mount, College, MT; MD 1994 Utah

Klein, Jonathan M., Associate Professor, Pediatrics, 1990 (1997); BA 1980 Johns Hopkins; MD 1984 Medical College of VA

Kleinfeld, Erwin, Emeritus Professor, Mathematics, 1968 (1968); BS 1948 City College of New York; MA 1949 Pennsylvania; PhD 1951 Wisconsin

Kleinfeld, Margaret, Emeritus Professor, Mathematics, 1968 (1996); BA 1960 Rochester; MS 1963 Syracuse; PhD 1965 Syracuse

Kleinschmit, Julia L., Clinical Associate Professor, Social Work, 1999 (2009); BS 1990 Nebraska; MSW 1997 Iowa

Klemm, David Eugene, Emeritus Professor, Religion, 1982 (1994); BA 1972 Mariboro; PhD 1980 Iowa

Klesney-Tait, Julia, Assistant Professor, Internal Medicine, 2007 (2007); BA 1990 Creighton; MD 1998 UT Southwestern Med; PhD 1998 UT Southwestern Med Ctr

Kletzing, Craig, Professor, Physics Astronomy, 1996 (2005); BA 1981 California-Berkeley; MS 1983 California-San Diego; PhD 1989 California-San Diego

Kline, Bruce Richard, Adjunct Lecturer, Economics/Finance, 2011 (2011); MBA 1984 Northwestern

Kline, Joel N., Professor, Internal Medicine/Occupational Environmental Health/Inst for Clinical and Translational Science, 1993 (2005); BA 1983 Brown; MD 1986 Brown

Klingelhutz, Aloysius John, Associate Professor, Radiation Oncology/Microbiology, 1999 (2006); BS 1986 St Johns; PhD 1991 Wisconsin

Klingler, George S., Emeritus Associate Professor, Communication Studies, 1974 (1982); BA 1962 Bucknell; PHD 1974 Iowa

Klink, William H., Emeritus Professor, Physics Astronomy, 1965 (1976); BA 1959 Michigan; PHD 1964 Johns Hopkins

Klise, Kurt J., Clinical Adjunct Assistant Professor, Family Medicine, 1997 (2002); BA 1978 Washburn; MD 1982 Kansas

Klitgaard, Christopher Michael, Adjunct Lecturer, Health Management Policy, 2008 (2008); BBA 1996 Iowa; MBA 1998 Iowa; MHA 1999 Iowa

Klitgaard, Erin Johnson, Lecturer, Management Organizations, 2006 (2013); BBA 2000 Iowa; PHD 2006 Iowa

Klobucar, Thomas Francis, Adjunct Assistant Professor, Health Management Policy, 2003 (2003); BA 1987 Angelo State; MA 1995 Iowa; PhD 2003 Iowa

Knobucar, Dawn Tuttle, Adjunct Lecturer, Management Organizations, 2012 (2012); BA 1983 The University of Iowa; BBA 1983 The University of Iowa; MBA 1990 Case Western Reserve Universit

Klug, Beverly Jean Eubank, Adjunct Lecturer, University College/Psychiatry, 1999 (2011); BS 1974 Iowa; MA 1985 Iowa

Kluts, James Stacey, Assistant Professor, Pathology, 2007 (2007); MD 2002 Arkansas; PHD 2002 Arkansas

Knabe, Judith M., Adjunct Instructor, Communication Sciences and Disorders, 1985 (1996); BA 1963 Indiana; MS 1964 Wisconsin

Knapp, L. W., Jr., Emeritus Professor, Occupational Environmental Health, 1959 (1969); BS 1951 Cornell; MS 1955 Cornell

Knapp, L. W., Jr., Emeritus Professor, Occupational Environmental Health, 1959 (1969); BS 1951 Cornell; MS 1955 Cornell

Knesting, Kimberly, Lecturer, Teaching and Learning, 2010 (2010); BA 1990 Carthage; PHD 2000 Indiana

Knight, Anthony Wayne, Adjunct Instructor, Radiology, 2010 (2010); BS 1978 Iowa; MBA 1987 Iowa

Knight, Megan Linnet, Lecturer, Rhetoric, 1998 (2001); MFA 1998 Iowa

Knockel, Laura E., Adjunct Assistant Professor, Pharmacy, 2007 (2007); PHARMD 2005 Iowa

Knor, George, Emeritus Professor, Physics Astronomy, 1967 (1974); BS 1954 Inst of Technol Munich-Germany; PHD 1963 Inst of Technol Munich-Germany

Knowing, Jeffrey David, Lecturer, English as Second Language, 2013 (2013);

Knudson, Beth Rydstrom, Adjunct Lecturer, Management Organizations, 2008 (2008); BS 1985 Indiana; MBA 1988 Iowa

Knudson, C. Michael, Associate Professor, Radiation Oncology/Pathology, 1998 (2005); BSE 1984 Iowa; PHD 1992 Iowa; MD 1992 Iowa

Knudson, Mary Kay, Adjunct Assistant Professor, Economics, 2006 (2006); BS 1981 Minnesota; MS 1983 Wisconsin; PhD 1988 Minnesota

Knudson, Linda M., Lecturer, Microbiology, 2003 (2003); BS 1986 IOWA STATE; PHD 1992 IOWA STATE

Knuston, John, Emeritus Professor, Psychology, 1969 (1981); BA 1964 Augusta; MS 1967 Washington State; PhD 1969 Washington State

Koch, Brenton Berl, Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 2003 (2003); BA 1989 Drake; MD 1995 Iowa

Koch, Yvonne Desloover, Adjunct Assistant Professor, Pharmacy, 2002 (2002); PHARMD 2000 Iowa

Kochanska, Grazyna, Professor, Psychology, 1991 (1995); MA 1974 Warsaw-Poland; PhD 1979 Warsaw-Poland

Koechn, Darcy Lu Brown, Adjunct Assistant Professor, Nursing, 1988 (2007); MA 1987 Iowa

Koechn, Katherine Louise, Adjunct Assistant Professor, Pharmacy, 2008 (2008); BSPH 1996 South Dakota State; PHARMD 1998 South Dakota State

Koeppe, Thomas David, Adjunct Lecturer, University College, 2007 (2013); BBA 2005 Amer International Univ-on-lin; MOL 2007 St Ambrose University

Koerner, Theodore Alfred William, Emeritus Associate Professor, Pathology, 1986 (1988); BS 1970 Louisiana State; PHD 1975 Louisiana State; MD 1978 Tulane

Kohatsu, Neal, Adjunct Associate Professor, Epidemiology, 2003 (2003); BA 1978 Stanford; MD 1982 Pittsburgh; MPH 1985 Minnesota

Kohen, Amnon, Professor, Chemistry, 1999 (2010); BSC 1989 Hebrew; DSC 1994 Technion-Israel

Kohler, Connie Louise, Adjunct Associate Professor, Community Behavioral Health, 2008 (2008); BA 1973 Iowa; MA 1978 Iowa; PHD 1991 UAB

Kohonen, Terrence Joseph, Adjunct Assistant Professor, Pharmacy, 2008 (2008); BS 1998 Iowa; PHARMD 2003 Iowa
Kohout, Frank J., Emeritus Professor, Periodontics, 1969 (1988);
Koland, John G., Associate Professor, Pharmacology/Internal Medicine, 1990 (1996); BS 1977 Minnesota; PHD 1983 Illinois-Urbana
Kolar, Anne F., Adjunct Assistant Professor, Psychiatry, 2003 (2003); BS 1979 Iowa; MD 1983 Iowa
Kolder, Veronika E., Clinical Assistant Professor, Obstetrics Gynecology, 1995 (2008); MD 1983 IOWA
Kolen, Michael J., Professor, Psych Quant Foundations, 1984 (1997); BS 1973 Iowa; MA 1975 Arizona; PHD 1979 Iowa
Kolesnikova, Anna, Adjunct Assistant Professor, Asian Slavic Languages Literature, 2011 (2011); BA 2003 Moscow State; MA 2005 UNI
Koleva, Hristina K., Clinical Assistant Professor, Psychiatry, 2010 (2010); BS 2003 Sofia, Bulgaria
Kolker, Justine Lane, Associate Professor, Operative Dentistry, 2005 (2010); DDS 1996 Iowa; MS 2000 Iowa; PHD 2003 Iowa
Kollmorgen, Daniel Robert, Clinical Adjunct Associate Professor, Surgery, 2004 (2012); MD 1990 Iowa
Komisaruk, Catherine, Associate Professor, History, 2006 (2012); AB 1988 Harvard; MA 1994 California @ Los Angeles; PHD 2000 California @ Los Angeles
Kopelman, Robin Cook, Clinical Assistant Professor, Psychiatry, 2003 (2006); BA 1995 Grinnell; MD 1999 Iowa
Kopelman, Todd G., Clinical Assistant Professor, Psych Quant Foundations/Psychiatry/Pediatrics, 2010 (2010); BA 1996 Grinnell; MSW 1998 Iowa; PHD 2005 Iowa
Kopp, Ulla C., Emeritus Professor, Pharmacology/Internal Medicine, 1988 (2006); BSC 1970 Uppsala-Sweden; PHD 1980 Gothenburg-Sweden
Korabel, Adrianus, Emeritus Professor, Electrical-Computer Engineering, 1977 (1977); BS 1953 DELFT-Netherlands; MS 1955 DELFT-Netherlands; PHD 1969 DELFT-Netherlands
Kortanek, Kenneth O., Emeritus Professor, Management Sciences, 1986 (1986); BS 1958 Northwestern; MS 1959 Northwestern; PHD 1964 Northwestern
Korthank, Amy Johanna, Adjunct Lecturer, University College Courses, 2005 (2005); BS 1994 New Mexico; MA 1997 Iowa
Kostina, Irina, Lecturer, Asian Slavic Languages Literature, 2001 (2001); PHD 1985 Pushkin
Kostopoulos, Vasiliki, Lecturer, Classics, 2007 (2011); MA 2003 Wisconsin @ Madison; PHD 2007 Wisconsin @ Madison
Kottick, Edward L., Emeritus Professor, Music, 1968 (1976);
Kottman, E. John, Emeritus Associate Professor, Marketing, 1956 (1967); BA 1949 Iowa; MA 1956 Iowa; PHD 1963 Iowa
Kovaleski, Thomas, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); DDS 1978 Minnesota
Kowal, Rebekah J., Associate Professor, Dance, 2001 (2009); BA 1988 Barnard-Columbia; PHD 1999 New York
Kozak, Kari A., Adjunct Instructor, University College, 2011 (2013); BS 2005 Iowa State; MS 2007 North Carolina
Kraft, Nancy E., Adjunct Instructor, Interdisciplinary Programs/Library Information Science, 2005 (2005); BA 1975 South Dakota; MA 1980 Iowa
Kragenbrink, David Eugene, Clinical Adjunct Assistant Professor, Pediatrics, 2002 (2009); BS 1987 IOWA; MD 1991 IOWA
Kraimer, Maria Lisa, Professor, Management Organizations, 2008 (2012); MBA 1994 Illinois @ Chicago; PHD 1999 Illinois @ Chicago
Krajewski, Witold F., Professor, Civil-Environmental Engineering, 1987 (1996); MS 1976 Warsaw University of Technology; PHD 1980 Warsaw University of Technology
Kral, Lee A., Adjunct Assistant Professor, Anesthesia/Pharmacy, 2003 (2003); BSPH 1993 Iowa; PHARMD 1996 Iowa
Krasowski, Matthew David, Clinical Associate Professor, Pathology, 2009 (2011); MD 2001 Chicago
Krause, Kevin William, Lecturer, Management Organizations, 2011 (2011); BS 1982 Iowa; JD 1985 Iowa
Kreder, Gay Denise Schroeder, Adjunct Lecturer, Law-Faculty, 1995 (1995); BS 1990 Coe; JD 1993 Iowa
Kreder, Karl, Professor, Urology/Obstetrics Gynecology, 1992 (1999); BA 1977 Assumption-Massachusetts; MD 1981 Georgetown; MBA 2007 University of Iowa
Kregel, Kevin C., Professor, Radiation Oncology/Health and Human Physiology, 1993 (2001); BS 1981 Iowa; PHD 1987 Iowa
Kreiter, Clarence Dennis, Professor, Family Medicine, 2000 (2008); BS 1977 Iowa; MA 1985 Iowa; PHD 1993 Iowa
Krell, Keith V., Adjunct Professor, Endodontics, 1975 (1975); BA 1970 Washington-St. Louis; MA 1975 United States International; DDS 1981 Iowa; MS 1983 Iowa
Kremenak, Charles R., Emeritus Professor, Orthodontics/Otolaryngology-Head Neck Surgery, 1959 (1973); DDS 1955 Iowa; MS 1961 Iowa
Kresnicka, David E., Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BA 1969 Illinois; MD 1973 Illinois
Kresowik, Jessica, Clinical Assistant Professor, Obstetrics Gynecology, 2013 (2013);
Kreyd, Vadim, Emeritus Professor, Russian, 1985 (1993); MA 1960 Leningrad-Russia; PHD 1983 Michigan
Kreze, Melissa, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012);
Kriener, Rene L., Clinical Adjunct Instructor, Nursing, 2011 (2011); BSN 2000 Iowa
Krigsten, Lisa Michelle, Adjunct Lecturer, Law-Faculty, 2009 (2009); BA 1992 Kansas; JD 1995 Iowa College of Law

Krishnamurthy, Muthukrishnan, Associate Professor, Mathematics, 2006 (2013); BTECH 1996 Indian Inst of Tech; PHD 2002 Purdue

Krishnan, Sundar, Clinical Assistant Professor, Anesthesia, 2009 (2010); MBBS 1995 New Delhi, India; MD 2001 New Delhi, India

Kristof-Brown, Amy, Professor, Management Organizations, 1997 (2008); BS 1992 Richmond; PHD 1997 Maryland

Kroghmeier, Charles John, Adjunct Assistant Professor, Political Science, 2011 (2011); BA 1971 Iowa; JD 1974 Drake

Krokhmal, Pavlo, Associate Professor, Industrial Engineering, 2005 (2011); MS 1996 Kiev National; PHD 1999 Kiev National; PHD 2003 Florida

Krueger, Adam Charles, Adjunct Assistant Professor, Art Art History, 2009 (2009); BFA 2001 SUNY - Fredonia; MA 2005 Iowa; MFA 2006 University of Iowa

Kruger, Anton, Professor, Civil-Environmental Engineering/Electrical-Computer Engineering, 1996 (2013); MENG 1986 Poltechfstrom University (RSA); PHD 1992 Iowa

Kruger, Marie, Associate Professor, International Programs/English, 2004 (2011); MA 1995 Zu Koln, Germany; MA 2000 Wisconsin; PHD 2001 Wisconsin

Krummel, Michelle Leigh, Adjunct Assistant Professor, Pharmacy, 2007 (2007); BS 1993 Iowa

Krupp, Jennifer Lynn, Clinical Assistant Professor, Obstetrics Gynecology, 2012 (2012);

Kruse, Louise G., Emeritus Assistant Professor, Nursing, 1972 (1975); BSN 1961 Mankato State; MA 1972 Iowa

Kruse, Terese Nickol, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2006 Iowa

Kuehn, David Michael, Clinical Associate Professor, Radiology, 2002 (2005); BS 1987 Iowa; MD 1992 Iowa

Kuehn, Markus H., Associate Professor, Ophthalmology Visual Science, 2007 (2012); PHD 2000 Saint Louis


Kuffel, Mary E., Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 1999 (1999); MD 1993 Iowa

Kuhar, James, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DDS 1969 Marquette

Kuhl, Jon Gregory, Professor, Electrical-Computer Engineering/Public Policy Center, 1980 (1992); BS 1975 Iowa; MS 1977 Iowa; PhD 1980 Iowa

Kuhn, Jerry N., Emeritus Professor, Educ Policy Leadership Studies/Teaching and Learning, 1954 (1964); BA 1948 Central Missouri; MA 1951 Central Missouri; PHD 1954 Iowa

Kulig, Carmen L., Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARMD 2002 Drake

Kumar, Priya, Associate Professor, English, 2000 (2007); BA 1992 Lady Shri Ram; MA 1994 Jawaharial Nehru

Kumar, Sudhir, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); MBBS 1992 Bangalore Medical

Kumar, Vijay, Emeritus Associate Professor, Pharmacy, 1992 (2002); BS 1970 Kanpur; MS 1972 Lucknow; PHD 1976 Lucknow; PHD 1981 Concordia

Kumbera, Patty A., Adjunct Assistant Professor, Pharmacy, 2000 (2004); BS 1988 Drake

Kuntz, J. Kenneth, Emeritus Professor, Religion, 1967 (1976); BA 1956 Grinnell; BD 1959 Yale; PHD 1963 Union Theological Seminary

Kunze, Kent E., Clinical Adjunct Assistant Professor, Psychiatry, 2007 (2007); BA 1980 Wesleyan; MD 1984 Iowa

Kuperman, Ethan Frank, Clinical Assistant Professor, Internal Medicine, 2013 (2013);

Kuperman, Samuel, Professor, Psychiatry/Pediatrics, 1983 (2000); BA 1975 Iowa; MD 1978 Iowa

Kupersmith, William R., Emeritus Professor, English, 1972 (1981); BA 1963 Georgetown; PHD 1969 Texas

Kuppachi, Sarat, Clinical Assistant Professor, Internal Medicine, 2011 (2011); MBBS 1998 Christian Medical Coll, India; MBBCH 1998 Christian Med, India

Kurt, Jennifer Marie, Adjunct Instructor, Pharmacy, 2000 (2000); BS 1996 Iowa

Kurth, William S., Adjunct Professor, Physics Astronomy, 2006 (2006); BA 1973 Iowa; MS 1975 Iowa; PHD 1979 Iowa

Kurtt, Jody Lyn, Clinical Adjunct Assistant Professor, Nursing, 1992 (2001); BSN 1977 Coe; MA 1990 Iowa

Kurtz, Sheldon F., Professor, Law-Faculty/Surgery, 1973 (1976); AB 1964 Syracuse; LLB 1967 Syracuse; JD 1967 Syracuse

Kusiak, Andrew, Professor, Industrial Engineering/ Nursing, 1988 (1988); BSC 1972 Warsaw Technical; MSC 1974 Warsaw Technical; PHD 1979 Polish Academy of Science

Kutcher, Patricia M., Adjunct Instructor, Health and Human Physiology, 1987 (1998); BS 1975 Iowa

Kuthy, Raymond A., Professor, Public Policy Center/ Preventive Community Dentistry, 1999 (1999); BS 1969 Mount St. Mary’s; DDS 1973 Temple; MPH 1979 Minnesota

Kutzko, Philip C., Emeritus Professor, Religion, 1967 (1976); BA 1956 Grinnell; BD 1959 Yale; PHD 1963 Union Theological Seminary

Kwak, Emily Y., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Kwirant, James A., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1983 Nebraska
Kwitek, Anne Emilie, Associate Professor, Physiology/Pharmacology/Internal Medicine, 2007 (2007); BS 1989 Wisconsin @ Stevens Point; PHD 1996 Iowa


Kydd, Christine T., Adjunct Professor, Management Sciences, 2011 (2011); PHD 1984 Pennsylvania

Kyles, Barbara June, Lecturer, Nursing, 2004 (2005); BSN 1981 Minnesota; MBA 1993 St. Thomas, MN

Kyser, Kathy, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2012 (2012); BSN 1985 State University of New York; MD 2004 Uniformed Services University

La Tocha, Demitrius, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BA 1996 St. Mary’s of Winona; DDS 2001 Iowa

Lafky, Sue A., Emeritus Associate Professor, Gender, Women's and Sexuality Studies, 1990 (1996); BS 1975 Oregon; MA 1986 Indiana; PHD 1990 Indiana

Lagos Lavenz, Susan Marie, Clinical Professor, Educ Policy Leadership Studies, 2003 (2011); BA 1972 St Mary of the Woods; MA 1975 Iowa; PHD 1985 Iowa

Lai, Brian H., Associate Professor, Political Science/International Programs, 2001 (2007); BA 1996 Northwestern; PHD 2001 Emory

Lainson, Phillip A., Emeritus Professor, Periodontics, 1965 (1975); BA 1960 Iowa; DDS 1962 Iowa; MS 1968 Iowa

Lake, Sharon Marie Rose Killeen, Adjunct Assistant Professor, American Studies, 2011 (2011); BA 1981 Iowa; MA 2004 Iowa; PHD 2010 Iowa

Lakin, Jean A., Emeritus Associate Professor, Nursing, 1967 (1988); BSN 1959 Michigan; PHD 1962 Iowa; MS 1967 Michigan

Lai, Geeta, Associate Professor, Surgery, 2004 (2012); MD 1995 Toronto; MS 1999 Toronto

Laleman, Melissa Marie, Adjunct Instructor, Preventive Community Dentistry, 2012 (2012);

Lallier, Tamara Sue, Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Lalumiere, Ryan T., Assistant Professor, Psychology, 2010 (2010); BS 2000 Mt. St. Mary’s College; BA 2000 Mt. St Mary’s; PHD 2005 California @ Irvine

Lamb, Angela Sue, Adjunct Instructor, University College Courses, 2013 (2013); BBA 2005 University of Iowa

Lambi, Lisa N., Adjunct Assistant Professor, Pharmacy, 2006 (2006); PHARMD 2002 Iowa

Lamping, Kathryn G., Associate Professor, Pharmacology/Internal Medicine, 1989 (2001); BS 1976 Illinois-Urbana; MS 1982 Milwaukee Medical; PHD 1983 Milwaukee Medical

Lance, George M., Emeritus Professor, Mechanical Engineering, 1961 (1970); BSME 1952 Case Institute of Technology; MS 1954 Cast Inst. Of Technology

Landini, Gregory, Professor, Philosophy, 1989 (2001); AB 1978 Indiana; MA 1981 Indiana; PHD 1986 Indiana

Landon, Richard B., Professor, University College/English, 1978 (1991); BA 1970 Centre; MA 1973 Texas-Austin; PHD 1978 Texas-Austin

Landsman, Miriam Joy, Associate Professor, Social Work, 1988 (2007); BA 1976 Delaware; MSW 1982 Iowa; PHD 2000 Iowa

Lang, Cornelia, Associate Professor, Physics Astronomy, 2002 (2010); BA 1995 Vassar; MS 1997 California-Los Angeles; PHD 2000 California-Los Angeles

Lang, Joseph B., Professor, Statistics Actuarial Science/Biostatistics, 1992 (2006); BA 1986 St. Cloud State; MS 1988 Florida; PHD 1992 Florida


Langguth, Nancy J., Clinical Associate Professor, Teaching and Learning, 2003 (2009); BS 1980 Iowa State; MS 1986 NW Missouri; PHD 1996 Iowa

Langworthy, Sara Ann, Lecturer, Interdisciplinary Programs, 2006 (2007); AB 1994 Grinnell

Lanning, Lynne Dorris, Clinical Adjunct Instructor, Nursing, 2011 (2011); BSN 1977 Duke; JD 1983 Texas Southern

Lannoo, Michael J., Adjunct Professor, University College, 2010 (2010); BS 1979 Iowa State; MS 1982 Iowa State; PHD 1986 Dalhousie (Halifax N.S.)

Lansing, Kimberly M., Clinical Adjunct Assistant Professor, Family Medicine, 2006 (2006); MS 1988 Penn State; PHD 1992 Hawaii at Manoa; MD 1995 Hawaii at Manoa

Lanternier, Matthew Lyman, Clinical Assistant Professor, Family Medicine, 2000 (2000); BS 1992 Indiana; MD 1999 Iowa

Lara-Braud, Carolyn W., Emeritus Associate Professor, Health, Sport Studies, 1975 (1980); BA 1962 Texas; PHD 1969 Texas

Larew, Mary Spalding, Clinical Associate Professor, Pediatrics, 1985 (2004); BA 1974 Iowa; MD 1978 Iowa

Larkin, Leah, Adjunct Instructor, Preventive Community Dentistry, 2009 (2009); BS 2005 Marquette; DDS 2008 Marquette

Laroche, Helena Hillman, Assistant Professor, Internal Medicine/Pediatrics, 2006 (2009); BA 1994 Brown; MD 1999 Missouri Medical Schoo

Laroia, Archana, Clinical Assistant Professor, Radiology, 2009 (2009); MD 1987 Indira Gandhi Med College; MBBS 1987 Himachal State, India

Laroia, Sandeep, Clinical Assistant Professor, Radiology, 2009 (2009); MD 1987 Indira Gandhi Med College; MBBS 1987 Himachal State, India

Laronde, Michel S., Professor, French Italian/International Programs, 1982 (2009); LIC 1971 Clermont-Ferrand; MA 1976 Indiana; PHD 1981 Indiana

Larpenteur, Wilene Elaine, Adjunct Instructor, Health and Human Physiology, 2011 (2011); BS 1995 Iowa State; MS 1999 Iowa State

Larsen, Bryan, Adjunct Professor, Pediatrics, 2011 (2011); BS 1971 Iowa; MS 1973 Iowa; PHD 1976 Iowa

Larsen, Sarah C., Professor, Chemistry, 1995 (2008); BA 1986 Bowdoin; PHD 1992 Harvard


Larson, Brandy Leeann, Adjunct Assistant Professor, Preventive Community Dentistry, 2010 (2010); BS 1997 Iowa State; DDS 2003 Iowa

Larson, Charles L., Adjunct Lecturer, University College Courses, 2011 (2011); BA 1990 Iowa; MA 1993 Iowa

Larson, Charles Chester, Clinical Adjunct Assistant Professor, Internal Medicine, 1990 (2010); MD 1982 Iowa

Larson, Michelle Anne, Adjunct Assistant Professor, Biostatistics, 2003 (2003); BS 1989 Iowa; MS 1994 Iowa; PHD 2002 Iowa

Larson, Paula Ann, Adjunct Instructor, Pharmacy, 2008 (2008); BPHS 1998 Iowa


Larson, Shelly Kay, Adjunct Instructor, Pharmacy, 2007 (2007); BPHS 1987 South Dakota State

Larson Ode, Katie Marie Ulring, Clinical Assistant Professor, Pediatrics, 2011 (2011); MD 2005 Wisconsin; MS 2011 Minnesota

Lary, Susan Virginia, Clinical Adjunct Instructor, Nursing, 1994 (1994); BSN 1987 Iowa

Latcham, Allan P., Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2004); BA 1984 Wartburg; MD 1988 Iowa

Lau, Benjamin, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013)

Le, Andrew G., Assistant Professor, Biomedical Engineering/Public Policy Center, 2008 (2008); BS 1990 Michigan; PHD 1997 Virginia

Lee, Amy, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BS 2006 Nebraska; DDS 2010 Nebraska Med Ctr

Laur, John J., Clinical Associate Professor, Anesthesia, 2008 (2013); AS 1997 Milwaukee Area Tech; BS 1999 Marquette; MD 2003 Wisconsin; MSCI 2010 University of Iowa

Laurian, Lucie, Associate Professor, Urban Regional Planning/Public Policy Center, 2004 (2009); PHD 2001 U of N. Carolina Chapel Hill

Lavelle, William E., Emeritus Professor, Prosthodontics/Otolaryngology-Head Neck Surgery, 1967 (1977); DDS 1962 Iowa; BA 1962 Iowa; MS 1967 Iowa

Lavezzo, Kathryn, Associate Professor, English, 1999 (2006); BA 1988 Calif-Los Angeles; MA 1991 Virginia; PHD 1999 Calif-Santa Barbara

Lavin, Mildred H., Emeritus Assistant Professor, Psych Quant Foundations, 1971 (2002); PHD 1992 Harvard

Law, Ian Harry, Clinical Professor, Pediatrics, 2000 (2010); BSE 1988 Iowa; MD 1993 Iowa

Lawler, Ericka, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2006 (2006); BS 1996 Yale; MD 2000 New York UNI

Lawrence, Erika, Associate Professor, Psychology, 2001 (2009); BA 1992 Emory; MA 1996 UCLA; PHD 2001 UCLA

Lawrence, Todd Kenneth, Clinical Adjunct Assistant Professor, Family Medicine, 2007 (2007); BS 1996 Mount Mercy; MD 2001 Iowa

Lawrence, Walter Thomas, Professor, Surgery, 2010 (2010); MD 1976 Virginia

Lawton, William J., Emeritus Associate Professor, Internal Medicine, 1973 (1982); BA 1963 Northwestern; MD 1966 Northwestern

Lee, Jennifer Ellen, Adjunct Assistant Professor, Nursing, 2013 (2013); BS 1985 California; MD 1993 Iowa

Lee, Jacqueline Claire, Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013)

Lee, Jennifer Ellen, Adjunct Assistant Professor, Nursing, 2012 (2012); MA 2001 University of Dayton; MA 2005 University of Iowa; PHD 2008 University of Iowa
Lee, Joanna Chen, Adjunct Instructor, Communication Sciences and Disorders, 2013 (2013);


Lee, Kathy Jo, Adjunct Instructor, Pharmacy Practice and Science, 2012 (2012);

Lee, Larry D., Adjunct Instructor, Pharmacy, 2004 (2004); BSPH 1972 Iowa

Lee, Phillip C., Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 1991 (2001); MD 1981 Iowa

Lee, Robert A., Clinical Adjunct Assistant Professor, Family Medicine, 2002 (2002); MD 1988 Iowa

Lee, Sang Hak, Assistant Professor, Marketing, 2012 (2012);

Lee, Won-Chan, Associate Professor, Psych Quant Foundations, 2008 (2010); BA 1991 Kyungpook National; MS 1994 Oklahoma; PHD 1998 Iowa

Leger, Pierre-Majorique, Adjunct Professor, Management Sciences, 2010 (2010); PHD 2002 Ecole Polytech de Montrea

Legge, Kevin L., Associate Professor, Microbiology/ Pathology, 2004 (2010); BS 1994 Knoxville, Tenn; PHD 2000 Tenn., Knoxville

Leggett, John W., Emeritus Professor, English, 1970 (1975); AB 1942 Yale

Legler, Allison A., Clinical Assistant Professor, Dermatology, 2012 (2012);

Lehman, Linda Jean, Clinical Adjunct Assistant Professor, Ophthalmology Visual Science, 2004 (2004); BA 1981 Luther College; MS 1983 Iowa State; MD 1991 Iowa

Lehmann, Brian Howard, Clinical Instructor, Teaching and Learning, 2006 (2013); BA 1975 Iowa; MA 1978 Iowa

Lehmann, Susan P., Clinical Assistant Professor, Nursing, 1978 (2005); BSN 1975 Loyola; MSN 1979 Loyola

Lehmier, Hans-Joachim, Associate Professor, Occupational Environmental Health, 2003 (2010); BS 1990 Bonn, Germany; MS 1993 Bonn, Germany; PHD 1995 Bonn, Germany

Leibrand, Kari Lauren, Adjunct Instructor, Preventive Community Dentistry, 2013 (2013); DDS 2010 University of Iowa

Leicht, Brenda M. G., Lecturer, Biology, 1998 (2012); BS 1981 Creighton; PHD 1987 Indiana

Leicht, Kevin, Professor, Sociology/Public Policy Center, 1995 (2000); BS 1981 Creighton; MA 1983 Indiana; PHD 1987 Indiana

Leinen, Katherine Sue, Clinical Adjunct Assistant Professor, Internal Medicine, 2011 (2011); DO 2007 Des Moines

Leira, Enrique Carlos, Associate Professor, Neurology, 2004 (2012); MD 1988 Universidad de Santiago; MS 2007 University of Iowa - Epidemiol

Leisure, Mary Jill, Adjunct Assistant Professor, Pharmacy, 1997 (2006); BSPH 1991 South Dakota State; PHARMD 2003 Iowa

Leisy, Robert Henry, Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); DO 1985 Des Moines Osteopathic

Lembke, Valdean C., Emeritus Professor, Accounting, 1968 (1982); BS 1962 Iowa State University; MBA 1965 Univ. of Michigan; PHD 1969 Univ. of Michigan

Lembury, Lucas Anthony, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); AA 2002 Scott Community College; DDS 2008 Iowa

Lemon, David K., Clinical Adjunct Assistant Professor, Internal Medicine, 1977 (1977); MD 1972 Iowa

Lenert, Petar, Clinical Associate Professor, Internal Medicine, 2002 (2012); MD 1979 Novi Sad; MSC 1981 Belgrade; PHD 1991 Novi Sad

Leno, Gregory Herbert, Adjunct Associate Professor, Anatomy Cell Biology, 2004 (2010); BS 1981 NORTH DAKOTA; MS 1984 NORTH DAKOTA; PHD 1988 MED UNIV-SOUTH CAROLINA

Lenth, Larry Eugene, Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2006 (2006); DDS 1985 Iowa

Lenth, Russell V., Emeritus Professor, Statistics Actuarial Science, 1975 (2005); BS 1970 New Mexico; MA 1972 New Mexico; PHD 1975 New Mexico

Lentz, Steven, Professor, Internal Medicine, 1992 (2003); BS 1979 Iowa State; MD 1985 Washington

Leonard, Julia Alexander, Associate Professor, Interdisciplinary Programs, 2001 (2012); MFA 2001 Iowa

Leonard, Paul Arthur, Clinical Associate Professor, Anesthesia, 1995 (2006); MD 1991 Iowa

Leopold, Kieran Dunne, Adjunct Lecturer, University College Courses, 2011 (2011); BA 2000 Iowa; MA 2008 Iowa

Leslie, Kimberly Kay, Professor, Obstetrics Gynecology, 2009 (2009); BS 1975 Baylor; BS 1977 Texas Christian; MD 1981 Southwestern Medical

Lestina, Kimberly Kay, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012);

Letendre, Donald E., Professor, Pharmacy, 2007 (2007); BS 1976 Massachusetts College of Pharma; PHAR 1979 Kentucky


Levasseur, Dana, Assistant Professor, Internal Medicine, 2008 (2008); PHD 2003 Alabama-Birmingham

Leverty, James Tyler, Associate Professor, Finance, 2005 (2012); PHD 2005 Georgia State

Lever, Samuel, Professor, Health Management Policy, 1977 (1977); BA 1955 Bowdoin; MA 1956 Columbia; MA 1959 Iowa; PHD 1961 Iowa; MS 1963 Harvard


Levine, Mark Avri, Associate Professor, Creative Writing/English, 1999 (2005); BA 1987 Brown; MFA 1990 University of Iowa

Levy, Barcey Thurston, Professor, Family Medicine/Epidemiology, 1993 (2006); AB 1978 Princeton; PHD 1984 North Carolina; MD 1990 Iowa


Lewin, Ellen, Professor, Gender, Women’s and Sexuality Studies/Anthropology, 1997 (1999); BA 1967 Chicago; MA 1968 Stanford; PHD 1975 Stanford

Lewis, Breanna Lee, Adjunct Instructor, Radiology, 2012 (2012); AS 2003 Scott Community college; BS 2007 University of Iowa

Lewis, Dale Patrick, Adjunct Assistant Professor, Pharmacy, 1998 (1998); PHARM 1994 Iowa

Lewis, James Marlin, Adjunct Lecturer, Marketing, 2013 (2013);

Lewis, Jessyca Laurel, Adjunct Lecturer, Marketing, 2013 (2013);

Lewis-Beck, Michael S., Emeritus Professor, Political Science, 1974 (1982); BA 1965 Ball State; MA 1966 Michigan; PHD 1973 Michigan

Lewiton, Ariel Lown, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2013 (2013);

Li, Li, Adjunct Assistant Professor, Nursing, 2006 (2006); BSN 1997 Peking Union Medical College; MSN 2003 First Military Medical

Li, Ning, Assistant Professor, Management Organizations, 2012 (2012);


Li, Wei, Assistant Professor, Finance, 2010 (2010); BA 1993 Xian Jiaotong University(Math); PHD 2001 Iowa; PHD 2006 U of Iowa (Bus. Admin./Fin)

Li, Yue, Adjunct Assistant Professor, Internal Medicine, 2009 (2009); PHD 2005 Rochester

Liao, Junlin, Adjunct Associate Professor, Surgery, 2009 (2013); MBA 2001 Iowa; MHA 2002 Iowa; PHD 2007 Iowa

Licht, Louis Arthur, Adjunct Associate Professor, Civil-Environmental Engineering, 1991 (1999); PHD 1988 Iowa

Lichty, Lauren M., Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012);

Lichty-Gaffey, Tiffany Sue, Adjunct Assistant Professor, Pharmacy, 2008 (2008); MBA 2002 Drake; PHARM 2002 Drake

Lickteig, David John, Adjunct Assistant Professor, Preventive Community Dentistry, 1988 (1988); DDS 1986 Iowa

Lidral, Andrew Carl, Professor, Dows Institute-Research/Odontics/Pediatrics, 2001 (2008); DDS 1990 North Carolina; PHD 1997 Iowa

Lie, Erik, Professor, Finance, 2004 (2008); BS 1990 Oregon; MBA 1991 Oregon; PHD 1996 Purdue

Lieberman, Scott Matthew, Assistant Professor, Pediatrics, 2013 (2013);

Liebig, Christopher John, Lecturer, Law-Faculty, 1999 (1999); JD 1990 Harvard

Liesveld, Jill Lynette, Clinical Associate Professor, Psychiatry, 1997 (2001); BS 1981 Iowa; MD 1986 Iowa

Light, Carol, Adjunct Assistant Professor, Creative Writing, 2013 (2013);

Light-Mcgroary, Kellyann, Clinical Assistant Professor, Internal Medicine, 2010 (2010); BSN 1992 Mount Saint Vincent; MS 2000 Hunter, New York; MD 2004 Georgetown

Lilimatta, Katja Merja, Lecturer, French Italian, 2000 (2000); PHD 2000 Pennsylvania

Liittschwager, John M., Emeritus Professor, Industrial Engineering, 1961 (1968); BS 1955 Iowa State; MS 1961 Northwestern

Lilien, Jack, Emeritus Professor, Biology, 2000 (2000); BA 1962 Southern California; PHD 1967 Chicago

Lillios, Katina, Associate Professor, International Programs/Anthropology, 2003 (2006); BA 1982 Boston; MA 1984 Yale; PHD 1991 Yale

Lilly, Jeffrey Paul, Adjunct Assistant Professor, Endodontics, 1998 (1998); DDS 1993 Iowa; MS 1995 Iowa

Lim, Ramon, Emeritus Professor, Neurology, 1981 (1984); MD 1958 Santo Tomas; PHD 1966 Pennsylvania

Lim, Tae-Hong, Professor, Biomedical Engineering, 2003 (2003); BS 1982 Seoul National UNI; MS 1984 Seoul National UNI; PHD 1990 Iowa

Lim, Victoria S., Emeritus Professor, Internal Medicine, 1982 (1992); AA 1956 Far Eastern - Philippines; MD 1960 Far Eastern-Philippines

Lin, Bor-Luh, Emeritus Professor, Mathematics, 1963 (1972); BS 1956 National Taiwan; MS 1960 Notre Dame; PHD 1963 Northwestern

Lin, Ching-Long, Professor, Mechanical Engineering, 1997 (2007); BS 1986 National Taiwan; MS 1989 Stanford; PHD 1994 Stanford

Lin, Fang, Assistant Professor, Anatomy Cell Biology, 2008 (2008); MD 1994 Peking Union Med.; PHD 2002 South Wales

Lin, Jim Jung-Ching, Professor, Biology, 1984 (1992); BS 1969 National Taiwan; PHD 1979 Connecticut

Lin, Qihang, Assistant Professor, Management Sciences, 2013 (2013);

Lin-Dyken, Deborah C., Clinical Associate Professor, Pediatrics, 1991 (2001); BS 1981 Purdue; MD 1985 Indiana

Lind, Ronald, Clinical Assistant Professor, Anesthesia, 2005 (2006); MD 1982 Baylor Houston, TX
Lindahl, Barry A., Adjunct Lecturer, Law-Faculty, 2005 (2005); JD 1973 Iowa

Lindberg, James B., Emeritus Professor, Geography, 1960 (1975); BA 1950 Denison; MBA 1952 Michigan; PHD 1963 Wisconsin

Lindell, Larry, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2000 (2000); MD 1982 Iowa

Linden, Todd C., Adjunct Lecturer, Health Management Policy, 1994 (1994); MA 1987 Iowa


Lindeman, Marc Alan, Associate Professor, Geography, 2005 (2011); PHD 1983 Iowa

Lindgren, Marcia Harvey, Lecturer, Classics, 2000 (2007); PHD 1983 Iowa

Lindgren, Scott D., Professor, Pediatrics, 1980 (1997); BA 1972 Yale; MA 1975 Iowa; PHD 1977 Iowa

Lindower, Julie Beattie, Clinical Assistant Professor, Pediatrics, 2008 (2008); MD 1991 Iowa; MPH 2005 Iowa

Lindower, Paul D., Clinical Professor, Radiology/Internal Medicine, 2002 (2012); BS 1983 Earlham; MD 1987 Ohio State

Lindquist, Terry Jean, Associate Professor, Prosthodontics, 1994 (2002); BS 1990 Minnesota; DDS 1990 Iowa; MS 1994 SUNY

Linebarger, Deborah, Associate Professor, Teaching and Learning, 2011 (2011); BA 1991 Kansas; MSED 1995 Kansas; PHD 1998 Texas @ Austin

Link, Brian Krall, Professor, Internal Medicine, 1993 (2008); BA 1982 Northwestern; MD 1986 Iowa

Link, Charles J. Jr., Clinical Adjunct Assistant Professor, Internal Medicine, 1998 (1998); MD 1985 Stanford

Link, Ellen Adair, Clinical Professor, Pediatrics, 1991 (2010); MD 1986 Iowa

Lira, Vitor A., Assistant Professor, Health and Human Physiology, 2013 (2013);

Liskin-Gasparro, J., Associate Professor, Spanish Portuguese, 1993 (1999); BA 1969 Bryn Mawr; MA 1992 Princeton; PHD 1993 Texas-Austin

Little, David L., Clinical Adjunct Assistant Professor, Pediatrics, 1980 (1980); MD 1970 Nebraska

Little, John Thomas, Adjunct Lecturer, University College Courses, 2001 (2003); BGS 1979 Kansas; MA 1987 Kansas

Little, Marta M., Clinical Adjunct Assistant Professor, Internal Medicine, 1989 (1992); BA 1978 Texas-Austin; MD 1983 Texas Southwestern

Litton, Erin Lynn, Adjunct Instructor, Health and Human Physiology, 2008 (2008); BS 2004 Iowa; MA 2006 Iowa

Liu, Dongwang, Adjunct Assistant Professor, Anthropology, 2008 (2008); MA 1995 Iowa State; MBA 2001 Iowa State; PHD 2005 Iowa State


Liu, Jack C., Adjunct Associate Professor, Family Dentistry, 2005 (2012); DDS 2001 Iowa

Liu, Vincent, Clinical Associate Professor, Dermatology/Pathology, 2005 (2009); AB 1992 Harvard; MD 1996 Pennsylvania

Liu, William Ming, Professor, Psych Quant Foundations, 2000 (2009); BA 1991 California-Irvine; MA 1995 Maryland; PHD 2000 Maryland

Liu, Y. King, Emeritus Professor, Mechanical Engineering/Biomedical Engineering/Orthopaedics and Rehabilitation, 1978 (1978); BS 1955 Bradley; MS 1959 Wisconsin; PHD 1963 Wayne State

Lively, Sonja Inga Holmes, Emeritus Assistant Professor, Nursing, 1976 (1976); BS 1969 Iowa; MA 1970 Iowa

Livermore, Joshua Adam, Adjunct Assistant Professor, University College, 2013 (2013);

Livingston, Jason T., Lecturer, Cinema Comparative Literature, 2011 (2012); BA 1994 Cornell; MA 1999 Iowa; MFA 2004 Iowa

Lizarraga, Ingrid, Clinical Assistant Professor, Surgery, 2013 (2013);

Llopart, Ana, Assistant Professor, Biology, 2009 (2009); BSC 1992 Barcelona; PhD 1999 Barcelona

Lloyd, Benjamin Andrew, Adjunct Instructor, Operative Dentistry, 2011 (2011); BS 2006 Iowa; DDS 2010 Iowa

Lloyd, Kenneth Edward, Adjunct Assistant Professor, Civil-Environmental Engineering, 1999 (1999); BS 1972 Iowa; BSE 1976 Michigan; MSE 1977 Michigan; PhD 1999 Iowa

Lloyd-Jones, Richard, Emeritus Professor, English, 1952 (1965); BA 1949 New Mexico; MA 1950 North Carolina; PHD 1956 Iowa

Lo, Chu-Ling, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2013 (2013); BA 1999 National Taiwan Normal Univers; MA 2005 National Taipei Univ of Educ

Loan, Tara Renae, Adjunct Assistant Professor, Pharmacy, 2009 (2009); DIP 2001 Clear Creek Amana; PHARMD 2007 Drake

Lobb, Timothy Garr, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 2000 Iowa

Lobuznov, Andrew U., Clinical Adjunct Assistant Professor, Family Medicine, 2003 (2003); MD 1995 Kemerovo State Med Inst

Lockard, Erin Mauree, Clinical Adjunct Assistant Professor, Psychology, 1982 (1982); MD 1970 Harvard

Lockhart, Jack M., Clinical Adjunct Instructor, Internal Medicine, 1982 (1988); MD 1970 Harvard

Loening, Stefan, Clinical Adjunct Professor, Urology, 1975 (1982); MD 1965 Medical School Freiburg G

Loening-Baucke, Vera, Emeritus Professor, Pediatrics, 1975 (1992); MD 1967 Med School of Erlangen-Germany
Loewenberg, Gerhard, Emeritus Professor, Political Science, 1969 (1970); BA 1949 Cornell; MA 1950 Cornell; PHD 1955 Cornell

Lofgren, Maria Annette, Clinical Associate Professor, Nursing, 2003 (2013); BSN 1992 Iowa Wesleyan; MSN 1998 Iowa

Logan, Henrietta L., Emeritus Professor, Psych Quant Foundations/Preventive Community Dentistry, 1975 (1992); BA 1961 Wichita; MA 1973 Iowa; PHD 1976 ILWA

Logan, James, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BS 1975 Augusta State; DDM 1978 Med of Georgia

Logan, Nelson S., Emeritus Professor, Preventive Community Dentistry, 1970 (1978); PHD 1969 Utah

Logemann, Craig D., Adjunct Associate Professor, Pharmacy, 1995 (2004); BS 1988 Iowa; PHARMD 1995 Minnesota

Logsdon, John, Associate Professor, Biology, 2003 (2007); BS 1988 Iowa State; PHD 1995 Indiana


Lohman, David F., Emeritus Professor, Psych Quant Foundations, 1981 (1993); BA 1972 Notre Dame; PHD 1979 Stanford

Lohmuller, Joseph L., Clinical Adjunct Professor, Surgery, 1999 (2013); MD 1986 Indiana

London, Barry, Professor, Internal Medicine, 2012 (2012); BS 1975 Augusta State; MD 1978 Medical College of Georgia

Long, Curtis Lowell, Lecturer, Nursing, 2006 (2013); BSN 1995 Iowa; MBA 1999 Iowa; MSN 2000 Iowa

Long, Jeffrey D., Professor, Psychiatry/Biostatistics, 2010 (2010); MA 1992 California State; PHD 1996 Southern CA

Long, Keith R., Emeritus Professor, Occupational Environmental Health, 1960 (1969); BA 1951 Kansas; MA 1953 Kansas; PHD 1960 Iowa

Longfellow, Brenda, Associate Professor, Art Art History, 2005 (2011); PHD 2005 Michigan

Longmuir, Reid Allan, Assistant Professor, Ophthalmology Visual Science, 2008 (2008); BS 1998 Iowa; MD 2002 Iowa

Longmuir, Susannah Quisling, Assistant Professor, Ophthalmology Visual Science/Pediatrics, 2008 (2008); BA 1996 Vanderbilt; MD 2003 Vanderbilt

Longo, Frank J., Emeritus Professor, Ophthalmology Visual Science/Pediatrics, 2008 (2008); BS 1965 Loyola; MS 1965 Oregon State; PHD 1966 Oregon State

Longo, Joseph Frank, Adjunct Associate Professor, Industrial Engineering, 2005 (2006); BSE 1987 Iowa; MS 1990 Iowa; PHD 1996 Iowa

Lonnegren, Karl E., Emeritus Professor, Electrical-Computer Engineering/Physics Astronomy, 1965 (1972); BS 1960 Wisconsin; MS 1962 Wisconsin; PHD 1964 Wisconsin

Looney, Angela Janine, Adjunct Instructor, Journalism Mass Communication, 2011 (2011); BA 1985 Northern Iowa

Loos, Gerald D., Clinical Adjunct Associate Professor, Family Medicine, 1987 (1987); MD 1968 Iowa

Loots, Douglas Wyatt, Adjunct Lecturer, Marketing, 2011 (2011); MBA 2010 Iowa

Lopes, Lola, Emeritus Professor, Management Organizations/Psychology, 1990 (1990); BA 1962 Redlands; MA 1971 California State; PHD 1974 California-San Diego

Losch, Mary E., Clinical Adjunct Associate Professor, Community Behavioral Health, 2004 (2004); BS 1981 Murray State; MA 1985 Iowa; PHD 1988 Iowa

Lottini, Irene, Lecturer, French Italian, 2007 (2012); MA 2002 Universita Degli Studi Di Sien; DR 2007 Universita Degli Studi Di Sien

Louko, Linda J., Clinical Associate Professor, Communication Sciences and Disorders, 2002 (2002); BS 1972 SUNY-Brockport; MA 1977 Nebraska; PHD 1998 Syracuse

Lovaglia, Michael J., Professor, Sociology, 1992 (2003); BA 1987 San Jose State; MA 1989 Stanford; PHD 1992 Stanford

Love, Jean C., Emeritus Professor, Law-Faculty, 1991 (1991); BA 1965 Wisconsin; JD 1968 Wisconsin

Lovell, James P., Clinical Adjunct Instructor, Internal Medicine, 1995 (1995); DO 1985 Kirkville/ Osteopathic Med

Lowe, Timothy J., Professor, Management Sciences, 1989 (1989); BSIE 1965 Iowa State; ME 1967 Iowa State; PHD 1973 Northwestern

Lowenber, Kathy Ann, Adjunct Lecturer, Rehabilitation and Counselor Education, 2005 (2005); BA 1972 Iowa; MA 1993 Iowa

Lowry, Heather, Lecturer, Teaching and Learning, 2001 (2001); BA 1993 Iowa Wesleyan

Lu, Charles Chunhsin, Emeritus Professor, Radiology, 1974 (1991); MD 1956 National Taiwan

Lu, Chien-Tai, Emeritus Professor, Radiology, 1992 (1992); BS 1982 National Taiwan; MD 1984 National Taiwan; PHD 1986 National Taiwan

Lu, Der-Fa, Assistant Professor, Nursing, 2004 (2005); ADN 1982 Taipei; BSN 1984 Taipei; MA 1991 Iowa; PHD 2001 Iowa

Lu, Jia, Professor, Mechanical Engineering, 2001 (2013); BS 1985 Beijing Aeronautics; MENG 1988 Tsinghua; PHD 1999 California-Berkeley

Lubaroff, David M., Professor, Urology/Microbiology, 1973 (1982); BS 1961 Philadelphia-Pharmacy and Sci; MS 1964 Georgetown; PHD 1967 Yale

Ludewig, Gabriele, Professor, Occupational Environmental Health, 2003 (2012); BS 1977 Mainz; MS 1982 Mainz; PHD 1991 Mainz

Ludwig, Gabriele, Professor, Occupational Environmental Health, 2003 (2012); BS 1977 Mainz; MS 1982 Mainz; PHD 1991 Mainz

Luikart, Joan, Adjunct Instructor, Pharmacy, 2006 (2006); BSHP Drake

Lukas, Mary F., Adjunct Instructor, Communication Sciences and Disorders, 1995 (1996); MA 1989 Iowa

Lund, Brian Christopher, Adjunct Assistant Professor, Epidemiology/Pharmacy, 2001 (2001); PHARMD 1999 Iowa; MS 2002 Iowa

Lund, Peter Scott, Clinical Associate Professor, Prosthodontics, 2007 (2007); BFA 1976 Minnesota; DDS 1980 Minnesota; MS 1987 Minnesota
Lundell, Christine M., Adjunct Instructor, Pharmacy, 2010 (2010); BSPH 1990 Drake

Lundgren, Peter Joseph, Lecturer, English as Second Language, 2013 (2013);

Lundquist, April Rose, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARM 2004 Drake

Luo, Sheng-Nian, Adjunct Assistant Professor, Mechanical Engineering, 2010 (2010); PHD 2003 California Institute of Tech

Luo, Yi, Associate Professor, Urology, 2002 (2010); MD 1978 Nanjing Medical


Lutgendorf, Philip A., Professor, Asian Slavic Languages Literature/International Programs, 1985 (2006); BA 1971 Chicago; MA 1982 Chicago; PHD 1986 Chicago


Lutter, Michael, Assistant Professor, Psychiatry, 2012 (2012);

Lutz, Gene M., Clinical Adjunct Professor, Community Behavioral Health, 2004 (2004); BS 1966 Iowa State; MS 1968 Iowa State; PHD 1971 Iowa State

Lutz, Michael A., Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Lutz, Sidney Elaine, Adjunct Instructor, Social Work, 2011 (2011); BSW 1973 Iowa; MSW 1978 Iowa

Lynch, Alison Cornelia, Clinical Associate Professor, Family Medicine/Psychiatry, 2003 (2011); BS 1990 Massachusetts; MD 1998 Iowa

Lynch, Charles Francis, Professor, Epidemiology/Pathology, 1982 (1998); BS 1974 Iowa; MS 1979 Iowa; MD 1979 Iowa; PHD 1984 Iowa

Lynch, Gerald Joseph, Adjunct Professor, Economics, 2009 (2009); PHD 1975 Kentucky

Lynn, Freda B., Assistant Professor, Sociology, 2008 (2008); BA 1998 Michigan; MA 2003 Harvard; PhD 2006 Harvard

Ma, Deqin, Clinical Assistant Professor, Pathology, 2011 (2011); PHD 1988 Kentucky; MD 1988 Shandong Medical Univ.-China

Maalouf, Mouna A., Lecturer, Chemistry, 2007 (2007); PHD 2006 Iowa

Maanum, Mouna A., Lecturer, Chemistry, 2007 (2007); PHD 2006 Iowa

Maas, James Everett, Adjunct Associate Professor, Family Dentistry, 1998 (2012); BBA 1994 Iowa; DDS 1998 Iowa

Maas, Meridean Leone Speas, Emeritus Professor, Nursing, 1976 (1994); BSN 1957 Iowa; MA 1960 Iowa; PHD 1979 Iowa State

Maassen, Rachel Anna, Clinical Associate Professor, Obstetrics Gynecology, 2006 (2013); BS 1998 Iowa; MD 2002 Iowa

Mabry, Tad R., Clinical Associate Professor, Pediatric Dentistry, 2009 (2009); BA 1983 Westminster College; DDS 1987 Oklahoma Col of Dentistry; MS 1994 Nebraska Med Ctr

Mac, Joseph R., Adjunct Assistant Professor, Pharmacy, 1997 (1997); PHARM 1992 Nebraska-Omaha

Macagno, Matilde C., Emeritus Assistant Professor, Mathematics, 1957 (1974); BS 1940 National-Argentina; MS 1958 Iowa

Macauley, Kelly Anne, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BS 1980 Wisconsin; MA 1983 Iowa

Mace, Brandi, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BS 1999 Nebraska; DDS 2005 Creighton

Macfarlane, Donald E., Professor, Internal Medicine, 1979 (1995); MBBS 1967 London; PHD 1975 London

Macgillivray, Leonard Richard, Professor, Chemistry, 2000 (2010); BSC 1994 Saint Mary’s; PHD 1998 Missouri-Columbia

Machak, Jayne Ann, Adjunct Lecturer, University College Courses, 2011 (2011); BA 2001 SW Texas State; MA 2006 Iowa

Mackey, Michael Austin, Associate Professor, Radiology/Biomedical Engineering, 2000 (2000); PHD 1998 California-Berkeley

Mackinney, A. Clinton, Clinical Assistant Professor, Health Management Policy, 2010 (2010); BA 1978 Miami; MD 1982 Ohio; MS 1998 Wisconsin @ Madison

Macneil, Richard David, Professor, Health and Human Physiology, 1975 (1991); BA 1970 Wisconsin; MED 1975 Springfield; PHD 1979 Iowa

Macpherson, Beth Joann, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BA 1987 Montana; MA 1989 Iowa


Macvey, Carol E., Lecturer, Theatre Arts, 1991 (1999); BA 1966 Notre Dame; MA 1976 Middlebury

Macwilliams, Emily, Adjunct Assistant Professor, Creative Writing, 2013 (2013);

Madia, A., Clinical Adjunct Assistant Professor, Pediatrics, 1999 (1999); MD 1981 American Board of Pediatrics


Madison, Kathi C., Professor, Oral Path,RadiologyMedicine/Dermatology, 1984 (1999); SCB 1975 Brown; MD 1978 Brown

Madsen, Donald H., Emeritus Professor, Mechanical Engineering, 1954 (1960); BSME 1944 Iowa State; MSME 1948 Purdue; PHD 1953 Purdue

Madsen, Douglas K., Emeritus Professor, Mechanical Engineering, 1954 (1960); BSME 1944 Iowa State; MSME 1948 Purdue; PHD 1953 Purdue

Madsen, Mark T., Professor, Radiology/Physics Astronomy, 1988 (2003); BS 1973 Wisconsin-Kenosha; MS
1975 Wisconsin-Madison; MS 1976 Wisconsin-Madison; PHD 1979 Wisconsin-Madison

Madsen, Murray Dean, Adjunct Assistant Professor, Occupational Environmental Health, 2003 (2003); BS 1973 Minnesota; MBA 1984 St. Ambrose

Madsen, Timothy T., Adjunct Instructor, Pharmacy, 2008 (2008); BPharm 1982 Iowa

Madin, Linda Kay, Clinical Adjunct Associate Professor, Psychiatry, 2000 (2007); BA 1981 Luther; MD 1990 Iowa

Magalhaes-Silverman, Margarida, Clinical Professor, Internal Medicine, 1997 (2003); MD 1978 University of Porto

Magboul, Magboul M. A., Clinical Assistant Professor, Anesthesia, 2001 (2001); BS 1969 Khartoum; MBBS 1974 Khartoum

Magle, Patricia Kay, Clinical Adjunct Assistant Professor, Family Medicine, 1994 (2002); BS 1973 Michigan; MD 1977 Michigan

Magnotta, Vincent Alfonso, Associate Professor, Radiology/Biomedical Engineering/Psychiatry, 2003 (2008); BA 1991 Albion; MS 1994 Iowa; PHD 1997 Iowa

Magnuson, Lori Anne, Adjunct Assistant Professor, Rehabilitation and Counseling Education, 2013 (2013); DIP 1977 Franklin-Pierce High School; BA 1981 Northwest College; MA 1998 Seattle University


Maharry, Michael Karl, Clinical Associate Professor, Family Medicine, 1999 (2008); BA 1992 Washington-St. Louis; MD 1996 Iowa

Maher, James W., Emeritus Professor, Surgery, 1985 (1989); BS 1970 Randolph-Macon; MD 1974 Florida

Mahon, Melinda Rae, Adjunct Lecturer, Management Organizations, 2013 (2013);

Mahoney, Larry T., Emeritus Professor, Pediatrics, 1976 (1992); BS 1969 Loras; MD 1973 Iowa

Mahoney, Mark Alan, Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BA 1980 Bethel; MD 1984 Iowa

Maier, Edward Lee, Adjunct Instructor, Pharmacy, 1998 (1998); BS 1970 Iowa

Maierhofer, Waltraud, Professor, German/International Programs, 1990 (2007); MA 1986 Regensburg-West Germany; PhD 1988 Regensburg-West Germany

Maiers, Jennifer Jo, Adjunct Instructor, Radiology, 2010 (2010); BS 2001 Iowa

Maigaard, Randy N., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1989 Iowa

Mailhot, Jason M., Adjunct Professor, Periodontics, 2009 (2009); AA 1976 New York @ Farmingdale; BS 1978 New York @ Oneonta; DMD 1981 Pittsburgh; MS 1993 Georgia

Makar, Adel F., Clinical Adjunct Associate Professor, Pediatrics, 1987 (2002); MBBCH 1974 Assuit Egypt


Maklad, Samy Mokhtar, Clinical Assistant Professor, Surgery, 2013 (2013); BS 2003 University of Minnesota

Malanson, George P., Professor, Geography, 1985 (1996); BA 1972 Williams; MS 1978 Utah; PHD 1983 California-Los Angeles

Malech, Dora Rachel, Adjunct Lecturer, Creative Writing, 2006 (2012); BA 2003 Yale; MFA 2005 Iowa

Malenfant, Stephanie June, Clinical Assistant Professor, Pharmacy Practice and Science, 2011 (2013); PHARMD 2011 Iowa

Maley, Joan Elizabeth, Clinical Professor, Radiology, 1997 (2013); BS 1988 Iowa; MD 1992 Iowa

Malichky, Kimberly, Adjunct Assistant Professor, Pharmacy, 2004 (2004); BA 1996 Hastings-NE; PHARMD 2002 Iowa

Malik, Norbert R., Emeritus Professor, Electrical-Computer Engineering, 1967 (1980); BS 1959 Iowa; MSEE 1960 Iowa; PHD 1964 Iowa State

Mallik, Usha, Professor, Physics Astronomy, 1988 (1993); BS 1966 Calcutta University-India; MS 1968 Indian Institute of Tech-India; MA 1972 City College of New York; PHD 1978 City College of New York

Malone, Robert E., Professor, Biology, 1985 (1993); BS 1970 Calif-Los Angeles; PHD 1976 Oregon

Manak, John R., Associate Professor, Biology/Pediatrics, 2008 (2013); BS 1984 Trinity, Hartford CT; MS 1987 New York; PHD 1992 Columbia

Manaligod, Jose M., Associate Professor, Otolaryngology-Head Neck Surgery, 2001 (2004); BA 1986 Northwestern; MD 1990 Illinois-Chicago

Mandsager, Neil Timothy, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2009 (2009); BS 1978 Wartburg; MD 1982 Iowa

Manganello, Marc, Lecturer, English as Second Language, 2011 (2011); MA 2011 Iowa State

Mangum, Teresa L., Associate Professor, Gender, Women’s and Sexuality Studies/International Programs/ English, 1990 (1996); BA 1976 Appalachian State; MA 1979 North Carolina State; PHD 1990 Illinois-Urbana

Manini, Mhd Louai, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);

Manning, John, Associate Professor, Music, 2004 (2010); BM 1991 Boston; MM 2002 MA Amherst

Manoylov, Kalina, Adjunct Associate Professor, University College, 2013 (2013);

Manson, Janice, Adjunct Instructor, Preventive Community Dentistry, 2006 (2006); AS 1994 Hawkeye Community

Manvilla Gutierrez, Ricardo Ivan, Adjunct Assistant Professor, Civil-Environmental Engineering, 2012 (2012); PHD 2006 University of Colorado

Marberry, Charles E., Emeritus Professor, Finance, 1959 (1964); BA 1948 Illinois; MA 1950 Stanford; PHD 1952 Illinois
Marce, Pilar, Lecturer, Spanish Portuguese, 2006 (2008); BA 1998 Pompeu Fabra; MA 2003 Purdue; MA 2005 Monterey Institute of Int'l St
Marchalonos, Lee Celia, Adjunct Assistant Professor, Interdisciplinary Programs, 2011 (2011); BA 1996 Wellesley; MFA 2003 Tennessee
Marchik, Mary Anne Marie, Clinical Assistant Professor, Social Work, 1990 (2000); BA 1977 Iowa; MSW 1984 Iowa
Marchini, Leonardo, Assistant Professor, Preventive Community Dentistry, 2013 (2013);
Marchman, James Nathan, Clinical Professor, Psychology, 1977 (2000); BA 1966 Eastern New Mexico; MA 1968 Iowa; PHD 1973 Iowa
Marchusen, Britt Lee, Clinical Assistant Professor, Family Medicine, 1999 (2000); BS 1988 Iowa; MD 1994 Iowa
Marek, Cindy Lou, Clinical Associate Professor, Oral Path,Radiology/Medicine/Pharmacy, 1990 (2002); BS 1986 Iowa; PHARMD 1996 Iowa
Margeas, Robert C., Adjunct Professor, Operative Dentistry, 1990 (2000); DDS 1986 Iowa
Margulis, Claudio Javier, Associate Professor, Chemistry, 2003 (2008); PhD 2001 Boston
Marian, Anil Alexander, Clinical Associate Professor, Anesthesia, 2008 (2012); MBBS 1999 Trivandrum, India; MD 2002 Mumbai, India
Mariani, Mary L., Adjunct Instructor, Preventive Community Dentistry, 1991 (1991); DDS 1988 Missouri
Mark, Allyn L., Professor, Internal Medicine, 1961 (1975); BA 1957 Iowa; MD 1961 Iowa
Markham, Sanford M., Emeritus Professor, Obstetrics Gynecology, 1999 (2004); BA 1956 Kansas; MD 1960 Kansas
Markon, Kristian Eric, Associate Professor, Psychology, 2007 (2013); BA 1996 Minnesota; PHD 2007 Minnesota
Markovetz, Niccolet Ann, Clinical Assistant Professor, Nursing, 1983 (2005); BS 1971 Iowa; MSN 1984 Iowa
Markus, Danielle Roze, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);
Marler, R. Timothy, Adjunct Associate Professor, Mechanical Engineering/Biomedical Engineering, 2009 (2009); BENG 1991 Rochester; MENG 1993 Pennsylvania State; PHD 2005 Iowa
Marlin, Robert W., Adjunct Associate Professor, Family Dentistry, 2005 (2012); DDS 1977 Iowa
Marron, Maureen, Adjunct Assistant Professor, Psych Quant Foundations, 1998 (2000); BS 1991 Oregon; MS 1993 Pittsburgh; PHD 1999 Pittsburgh
Marrs, Kristin Elizabeth, Adjunct Assistant Professor, Dance, 2013 (2013); BA 2005 St. Ambrose
Marsh, J. Lawrence, Professor, Orthopaedics and Rehabilitation, 1987 (1995); BA 1975 Colgate; MD 1979 State Univ of NY-Upstate Med
Marshall, Ronda J., Lecturer, Teaching and Learning, 2005 (2005); BA 1970 Southwestern; MA 1991 Iowa
Marshall, Steven, Adjunct Associate Professor, Orthodontics, 2004 (2004); BA 1974 Knox; DDS 1984 Northwestern; MS 1986 Northwestern
Marshall, Teresa A., Associate Professor, Preventive Community Dentistry, 1992 (2009); PHD 1987 Iowa
Martens, Steven William, Adjunct Assistant Professor, Pharmacy, 2005 (2005); PHARMD 2005 Iowa
Martensen, Kathy Marie, Adjunct Instructor, Radiology, 2010 (2010); BS 1988 Iowa; MA 2000 Iowa
Martí, Mollie Weighner, Adjunct Assistant Professor, Psychology, 2002 (2002); BA 1987 Loras; JD 1991 Iowa; MA 1998 Iowa; PHD 1999 Iowa
Martin, Amy, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2011); PHD 2008 SUNY Buffalo
Martin, Chris Elizabeth, Adjunct Instructor, Social Work, 2006 (2006); MSW 2001 Iowa
Martin, Emily, Adjunct Assistant Professor, Interdisciplinary Programs, 1999 (1999); BFA 1975 Iowa; MA 1977 Iowa; MFA 1979 Iowa
Martin, Erin Perdock, Clinical Assistant Professor, Psychiatry, 2013 (2013);
Martin, James A., Assistant Professor, Biomedical Engineering/Orthopaedics and Rehabilitation, 2008 (2013); BS 1983 California; PHD 1992 North Carolina State
Martin, Juan E., Adjunct Assistant Professor, Mechanical Engineering, 2011 (2011); BS 2001 Nacional de Cuyo; MS 2004 Illinois; PHD 2009 Illinois
Martin, Kippy, Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); BS 1987 East Central; DDS 1991 Oklahoma
Martin, Rene Elizabeth, Adjunct Associate Professor, Nursing, 1985 (2007); BSN 1982 Iowa; MA 1993 Iowa; PHD 1996 Iowa
Martin, Stephen Douglas, Adjunct Instructor, Pharmacy, 1997 (1997); BS 1973 Iowa; MBA 1987 Dubuque
Martin-Estudillo, Luis, Professor, Spanish Portuguese, 2005 (2011); MA 2002 Minnesota; PHD 2005 Minnesota
Martinet-Moriarty, F., Emeritus Professor, Dance, 1978 (1995);
Martinez, Denise Allene, Clinical Assistant Professor, Family Medicine, 2011 (2011); BA 2003 Seattle Pacific; MA 2008 Tufts
Martinez Araneda, Andres Jose, Adjunct Assistant Professor, Civil-Environmental Engineering, 2012 (2012);
Martins, James B., Professor, Internal Medicine, 1975 (1991); BA 1966 North Park; MD 1970 Illinois

Mattila, Joan Dorothy, Adjunct Instructor, Communication Sciences and Disorders, 1982 (1996); MA 1974 Iowa; DAUD 2007 A.T. Still University

Marvel, Cherie Lynn, Adjunct Assistant Professor, Psychiatry, 2005 (2005); BS 1994 Tufts; PHD 2002 Georgetown

Marvin, Roberta M., Adjunct Associate Professor, University College/International Programs, 1997 (1997); BM 1975 Boston Conservatory; MA 1986 Tufts; PHD 1992 Brandeis

Marz, Mark L., Adjunct Associate Professor, Family Dentistry, 1979 (2000); DDS 1978 Iowa

Marzen, Vincent Paul, Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 2000 (2000); MD 1992 Iowa

Mason, Charles M., Emeritus Assistant Professor, Policy Leadership Studies, 1965 (1965); BS 1949 Iowa; MA 1951 Iowa; PHD 1962 Iowa

Mason, Edward E., Emeritus Professor, Surgery, 1953 (1961); BA 1943 Iowa; MD 1945 Iowa; PHD 1953 Minnesota

Mason, Ian C., Emeritus Professor, Music, 1952 (1973); BA 1943 Iowa; AM 1945 Minnesota

Mason, Karen M., Adjunct Assistant Professor, History, 2010 (2010); BA 1975 Bryn Mawr; AM 1981 Minnesota; DR 1991 Michigan

Mason, Kenneth Andrew, Lecturer, Biology, 2007 (2007); BS 1982 Washington; PHD 1991 California @ Davis

Mason, Paul Thomas, Adjunct Lecturer, Accounting, 2009 (2009); BA 1975 Connecticut; MBA 1977 Connecticut

Mason, Sally K., Professor, Biology, 2007 (2007); BA 1972 Kentucky; MS 1974 Purdue; PHD 1978 Arizona

Mason, Sara E., Assistant Professor, Chemistry, 2010 (2010); BS 2001 St. John Fisher; PHD 2007 Pennsylvania

Mastascusa, Nicolo J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2008 Iowa

Mathews, Katherine Dianne, Professor, Neurology/Pediatrics, 1989 (2008); BS 1976 Iowa; MD 1983 Iowa

Mathews, Michael, Adjunct Assistant Professor, Pediatric Dentistry, 2002 (2002); BA 1991 Central; DDS 2000 Iowa

Matowe, Lloyd, Adjunct Assistant Professor, Pharmacy, 2008 (2008); BPharm 1994 Zimbabwe

Matsuda, James Jiro, Clinical Adjunct Assistant Professor, Pediatrics, 2009 (2009); MD 1993 Iowa; MD 1993 Iowa

Matsukura, Michi, Adjunct Assistant Professor, Psychology, 2011 (2011); PHD 2008 Iowa

Matsumoto, Barry D., Associate Professor, Law-Faculty, 1974 (1974); BA 1967 Washington; JD 1970 Washington

Matsuo, Miwa, Assistant Professor, Urban Regional Planning, 2009 (2009); BE 2002 Tokyo, Japan; MS 2004 University of Toyko; MA 2005 Tokyo, Japan; PHD 2008 Harvard; Dr 2008 Harvard Grad School of Design

Matt, Gary David, Adjunct Assistant Professor, Endodontics, 2005 (2005); DDS 1998 Iowa; Cer 2003 Naval Dental, Bethesda

Mattes, Kyle, Assistant Professor, Political Science, 2008 (2008); BA 1997 Northwestern; MA 2005 California Institute of Tech; PHD 2008 California Institute of Tech

Mattes, Timothy Edward, Associate Professor, Civil-Environmental Engineering, 2004 (2010); BSE 1994 John Hopkins; MSE 1995 John Hopkins; PHD 2004 Cornell University

Matthes, William A., Emeritus Associate Professor, Rehabilitation and Counselor Education, 1967 (1970); BA 1961 Knox; MS 1965 Indiana; EDD 1967 Indiana

Matthews, David Carl, Adjunct Instructor, Electrical-Computer Engineering, 2008 (2008); BA 1984 Doane College; BS 1985 Washington; MS 1994 Iowa State

Matthews, Grace, Clinical Adjunct Instructor, Nursing, 2006 (2006); BSN 1995 Iowa; MSN 2000 Iowa

Matvievea, Yulia N., Clinical Assistant Professor, Family Medicine, 2011 (2011); MD 2000 Russian People's Friendship U.

Mauer, David Christopher, Professor, Finance, 2013 (2013);

Mauk, Benjamin David, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2012 (2012);

Maurer, Candida Ruth, Adjunct Assistant Professor, Psych Quant Foundations, 1994 (1994); PHD 1991 Iowa

Maurice, Thomas J., Adjunct Assistant Professor, Pediatric Dentistry, 2003 (2003); BS 1988 Illinois Wesleyan; DDS 1992 Iowa; MS 1995 North Carolina

Maury, Wendy, Professor, Microbiology, 1999 (2012); BA 1976 Duke; MS 1980 North Carolina State; PHD 1988 Virginia

Maxey, E. James, Adjunct Associate Professor, Psych Quant Foundations, 1957 (1971); BS 1957 Illinois State; MS 1959 Iowa; PHD 1967 Iowa

Maxfield, Lynn Milo, Adjunct Instructor, Communication Sciences and Disorders, 2013 (2013); BA 2004 Albertson College of Idaho
Maxson, Jami A., Clinical Adjunct Assistant Professor, Family Medicine, 2000 (2002); BS 1989 Iowa; MD 1993 Iowa

Maxson, Linda, Professor, Biology, 1997 (1997); BS 1964 San Diego State; MA 1966 San Diego State; PHD 1973 California-Berkeley

Maxted, James C., Lecturer, Electrical-Computer Engineering, 2001 (2011); BSEE 1974 Iowa; MSEE 1984 Iowa

Maxwell, Briana Marie, Adjunct Assistant Professor, Division of Performing Arts, 2008 (2008); BS 2005 Austin Pray St.; MFA 2008 Iowa

Maxwell, John A., Adjunct Assistant Professor, Oral Path,RadiologyMedicine, 1999 (1999); DDS 1975 Iowa

Maxwell, Kathryn Ann Buchanan, Adjunct Instructor, Preventive Community Dentistry, 2007 (2007); BA 1974 Iowa

Mayer, Gayle Ann, Adjunct Instructor, Pharmacy, 2008 (2008); BSPH 1975 Drake

Maynard, Jerry Allen, Emeritus Professor, Health and Human Physiology/Anatomy Cell Biology/Orthopaedics and Rehabilitation, 1971 (1981); BA 1958 Northern Iowa; MS 1961 Indiana; PhD 1970 Iowa

Mays, A. Louise, Emeritus Professor, Social Work, (2004);

Mazar, Alexander, Clinical Associate Professor, Internal Medicine, 2007 (2007); MD 1983 Perm, Russia

Mcallister, Bryant F., Associate Professor, Biology, 2002 (2008); BS 1989 Texas A M; MS 1992 Texas A M; PHD 1997 Rochester

Mcbride, Bunny Allen, Emeritus Professor, Art Art History, 1970 (1985); BS 1960 Montana State; MFA 1970 Alfred

Mcbrien, Dianne M., Clinical Associate Professor, Pediatrics, 1997 (2005); MD 1991 Mayo Medical

Mccabe, Donald Ray, Clinical Adjunct Assistant Professor, Pediatrics, 1981 (1981); MD 1971 Iowa

Mccaffrey, Anton P., Adjunct Assistant Professor, Internal Medicine, 2004 (2004); BA 1989 California at San Dieg; PHD 1999 Colorado at Boulder

Mccambridge, Chad, Clinical Adjunct Associate Professor, Family Medicine, 2011 (2011); BS 1997 Iowa; MD 2001 Iowa

Mccarter, Linda, Professor, Microbiology, 1996 (2009); BA 1974 Hawaii; PHD 1983 California-Davis

Mccarthy, Ann Marie, Professor, Community Behavioral Health/Pediatrics/Nursing, 1984 (2005); BA 1972 Simmons; MSN 1976 Boston College; PHD 1990 Iowa

Mccarthy, Christine, Associate Professor, Educ Policy Leadership Studies, 1995 (2001); BA 1976 Quinnipiac; MA 1980 Colorado; MA 1990 Ohio State; PHD 1992 Ohio State

Mccarty, Richard C., Lecturer, Management Organizations, 2004 (2004); BA 1973 University of Northern Iowa

Mccaughey, Paul T., Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); DO 1985 Osteopathic-Des Moines


Mcclimon, Kevin, Adjunct Instructor, Pharmacy, 2000 (2000); BS 1983 Iowa

Mcconville, James B., Clinical Adjunct Assistant Professor, Family Medicine, 1979 (2002); BS 1969 Nortre Dame; MD 1973 Iowa

Mccormick, George R., Emeritus Professor, Geoscience, 1968 (1976); BA 1958 Ohio Wesleyan; PHD 1964 Ohio State

Mccormick, Laurie May, Assistant Professor, Psychiatry, 2005 (2008); MD 1998 American University Car

Mccormick, Michael Leon, Adjunct Assistant Professor, Radiation Oncology, 2001 (2001); BA 1981 Iowa; MS 1985 Iowa; PHD 1989 Iowa

Mccowan, Bernadette Alston, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2003 North Carolina

Mccray, Paul B., Professor, Microbiology/Internal Medicine/Pediatrics, 1991 (2001); BA 1976 St. Olaf; MD 1981 Iowa

Mccue, James F., Emeritus Professor, Religion, 1965 (1973); BA 1955 Xavier; MA 1958 Loyola University of Chicago; PHD 1961 Wisconsin

Mccue, Maureen F., Clinical Adjunct Assistant Professor, International Programs/Division of Interdisciplinary Program/Epidemiology, 1991 (1991); BA 1969 Wisconsin-Madison; MD 1981 Wisconsin-Madison; PHD 1997 Iowa

Mccunniff, Michael David, Adjunct Instructor, Preventive Community Dentistry, 1999 (1999); DDS 1983 Missouri-Kansas City

Mcdaniel, Deanna L., Clinical Associate Professor, Pharmacy, 2002 (2011); PHARMD 2001 Iowa

Mcdermott, Cortney C., Adjunct Lecturer, Management Organizations, 2013 (2013);

Mcdermott, Mark A., Lecturer, Teaching and Learning, 2012 (2012); BS 1995 Cornell College; MS 2002 Iowa State Univ; PHD 2009 Univ of Iowa
McDonald, Joshua, Clinical Assistant Professor, Radiology, 2012 (2012);
McDonough, Randy Patrick, Adjunct Professor, Pharmacy, 1988 (2003); BSPH 1987 Iowa; MS 1997 Iowa
Mcelroy, Kelly, Adjunct Instructor, University College, 2013 (2013); BA 2005 University of So. California; AMLS 2010 University of British Columbia
Mcelroy, Steven J., Assistant Professor, Pediatrics, 2011 (2011); BS 1995 Juniata; MD 1999 Hahnemann
Mcentaffer, Randall L., Assistant Professor, Physics Astronomy, 2008 (2008); PhD 2007 Colorado, Boulder
Mcfadden, Ryan Clay, Adjunct Lecturer, University College, 2010 (2010); AA 2004 Rock Valley; BA 2006 Northern Illinois; MED 2008 Northern Arizona
Mcfarland, John W., Adjunct Assistant Professor, Preventive Community Dentistry, 1991 (1991); DDS 1967 Northwestern
Mceachey, Mark, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); BS 1975 Carelton College; MD 1979 Johns Hopkins
Mcgee, Veronica Lou, Adjunct Instructor, Pharmacy, 2008 (2008); BSPH 1996 Drake
Mcgehee, Daniel Victor, Adjunct Associate Professor, Industrial Engineering/Occupational Environmental Health, 1999 (2012); BA 1986 Central Washington; MS 1995 Idaho; PhD 2009 Leeds (UK)
Mcgill, Melissa Ann, Adjunct Assistant Professor, Pharmacy, 2005 (2005); BSPH 1995 Iowa
Mcgill, R. Michael, Clinical Adjunct Assistant Professor, Pediatrics, 2010 (2010); MD 1982 Kansas
Mcgowan, Gerald J., Clinical Adjunct Associate Professor, Family Medicine, 1975 (1982); MD 1963 Iowa
Mcgowan, Stephen E., Professor, International Programs/Internal Medicine, 1986 (1998); AB 1972 Washington; MD 1976 Rochester
Mcgraw, Amyruth, Lecturer, Communication Sciences and Disorders, 2004 (2005); BA 1993 Oberlin College; MFA 1998 Arizona State
Mcgraw, Danielle, Adjunct Instructor, Health and Human Physiology, 2011 (2011); MS 2008 Capella
Mcgregor, Karla K., Professor, Communication Sciences and Disorders, 2005 (2008); BA 1984 North Carolina; MS 1987 Purdue; PHD 1992 Purdue
Mcguire, Don R., Adjunct Assistant Professor, Pharmacy, 2007 (2007); BS 1981 Butler
Mcguire, Linda Ann, Adjunct Lecturer, Law-Faculty, 1979 (2003); BS 1970 State University of New York; MA 1971 Bowling Green State University; JD 1982 IOWA
Mcguire, Sarah Marie, Assistant Professor, Radiation Oncology, 2007 (2007); BS 1998 Milwaukee Sch. of Engineering; PHD 2004 Duke
Mcguire, Steve, Professor, Art Art History/Interdisciplinary Programs, 1988 (2005); BS 1981 Northwest Missouri State; MA 1983 Iowa; PHD 1990 Iowa
Mcintosh, Thomas J., Clinical Adjunct Professor, Internal Medicine, 2000 (2000); MS 1970 Iowa
Mckay, Sherry Lea, Emeritus Assistant Professor, Nursing, 1998 (2004); BSN 1993 Iowa Wesleyan; BSN 1998 Iowa; MSN 1998 Iowa
Mckean, Penny Lee, Adjunct Assistant Professor, Interdisciplinary Programs, 2004 (2004); BA 1976 Washington State; MA 1989 Iowa; MFA 1992 Iowa
Mckeighen, Rosemary J., Emeritus Professor, Nursing, 1975 (1980); BA 1950 Indiana; BSN 1965 California State; MS 1967 UCLA; PHD 1984 Texas
Mckenna, Jon, Adjunct Instructor, Pharmacy, 2002 (2002); BS 1979 Creighton
Mckenna, Ryan P., Adjunct Instructor, Preventive Community Dentistry, 2005 (2005); DDS 2003 Iowa
Mckibben, Kayla Nicole, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2011 (2011); PHD 2009 Southern Illinois
Mcknight, Carrie Beth, Clinical Assistant Professor, Oral Pathology, 1999 (2001); DDS 1998 Iowa
Mclaren, Rachel Maree, Assistant Professor, Communication Studies, 2008 (2008); BA 2003 LaSalle; MA 2005 Penn State; PHD 2008 Penn State
Mclaughlin, John C., Emeritus Professor, English, 1958 (1967); BA 1950 Kenyon; MA 1952 Toledo; PHD 1961 Indiana
Mclaughlin, Kiley Ann, Adjunct Assistant Professor, Creative Writing, 2013 (2013);
Mclay, Richard W., Adjunct Professor, Biomedical Engineering, 1998 (1998); PHD 1963 Wisconsin-Madison
Mclean, Jesse, Assistant Professor, Cinema Comparative Literature, 2012 (2012);
Mcleese, Donald George, Associate Professor, Journalism Mass Communication, 2003 (2006); BA 1973 North Central; MA 1975 Chicago
Mcleod, Kembrew, Professor, Communication Studies, 2000 (2013); BS 1993 James Madison; MA 1995 Virginia; PhD 1999 Massachusetts-Amherst
Mcleran, Hermine E., Adjunct Associate Professor, Preventive Community Dentistry, 1974 (1987); MPH 1961 Michigan
Mcmins, Kenneth Dean, Adjunct Associate Professor, Occupational Environmental Health, 2004 (2004); BA 1971 Northern Iowa; MD 1976 U of Autonoma de Guadalajara
Mcmullen, Mark F., Adjunct Instructor, Pharmacy, 2005 (2005); BS 1982 Iowa
Mcmurray, Robert M., Associate Professor, Linguistics/Communication Sciences and Disorders/Psychology, 2004 (2010); BA 1998 Cornell University; MS 2003 Rochester, NY; PHD 2004 Rochester, NY
Mcnabb, Scott F., Emeritus Associate Professor, Educ Policy Leadership Studies/Division of Interdisciplinary Program, 1979 (1984); BA 1968 Earlham; MED 1972 Harvard; PHD 1978 Virginia
Mcnamara, James, Assistant Professor, Internal Medicine, 2007 (2009); BSc 1992 Virginia; PhD 2003 Duke

Mcneill, Robin M., Adjunct Instructor, Preventive Community Dentistry, 2005 (2005); AS 2001 Kirkwood; BS 2004 Missouri-KC

Mcnulty, Michael L., Emeritus Professor, Geography, 1969 (1976); BS 1962 California State/Pennsylvania; MA 1964 Northwestern; PhD 1966 Northwestern

Mcpherson, James A., Professor, English/Creative Writing, 1981 (1981); BA 1965 Morris Brown; LLB 1968 Harvard; MFA 1970 Iowa

Mcquistan, Michelle, Associate Professor, Preventive Community Dentistry, 2004 (2013); BA 1997 Notre Dame; DDS 2001 Iowa; MS 2004 Iowa

Mcwilliams, Jennifer K., Clinical Assistant Professor, Psychiatry/Pediatrics, 2009 (2009); MD 2004 Nebraska Med Center

Meadows, Jill Lynelle, Clinical Adjunct Associate Professor, Obstetrics Gynecology, 1999 (2005); BA 1991 Macalester; MD 1995 Iowa

Meeker, Brian Walter, Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BS 1981 Truman Univ; DO 1984 Des Moines

Meeks, Sanford, Adjunct Associate Professor, Radiation Oncology, 1999 (1999); BS 1989 Florida Southern; MS 1991 Florida; PhD 1994 Florida

Mehdi, Haider, Assistant Professor, Internal Medicine, 2012 (2012);

Meier, Jeffery Linn, Associate Professor, Internal Medicine, 1993 (2004); BS 1981 Iowa; MD 1986 Iowa

Meisenbach, Rebecca, Adjunct Associate Professor, Communication Studies, 2012 (2012);

Meisterheim, Melissa, Lecturer, English as Second Language, 2009 (2010); BA 1998 Truman State; MA 2001 Iowa

Mekies, Saul, Adjunct Lecturer, Management Organizations, 2009 (2009); MA 1984 Connecticut

Melcher, Jon Christian, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Melchert, Thomas E., Emeritus Associate Professor, Biology, 1963 (1968); BA 1958 Lawrence; MS 1960 Wisconsin; PhD 1963 Texas

Melessa, Samuel Joseph, Assistant Professor, Accounting, 2012 (2012);

Mellen, Katherine Rose, Lecturer, Health and Human Physiology, 2000 (2000); MA 1997 Iowa; PhD 2007 Iowa

Melloy, Michael Joseph, Adjunct Instructor, Law-Faculty, 2012 (2012);

Menda, Yusuf, Associate Professor, Radiology/Radiation Oncology, 2001 (2011); MD 1994 Istanbul

Mendez, Adriana, Professor, Spanish Portuguese/International Programs, 1985 (1998); BA 1972 Cincinnati; MA 1974 Duke; PhD 1979 Cornell

Mendoza, Sergio Andres, Clinical Associate Professor, Orthopaedics and Rehabilitation, 2001 (2007); MD 1990 Pontifica Catolica


Meng, Xiangbing, Assistant Professor, Obstetrics Gynecology, 2009 (2009); BA 1990 Beijing Normal; MS 1995 Beijing Normal; PhD 1998 Beijing Inst Radiology

Menken, Crystal Marie, Clinical Adjunct Assistant Professor, Family Medicine, 2013 (2013);

Mennen, James, Adjunct Instructor, Pharmacy, 2000 (2000); BS 1991 Iowa

Menninger, John R., Emeritus Professor, Biology, 1972 (1978); BA 1957 Harvard; PhD 1964 Harvard

Mentzer, Raymond A., Professor, Religion/History, 2001 (2001); AB 1967 Fordham; MA 1970 Wisconsin; PhD 1973 Wisconsin

Merchant, James A., Professor, Occupational Environmental Health/Nursing, 1981 (1981); BS 1962 Iowa State; MD 1966 Iowa; PhD 1973 North Carolina

Merchant, John Arthur, Adjunct Assistant Professor, Cinema Comparative Literature, 2007 (2007); PhD 2006 Chicago

Meredith, Patricia Kay, Clinical Associate Professor, Operative Dentistry, 1984 (2000); BS 1979 Iowa; DDS 1983 Iowa; MS 2008 Iowa

Mergenthaler, Richard D., Assistant Professor, Accounting, 2008 (2008); PhD 2008 Washington

Merideth, Jeff, Adjunct Instructor, Pharmacy, 2005 (2005); BSPH Creighton

Merino, Ana, Associate Professor, Spanish Portuguese, 2009 (2009); LIC 1995 Universidad Autonoma de Madrid; MA 1997 Ohio State; PhD 2001 Pittsburgh

Merkitch, Kenneth W., Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 1995 (1995); MD 1984 Northwestern

Merlino, Robert L., Professor, Physics Astronomy, 1981 (1992); BS 1973 St Joseph’s; PhD 1980 Maryland

Merrick, Robert J., Clinical Adjunct Assistant Professor, Family Medicine, 1979 (2002); BS 1966 Iowa; MD 1969 Iowa

Merrifield, Elizabeth A., Adjunct Instructor, Communication Sciences and Disorders, 1985 (1996); BS 1962 Wisconsin; MS 1964 Wisconsin; PhD 1978 Iowa

Merrill, Katherine, Associate Professor, International Programs/English/International Writing, 2000 (2000); MA 1982 Washington

Merrill, Nathan Patrick, Adjunct Assistant Professor, Pharmacy, 2010 (2010); PHARMD 2005 Iowa

Merrill, Christopher, Professor, Cinema Comparative Literature/International Programs/English/International Writing, 2000 (2000); MA 1982 Washington

Mertens, Carol Elaine, Adjunct Assistant Professor, Teaching and Learning, 2000 (2000); BS 1975 Northeast Missouri; MA 1989 Iowa; PhD 2000 Iowa

Messerele, Louis, Associate Professor, Radiology/Chemistry, 1984 (1990); SCB 1975 Brown; PhD 1979 Massachusetts Inst of Tech

Messingham, Kelly A. Nordyke, Assistant Professor, Dermatology, 2009 (2009); BS 1993 Iowa State; MS 1995 Iowa State; PhD 2001 Loyola
Metzger, Ann Marie, Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BS 1980 Mount Mercy; MD 1993 Iowa

Metzger II, Robert J., Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2010 (2010); BGS 2001 Cornell College; MA 2004 Forest Institute; PSYD 2006 Forest Institute

Meurice, Yannick, Professor, Physics Astronomy, 1990 (2003); BS 1981 Université Catholique de Louvain; PHD 1985 Université Catholique de Louvain

Meyer, David L., Adjunct Assistant Professor, Orthodontics, 2009 (2009); DDS 1987 Iowa; MS 1989 Louisville

Meyerholz, David Kyle, Associate Professor, Pathology, 2006 (2011); DVM 1994 Iowa State; MS 2001 Iowa State; PHD 2004 Iowa State

Mezhir, James John, Assistant Professor, Surgery, 2010 (2010); MD 2001 Buffalo

Miakotina, Olga L., Adjunct Assistant Professor, Biology, 2011 (2011); PHD 1988 Moscow State, Russia

Michaelson, Jacob J., Assistant Professor, Psychiatry, 2013 (2013);

Michaelson, Susan Dominy, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2003 (2005); BA 1983 Texas Lutheran; MA 2001 Iowa; PHD 2005 Iowa

Michels, Timothy Lee, Adjunct Associate Professor, Family Dentistry, 1987 (2000); BS 1981 Drake; DDS 1985 Iowa

Midgett, Douglas K., Emeritus Associate Professor, Anthropology, 1972 (2010); BA 1965 Montana; PHD 1977 Illinois

Midtrod, Tom Arne, Assistant Professor, History, 2009 (2009); BA 2000 Oslo, Norway; MA 2003 South Alabama; PHD 2008 Northern Illinois

Mihm, Harold L., Clinical Adjunct Lecturer, Obstetrics Gynecology, 1982 (1982); MD 1972 Iowa


Milavetz, Gary, Associate Professor, Pharmacy, 1981 (1991); BS 1978 Minnesota; PHARMD 1980 Minnesota

Milde, Frances Kay, Emeritus Assistant Professor, Nursing, 1974 (1977); BSN 1971 Missouri-Columbia; MSN 1974 Western Reserve; PHD 1983 Iowa

Milhem, Mohammed, Clinical Associate Professor, Internal Medicine, 2007 (2011); MD 1995 Jordan

Millard, Melanie Rani, Adjunct Assistant Professor, Pharmacy, 1997 (2006); PHARMD 1997 Iowa

Miller, Anthony Clark, Clinical Associate Professor, Psychiatry, 2008 (2010); BA 1990 Goshen College; MD 1994 University of Iowa

Miller, Benjamin James, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2010 (2010); BS 1999 Cornell; MD 2003 Iowa

Miller, Charles Anthony, Adjunct Associate Professor, Communication Sciences and Disorders, 1997 (2004); BSEE 1983 Iowa; PHD 1992 Iowa

Miller, Cynthia Marie, Lecturer, Teaching and Learning, 2004 (2004); BA 1977 INDIANA; MA 1987 NEW YORK ST.

Miller, Dana K., Adjunct Instructor, Pharmacy, 1997 (1997); B.S.P.H. 1981 Creighton

Miller, Daniel Gillett, Clinical Assistant Professor, Emergency Medicine, 2011 (2011); BA 2001 Wisconsin; BS 2001 University of Wisconsin; MD 2005 Illinois

Miller, Dayna Jo, Clinical Assistant Professor, Pediatrics, 2011 (2011); BA 2002 Northern Iowa

Miller, Debra Kay Walters, Clinical Adjunct Assistant Professor, Pediatrics, 1988 (1988); MD 1980 Iowa

Miller, Delwyn Deon, Professor, Psychiatry, 1992 (2004); BS 1977 Iowa; PHARMD 1980 Kentucky; MD 1987 Case Western Reserve

Miller, Eric, Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); D.D.S. 1988 Colorado

Miller, Franklin, Emeritus Professor, Cinema Comparative Literature, 1970 (1982); BA 1962 Oberlin; MA 1964 Ohio State; MFA 1970 Ohio State

Miller, Heather, Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); AA 1996 Hawkeye Community

Miller, James Arthur, Adjunct Instructor, Pharmacy, 1997 (1997); BS 1971 Iowa

Miller, Marguerite Lea, Adjunct Instructor, German, 2005 (2005); BA 1975 Iowa; MA 1990 Iowa

Miller, Matthew Edward, Adjunct Assistant Professor, Operative Dentistry, 2010 (2013); DMD 2001 Southern Illinois

Miller, Merida, Clinical Assistant Professor, Obstetrics Gynecology, 2007 (2007); BA 1994 Bowdoin College; MD 2003 Minnesota Medical

Miller, Michael P., Clinical Assistant Professor, Emergency Medicine, 2010 (2010); BS 1990 Manchester; MD 1995 Iowa

Miller, Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2012); PHARMD 2010 Nebraska Medical

Miller, Nathan, Lecturer, Law-Faculty, 2011 (2011); BA 1998 Dayton; JD 2002 New York Law

Miller, Rachel Ann Warntjes, Clinical Professor, Internal Medicine, 1996 (2008); BS 1986 South Dakota State; MD 1989 Iowa

Miller, Robert Franklin, Professor, Law-Faculty, 2012 (2012); BA 2008 The George Washington Universi

Miller, Robert T., Professor, Law-Faculty, 2012 (2012);

Miller, Ryan Adam, Instructor, Military Science, 2011 (2011); BA 2009 Iowa; MA 2011 Norwich

Miller, Sarah Louise, Clinical Assistant Professor, Emergency Medicine, 2012 (2012);

Miller, William A., Emeritus Professor, Faculty Practice Administration, 1997 (1997); BS 1965 Ohio State; MS 1969 Ohio State; PHAR 1971 Kentucky

Miller Jr., Francis Joseph, Professor, Radiation Oncology/Anatomy Cell Biology/Internal Medicine, 1995 (2013); MD 1989 Iowa
Mills, Margaret Hill, Professor, Asian Slavic Languages Literature, 1989 (2000); BA 1976 Iowa; MA 1979 Iowa; PHD 1985 Michigan; MPH 2005 Univ of Iowa

Mindrup, Steven Richard, Clinical Adjunct Assistant Professor, Urology, 2011 (2011); BA 1997 Wartburg; MD 2001 Iowa

Mineck, Daniel, Adjunct Lecturer, Mechanical Engineering, 2007 (2007); BSME 1971 Iowa State

Minion, F. Chris, Adjunct Professor, Microbiology, 2010 (2010); PHD 1983 Alabama, Birmingham

Mintner, Paul J., Adjunct Lecturer, University College, 2012 (2012);

Mirr, Ronald Kurt, Adjunct Instructor, Urban Regional Planning/Social Work, 1997 (1997); BA 1981 Purdue; MSW 1987 Iowa

Mishra, Leenu, Clinical Adjunct Assistant Professor, Psychiatry, 2011 (2011); MD 1999 MKCG Medical

Missall, Kristen, Associate Professor, Psych Quant Foundations, 2009 (2009); BA 1996 Nebraska; MA 1999 Minnesota; PHD 2002 Minnesota


Mitchell, Katie D., Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARM 2006 Drake

Mitchell, Sara Beth, Professor, Political Science, 2004 (2011); BS 1991 Iowa State; MA 1993 Michigan State; PHD 1997 Michigan State

Mitchell, Teresa Marie, Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARM 2008 Iowa

Mitros, Frank A., Emeritus Professor, Pathology, 1976 (1988); BS 1965 Seton Hall; MD 1969 New Jersey College of Medicine

Mittelberg, K. Neil, Clinical Adjunct Assistant Professor, Urology, 2002 (2002); MD 1990 Loyola

Mixdorf, Tracy Michele, Clinical Adjunct Assistant Professor, Family Medicine, 2006 (2006); BS 1992 Iowa; DO 1998 Osteopathic Medicine; MHA 1998 Osteopathic Medicine

Mobily, Kenneth Edward, Professor, Health and Human Physiology, 1979 (1994); BA 1972 Kent State; MA 1977 Iowa; PHD 1981 Iowa

Mobily, Paula Renay, Emeritus Associate Professor, Nursing, 1976 (1994); BSN 1971 Ohio State; MSN 1976 Cincinnati; PHD 1987 Iowa

Modrick, Joseph M., Clinical Assistant Professor, Radiation Oncology, 2002 (2002); BS 1989 Northern Iowa; MS 1994 Iowa; MS 1998 Wisconsin; PHD 2000 Wisconsin

Moeller, Lon D., Clinical Professor, Management Organizations, 1994 (2007); BBA 1982 Iowa; MA 1984 Iowa; JD 1987 Iowa

Mogbo, Patrick N., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Mohammad, Yasemin, Assistant Professor, German, 2013 (2013);

Mohapatra, Durga Prasanna, Assistant Professor, Pharmacology/Anesthesia, 2008 (2008); BS 1993 Utkal Uni, Bhubaneswar, India; MS 1997 Nat Dairy Inst, Kamal, India; PHD 2003 Erlangen-Nurnberg

Mohler, Peter J., Adjunct Professor, Internal Medicine, 2006 (2011); BS 1995 Wake Forest; PHD 2000 North Carolina

Mohr, Nicholas Matthew, Clinical Assistant Professor, Anesthesia/Emergency Medicine, 2011 (2011); MD 2006 Iowa

Moline, David O., Emeritus Professor, Family Dentistry, 1983 (1992); DDS 1953 Washington

Molis, Marc Alan, Clinical Adjunct Assistant Professor, Family Medicine, 2008 (2008); BS 1996 Illinois Wesleyan; MD 2000 Northwestern

Molis, Whitney Elizabeth, Clinical Adjunct Assistant Professor, Pediatrics, 2008 (2008); MD 2001 Northwestern

Momany, Elizabeth Trumpold, Adjunct Assistant Professor, Preventive Community Dentistry, 1990 (2010); BS 1982 Iowa; MA 1984 Iowa; PHD 1988 Iowa

Monette, Shonda Lashay, Adjunct Instructor, Chemistry, 2001 (2011); BS 1998 Southern Univ @ New Orleans; MS 2001 Iowa

Monick, Martha Mary Fultz, Professor, Internal Medicine, 2009 (2009); BA 1986 Iowa; PHD 2007 Iceland

Monserud, Gerald Dale, Adjunct Associate Professor, Family Dentistry, 1985 (2000); BS 1974 Iowa; DDS 1980 Iowa

Montgomery, Ian, Clinical Adjunct Professor, Health Management Policy, 2007 (2010); BA 1975 Iowa; MHA 1979 Iowa

Montgomery, John C., Emeritus Professor, Oral Maxillofacial Surgery, 1974 (1974); BA 1952 Missouri; DDS 1956 Missouri-Kansas City; MS 1959 Missouri-Kansas City

Montgomery, Lou Ann, Clinical Adjunct Assistant Professor, Nursing, 2000 (2001); MA 1988 Iowa; PHD 2000 Iowa

Montgomery, Rex, Emeritus Professor, Biochemistry, 1955 (1964); BSC 1943 Birmingham; PHD 1946 Birmingham-England; DSc 1963 Birmingham-England

Moon, Jerald B., Professor, Communication Sciences and Disorders, 1985 (2009); BS 1978 Western Ontario-Canada; MS 1980 Western Ontario-Canada; PHD 1985 Purdue

Mooney, Barbara B., Associate Professor, International Programs/Art Art History, 2002 (2006); BA 1975 Missouri-St. Louis; MA 1980 Illinois; PHD 1991 Illinois

Moonjely, Anita J., Clinical Assistant Professor, Pediatrics, 2007 (2007); MBBS 1993 Coimbatore, India; MD 1995 Coimbatore,India

Moonjely, Joe, Clinical Adjunct Assistant Professor, Internal Medicine, 2003 (2003); BA 1984 Univ of Calicut, India; MD 1991 Trichur Medical College

Moore, Betty Marguerite, Adjunct Instructor, Psychiatry, 1999 (1999); BA 1980 Illinois; MSW 1983 Illinois

Moore, Cathleen M., Professor, Psychology, 2007 (2007); BA 1988 Hamilton; PHD 1994 California-San Diego

Moore, Daniel, Professor, Music, 1996 (2006); BME 1981 East Texas State; MM 1985 Wichita State; DMA 2000 Kentucky

Moore, Duncan, Adjunct Lecturer, Health Management Policy, 2003 (2008); BA 1963 Florida State; MA 1965 Iowa

Moore, Joseph P., Adjunct Assistant Professor, Pharmacy, 2002 (2002); PHARMD 1994 Creighton

Moore, Joyce L., Associate Professor, Psych Quant Foundations, 1994 (2000); BS 1985 Pittsburgh; PHD 1993 Stanford

Moore, Michael Edward, Associate Professor, History/International Programs, 2008 (2011); AB 1984 Michigan; AM 1987 Michigan; PHD 1993 Michigan

Moore, Pamela Sue, Adjunct Instructor, Social Work, 2000 (2000); BA 1982 Iowa; BBA 1983 Iowa; MSW 1987 Iowa


Moore, Steven A., Professor, Pathology, 1986 (1995); BS 1977 Purdue; PHD 1980 Indiana; MD 1982 Indiana

Moore, Kevin Gene, Clinical Associate Professor, Pharmacy, 1987 (2005); PHARMD 1979 Nebraska

Moorehead, Sue Ann Parmeter, Associate Professor, Nursing, 1984 (1999); BSN 1972 Maryland; MA 1982 Iowa; PHD 1993 Iowa

Mora, Francisco, Adjunct Professor, Physiology, 1995 (1995); BS 1970 Granada; MD 1974 Granada; PHD 1978 Oxford

Moran, Michael E., Adjunct Instructor, Health and Human Physiology, 1985 (1985); BA 1978 Northern Colorado; MA 1979 Northern Colorado

Morarend, Quinn, Adjunct Assistant Professor, Periodontics, 2003 (2010); DDS 2001 Iowa; MS 2009 Iowa

Morcuende, Jose A., Professor, Orthopaedics and Rehabilitation/Pediatrics, 2001 (2013); MD 1981 Autonoma Madrid

Morcuende, Maria Angeles, Clinical Assistant Professor, Psychiatry, 2007 (2007); MD 1994 Autonoma DeMadrid


Moreland, Jessica Germond, Professor, Pediatrics, 1998 (2013); BS 1988 Duke; MD 1992 Vanderbilt

Morelli, Brian A., Adjunct Instructor, University College, 2009 (2011); AA 2002 Des Moines; BA 2005 Iowa

Moreno Uribe, Lina Maria, Assistant Professor, Dows Institute-Research, 2008 (2008); DDS 1991 Medellin Colombia; PHD 2005 Iowa

Moreton, Melissa N., Adjunct Assistant Professor, Interdisciplinary Programs, 2013 (2013); BA 1990 University of Illinois; MA 2003 Syracuse University

Morf, Paul, Adjunct Lecturer, Law-Faculty, 2003 (2003); AB 1994 Dartmouth; SJD 1997 Yale

Morgan, Dale D., Clinical Adjunct Professor, Anesthesia, 2002 (2002); BA 1947 Coe; MD 1951 Iowa

Morgan, Donald P., Emeritus Professor, Occupational Environmental Health, 1973 (1983); BS 1944 Franklin Marshall; MD 1947 Indiana; MS 1949 Northwestern; PHD 1953 Northwestern

Morgan, Douglas Eugene, Adjunct Assistant Professor, Pharmacy, 1991 (1991); BS 1978 Iowa; MS 1980 Iowa

Morgan, John D., Adjunct Associate Professor, Family Dentistry/Preventive Community Dentistry, 2000 (2002); BS 1970 Iowa; DDS 1975 Iowa

Morgan, Melanie, Adjunct Associate Professor, Journalism Mass Communication/Communication Studies, 2012 (2012);

Morgan, Teresa Anne, Clinical Associate Professor, Hospital Dentistry, 2001 (2007); BA 1990 Iowa; DDS 1993 Iowa; MS 1997 Iowa

Moriguchi, Takako, Assistant Professor, Physiology, 2010 (2012); MA 1997 Tokyo; PHD 2002 Tokyo

Morio, Dominic Gerard, Adjunct Assistant Professor, Hospital Dentistry/Oral Maxillofacial Surgery, 2007 (2010); BS 1998 Iowa; DDS 2002 Iowa

Morita, Craig T., Associate Professor, Internal Medicine, 1998 (1998); PHD 1990 Calif-San Francisco; MD 1990 Calif-San Francisco

Moritani, Toshio, Clinical Professor, Radiology, 2004 (2013); MD 1987 Showa UNIV Tokyo; PHD 1991 Showa UNIV Tokyo

Moroco, Laurie J., Adjunct Associate Professor, Communication Studies, 2011 (2011); MA 1995 Duquesne; PHD 2005 Duquesne


Morris, Adalaide, Emeritus Professor, English, 1974 (1985); BA 1964 Wells; MA 1966 Minnesota; PHD 1972 Minnesota

Morris, Carrie, Adjunct Lecturer, University College Courses, 2013 (2013); MA 2009 University of Wisconsin

Morris, Hughlett, Emeritus Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1957 (1969); BA 1952 Iowa; MA 1957 Iowa; PHD 1960 Iowa

Morris, Woodrow W., Emeritus Professor, Social Work/Nursing, 1948 (1959);

Morrison, Dianne R., Adjunct Instructor, Pharmacy, 1997 (1997); BS 1972 Purdue

Morriss, Mary J., Emeritus Professor, Pediatrics, 1987 (2003); BS 1965 Bucknell; MD 1969 Duke

Morriss Jr., Frank H., Professor, Pediatrics, 1987 (1987); BA 1962 Virginia; MD 1966 Duke

Morton, Roscoe F., Clinical Adjunct Assistant Professor, Internal Medicine, 2001 (2001); MD 1976 Kansas

Mosel, David John, Professor, Psychiatry, 1999 (2011); BA 1989 Colby; MS 1995 Florida; PHD 1997 Florida

Mosor, Mark G., Adjunct Assistant Professor, Health Management Policy, 1994 (2003); BS 1986 University of Iowa; MA 1988 Iowa

Mosher, Hilary Jean, Clinical Assistant Professor, Internal Medicine, 2011 (2011); BA 1994 Dartmouth; MFA 1998 Warren Wilson; MD 2008 Iowa
Mosher, Mary A., Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 2007 Iowa

Moss, Janalyn L., Adjunct Instructor, University College, 2011 (2013); BS 1994 Illinois State; MA 1998 IL @ Springfield; MS 2000 IL, Urbana-Champaign

Moss, Kenton Kraig, Clinical Adjunct Assistant Professor, Family Medicine, 1994 (2002); BS 1974 Iowa; MD 1978 Iowa

Mostashari, Firoozeh, Adjunct Associate Professor, History, 2008 (2008); BA 1986 Cornell; MA 1987 Cornell; PhD 1995 Pennsylvania

Mote, Gale J., Adjunct Lecturer, Management Organizations, 1995 (2000); BA 1981 Coe College; MBA 1994 Iowa

Motwani, Bharat, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); MBBS 1998 Punjabrao Deshmukh Med Coll; MBCH 1998 Punjabrao Deshmukh

Moutlon, Jennifer Renee Pertzborn, Adjunct Instructor, Pharmacy, 1997 (1997); BSPH 1991 Iowa

Mount, Michael K., Professor, Management Organizations, 1981 (1993); BS 1973 Iowa; MS 1975 Iowa State; PhD 1977 Iowa State

Moussa, Hind, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2012 (2012);

Moy, Alan B., Adjunct Associate Professor, Biomedical Engineering, 1993 (2000); BS 1981 Calif-Davis; MD 1985 Creighton

Moyer-Rowley, William, Professor, Internal Medicine/Physiology, 1989 (2002); BS 1981 Illinois-Urbana; PhD 1986 Purdue

Moyers, John R., Professor, Anesthesia, 1979 (1990); BS 1969 Iowa; MD 1973 Iowa

Mozena, Emily Nicole Ratzel, Lecturer, Health and Human Physiology, 2003 (2009); BFA 2001 Iowa; MA 2003 Iowa

Mraz, Royann C., Clinical Associate Professor, Pediatrics, 1999 (2008); BS 1973 Purdue; MD 1978 Maryland

Mudumbai, Raghuraman, Assistant Professor, Electrical-Computer Engineering, 2009 (2009); BT 1998 Indian Inst of Tech Madras; MS 2000 Brooklyn Polytechnic; PhD 2007 UC Santa Barbara

Muehl, Siegmar, Emeritus Professor, Psych Quant Foundations, 1958 (1966); MA 1948 Chicago; MS 1953 New York State Teachers; PhD 1959 Iowa

Mueller, Charles W., Emeritus Professor, Sociology, 1972 (1983); BS 1965 Iowa State; MS 1967 Iowa State; PhD 1973 Wisconsin

Mueller, Kathryn Lyndsay, Adjunct Assistant Professor, Communication Sciences and Disorders, 2012 (2012); BA 2003 University of Nottingham; MS 2006 Reading University

Mueller, Keith, Professor, Health Management Policy/Public Policy Center, 2010 (2010); BA 1973 Wisconsin-Milwaukee; MA 1975 Wisconsin-Milwaukee; PhD 1979 Arizona

Mueller, Martin, Clinical Assistant Professor, Anesthesia, 2008 (2008); MD 1998 Rostock, Germany

Mueller, Rashmi, Clinical Associate Professor, Anesthesia, 2008 (2008); MD 1990 Bombay


Muir, Mary C., Professor, Actuarial Science, 1998 (2000); BS 1998 Illinois State; MS 1999 Illinois State; PhD 2001 Illinois State

Mulhausen, Paul L., Adjunct Professor, Internal Medicine, 1990 (1993); BS 1986 WI, Madison

Muller, Barbara Ann, Clinical Adjunct Professor, Internal Medicine, 1991 (2003); BS 1978 St Peters College; MD 1982 Autonomous Univ of Guadalajara

Mullin, Karen R., Adjunct Assistant Professor, Social Work, 2005 (2005); DR 1994 Cincinnati

Mullins, Robert F., Associate Professor, Ophthalmology Visual Science/Physiology, 2001 (2007); BS 1989 Wheaton; MS 1991 Saint Louis; PhD 1998 Saint Louis

Mulrooney, Thomas P., Adjunct Lecturer, Health Management Policy, 2012 (2012);

Mundt, Jennifer Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Munoz, Kristine L., Professor, Communication Studies, 1995 (2005); BS 1980 Texas-Austin; BA 1980 Texas-Austin; MA 1982 Texas-Austin; PhD 1989 Washington

Murhammer, David W., Professor, Chemical Biochemical Engineering, 1989 (2003); BS 1979 Oregon State; MS 1982 Oregon-State; PhD 1989 Houston

Murhammer, Joan Marie, Adjunct Assistant Professor, Pharmacy, 1997 (2003); BS 1990 Iowa; BSPH 1990 Iowa


Murphy, Mary M., Lecturer, Accounting, 2001 (2001); JD 1988 Iowa

Murphy Marx, Maurita, Professor, Music, 1983 (2000); BM 1976 Eastman School of Music; MM 1979 Michigan State

Murray, Jeffrey Clark, Professor, Pediatric Dentistry/Public Policy Center/Anatomy Cell Biology/Biology/International Programs/Epidemiology/Inst for Clinical and Translational Science/Pediatrics/Nursing, 1984 (1993); BS 1972 Massachusetts Inst of Technolo; MD 1978 Tufts
Murray, Kirk Stephen, Adjunct Instructor, Journalism Mass Communication, 2006 (2006); BA 1994 Iowa; MA 2001 Iowa

Murray, Margaret, Lecturer, Rhetoric, 2005 (2013); SCB 1979 Chicago; MS 1981 Yale; PHD 1983 Yale; MFA 2005 Iowa

Murray, Michael F., Adjunct Instructor, Pharmacy, 1997 (1997); BS 1982 Iowa; BSPH 1982 Iowa

Murray, William M., Emeritus Professor, English, 1958 (1974); BS 1956 New Haven Teachers; MA 1958 Iowa; PHD 1964 Iowa

Murrell, Michael David, Adjunct Assistant Professor, Family Dentistry, 2012 (2012);

Murry, Daryl J., Associate Professor, Pharmacy, 2003 (2003); BS 1987 Iowa; PHARM 1991 Iowa

Murry, John P. Jr., Associate Professor, Marketing, 1999 (1999); BS 1979 Kansas State; MBA 1987 Kansas; PHD 1988 Kansas


Musick, Jennifer, Adjunct Assistant Professor, Pharmacy, 2003 (2003); PHARM 2001 Iowa

Musselman, Catherine Anne, Assistant Professor, Biochemistry, 2013 (2013);

Musson, Robert F., Clinical Adjunct Assistant Professor, Psych Quant Foundations, 2009 (2009); BA 1969 Ohio State; MS 1985 Northwestern; PHD 1988 Northwestern

Muste, Marian Valer-loan, Adjunct Professor, Civil-Environmental Engineering/International Programs/Geography/Mechanical Engineering, 1996 (2008); MS 1990 Polytech-Cluj-Napoca; MS 1993 Iowa; PHD 1995 Iowa

Muston, Ray A., Emeritus Associate Professor, Educ Policy Leadership Studies, 1970 (1975); BS 1961 New Haven Teachers; MA 1966-Iowa; EDD 1970 Indiana

Mutel, Robert L., Professor, Physics Astronomy, 1975 (1986); AB 1968 Cornell; PHD 1975 Colorado

Muthuswamy, Lalitha, Adjunct Assistant Professor, Division of Performing Arts, 2013 (2013);

Myers, Billie Jo, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARM 2003 Iowa

Myers, Christopher Richard, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BS 2002 Michigan; DDS 2007 Michigan

Myers, Laura M., Adjunct Assistant Professor, Dermatology, 2003 (2003); BA 1995 Drake; MD 1999 Dartmouth Medical

Myers, Tony Arthur, Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2000); MD 1990 Iowa

Myers, Virginia A., Emeritus Professor, Art Art History, 1962 (1981); BA 1949 George Washington; MFA 1951 California College of Arts

Mykleby, Brian A., Adjunct Assistant Professor, Endodontics, 1989 (1989); BS 1978 Iowa State; DDS 1981 Iowa; MS 1985 Iowa

Mysnyk, Mark Charles, Clinical Adjunct Assistant Professor, Orthopaedics and Rehabilitation, 1991 (1991); MD 1983 Iowa

Nabhan-Warren, Kristy, Associate Professor, Religion, 2012 (2012);

Nachtman, Jane Marie, Associate Professor, Physics Astronomy, 2007 (2007); BS 1991 Iowa; MS 1993 Wisconsin; PHD 1997 Wisconsin

Naderi, Ali, Associate Professor, Internal Medicine, 2012 (2012);

Nadkarni, Prakash, Professor, Internal Medicine, 2012 (2012);

Nagaraja, Nandakumar, Clinical Assistant Professor, Neurology, 2013 (2013);

Nagel, Alan F., Emeritus Professor, Cinema Comparative Literature/English, 1968 (1980); AB 1963 Harvard; MA 1965 Cornell; PHD 1969 Cornell

Nagel, Benjamin James, Adjunct Instructor, Preventive Community Dentistry, 2006 (2006); BA 2000 Drake; DDS 2004 Iowa

Nagle, Matthew J., Adjunct Lecturer, Law-Faculty, 2006 (2006); BA 1984 Loras; JD 1987 Iowa

Nain, Amrita, Assistant Professor, Finance, 2011 (2011); BA 1996 Delhi; MS 1997 Warwick; DPHIL 2005 Michigan

Nair, Vasu, Emeritus Professor, Chemistry, 1969 (1980); BSc 1963 Otago-New Zealand; PHD 1966 Adelaide-Australia; ARACI 1967 Royal Australian Chemical Inst

Nakato, Tatsuki, Adjunct Professor, Civil-Environmental Engineering, 1977 (1996); BS 1966 Nagoya-Japan; MS 1968 Japan; PHD 1974 Iowa

Nam, Ki Won, Clinical Assistant Professor, Psychiatry, 2013 (2013);

Nara, Peter L., Adjunct Professor, Microbiology, 2010 (2010); PhD 1986 Ohio State

Narain, Stephen, Adjunct Assistant Professor, Creative Writing, 2013 (2013);

Narasimhan, Balaji, Adjunct Professor, Chemical Biochemical Engineering, 2010 (2010); BS 1992 Indian Institute of Tech; PHD 1996 Purdue

Narawong, Duanglechai, Clinical Adjunct Assistant Professor, Pediatrics, 2001 (2001); MD 1974 Mahidol

Narayan, Narayan, Assistant Professor, Neurology, 2012 (2012);

Nashelsky, Marcus, Clinical Professor, Pathology, 2003 (2009); BA 1984 Wyoming; MD 1989 Nebraska

Nassar, Boulos Sami, Clinical Assistant Professor, Internal Medicine, 2011 (2012); BS 1999 Beirut, Lebanon; MD 2003 Beirut, Lebanon; MPH 2004 Beirut Lebanon

Nassif, Edward G., Clinical Adjunct Assistant Professor, Pediatrics, 1981 (1981); MD 1975 Iowa

Nathan, John E., Adjunct Professor, Pediatric Dentistry, 1999 (2007); DDS 1975 Northwestern; MS 1983 Connecticut

Nathan, Peter E., Emeritus Professor, Community Behavioral Health, 1990 (1990); AB 1957 Harvard; PHD 1962 Washington University
Nau, Peter Nealey, Clinical Assistant Professor, Surgery, 2013 (2013);

Nau, Scott K., Clinical Adjunct Associate Professor, Pediatrics, 1989 (2009); MD 1978 Iowa

Nauseef, William M., Professor, Microbiology/Internal Medicine, 1983 (1992); BA 1972 Hamilton; MD 1976 State U of NY-Upstate Med Ctr

Navarre-Jackson, Layana Charisse, Adjunct Assistant Professor, Sociology, 2011 (2011); MA 1999 Iowa; MA 2005 Iowa; PHD 2011 Iowa

Nayakankuppam, Dhananjay, Associate Professor, Marketing, 2001 (2008); BS 1988 Shivaji; MBA 1990 Madras; MS 2000 Michigan

Naylor, Kenneth L., Clinical Adjunct Lecturer, Obstetrics Gynecology, 1991 (1991); MD 1986 Utah

Nayar, Manav, Clinical Adjunct Assistant Professor, Internal Medicine, 2013 (2013);

Nazareth, Peter, Professor, English, 1973 (1985); BA 1962 Honors English London-England

Neal, Ted, Clinical Instructor, Teaching and Learning, 2009 (2009); MS 2002 Drake

Neel, Rebecca, Assistant Professor, Psychology, 2013 (2013);

Neff, John S., Emeritus Professor, Physics Astronomy, 1964 (1979); BS 1957 Wisconsin; MS 1958 Wisconsin; PHD 1961 Wisconsin

Nehl, Carissa Rose, Adjunct Assistant Professor, Psych Quant Foundations, 2012 (2012);

Neiman, Maurine, Assistant Professor, Biology, 2007 (2007); BA 1999 Carleton College; PHD 2004 Indiana

Nelms, William F., Clinical Adjunct Associate Professor, Surgery, 1985 (2006); BA 1974 Minnesota; MD 1978 Minnesota


Nelson, Gary Randall, Adjunct Associate Professor, Pediatric Dentistry, 2007 (2007); DDS 1978 Loma Linda; MS 1981 Iowa

Nelson, George C., Emeritus Professor, Mathematics, 1968 (1982); BA 1964 Oberlin; MS 1965 Case Institute of Technology; PHD 1968 Case Institute of Technology

Nelson, John S., Professor, Political Science/International Programs, 1975 (1987); BA 1971 Kentucky; PHD 1977 North Carolina

Nelson, Karen A., Clinical Associate Professor, Psych Quant Foundations/Psychiatry, 1999 (2005); BA 1987 Texas; MA 1991 Northwestern; PHD 1995 Northwestern

Nelson, Kirk A., Adjunct Instructor, Preventive Community Dentistry, 2000 (2000); DDS 1983 Iowa

Nelson, Lori Jean, Adjunct Professor, Psychology, 2002 (2002); BS 1986 Iowa; MA 1988 Princeton; PHD 1990 Princeton

Nelson, Patricia A., Lecturer, Nursing, 1980 (1992); BSN 1980 Iowa; MA 1984 Iowa

Nelson, Tamara Lee, Clinical Assistant Professor, Internal Medicine, 2011 (2012); BS 2002 Iowa

Nelson, William R., Adjunct Lecturer, University College, 2009 (2009); BBA 1984 Iowa State; MS 1986 Iowa State; PHD 2002 Iowa State

Nelson-Norman, Kendra, Adjunct Assistant Professor, Pharmacy, 2007 (2007); PHARMD 2006 Iowa

Nepola, James V., Professor, Orthopaedics and Rehabilitation, 1984 (1993); BS 1974 Yale; MD 1978 Columbia

Neppl, Kelly M., Lecturer, World Languages, Literatures, and Cultures, 2005 (2007); AB 1993 CORNELL

Neppe, Kenneth Gerard, Assistant Professor, Urology, 2010 (2012); BS 2000 Iowa State; MD 2004 Iowa

Nerheim, Pamela Lynne, Clinical Adjunct Assistant Professor, Internal Medicine, 2002 (2002); ADN 1981 Scott Community; BS 1991 Iowa; MD 1995 Iowa

Neri, Selina, Adjunct Professor, Marketing, 2013 (2013);

Nesbitt, John A., Emeritus Professor, Health, Sport Studies, 1972 (1975);

Nessler, Randy Alan, Adjunct Instructor, Geoscience, 2009 (2009); BGS 1988 Iowa; MBA 2003 St. Ambrose

Nestegard, Holly Jo, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Nester, Carla Marie, Assistant Professor, Internal Medicine/Pediatrics, 2007 (2007); BS 1987 Austin Peay State; MD 1998 Penn State

Nestler, John M., Adjunct Associate Professor, Civil-Environmental Engineering, 1999 (1999); PHD 1980 Clemson

Nettleton, Stephanie, Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); DDS 1994 Iowa

Neu, Stacey Kirsten, Clinical Adjunct Assistant Professor, Family Medicine, 2006 (2006); BA 1992 Central, Pella IA; MD 1996 Iowa

Neubauer, Shannon D., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);


Neve, Christina Pauline, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2010 Iowa

Newcomb, Mary A., Adjunct Instructor, Social Work, 1994 (1994); BS 1981 Illinois; MS 1985 Iowa

Newell, John Doty, Professor, Radiology/Biomedical Engineering, 2011 (2011); BA 1973 Occidental; MD 1976 California

Newland, Brand, Adjunct Assistant Professor, Pharmacy, 2006 (2006); PHARMD 2005 Iowa
Newland, Catherine Diane. Clinical Assistant Professor, Pediatrics, 2013 (2013);


Newsom, Charles R.. Emeritus Associate Professor, Physics Astronomy, 1985 (1989); BS 1974 Texas-Austin; PHD 1980 Texas-Austin

Neyens, Deborah M.. Adjunct Lecturer, Management Organizations, 2013 (2013);

Ng, Benton. Clinical Assistant Professor, Pediatrics, 2012 (2012);

Nguyen, Anh Thu. Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2009 Rutgers

Nguyen, Bic T.. Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2008 Philadelphia

Nguyen, Hien M.. Associate Professor, Chemistry, 2009 (2013); BS 1996 Tufts; PHD 2003 Illinois @ Champaign

Ni, Jun. Associate Professor, Radiology/Biomedical Engineering/Mechanical Engineering, 1998 (2003); BS 1982 Harbin Shipbuilding Engineerin; MS 1984 Shanghai Jan; PHD 1991 Iowa

Nibbelink, William H.. Emeritus Professor, Teaching and Learning, 1971 (1980); BA 1961 Michigan; MS 1965 Iowa; PHD 1971 Ohio State

Noble, Nathan Ross. Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);

Noblett-Feld, Reta. Emeritus Professor, Law-Faculty, 1991 (2006); BA 1980 Iowa; JD 1983 Iowa

Nock, Jeffrey Bowman. Adjunct Lecturer, Management Organizations, 2012 (2012);

Noiseux, Nicolas Olivier. Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2007 (2007); BSC 1996 McGill; MD 2000 McGill Medical School; MSC 2007 Mayo Grad Schl-Clin Res Trn Pr

Noppe, Peggy Colleen. Professor, Inst for Clinical and Translational Science/Psychiatry/Pediatrics, 1994 (2005); MD 1989 Iowa

Nordquist, Gerald L.. Emeritus Professor, Economics, 1954 (1968); BSC 1953 Iowa; MA 1956 Iowa; PHD 1960 Iowa

Nordstrom, J. David. Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1975 Kansas

Norian, Lyse A.. Assistant Professor, Urology, 2008 (2011); BS 1988 Iowa State; PHD 2000 Iowa

Noring, Ted Edmund. Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); AB 1996 Cornell College; BA 1996 Cornell; DDS 2001 Iowa

Norris, Andrew William. Associate Professor, Biochemistry/Pediatrics, 2005 (2012); BS 1989 Mass, Inst of Tech Cambri; PHD 1997 Wash St. Louis; MD 1997 Wash @ St. Louis
Norris, Calvin Walker, Adjunct Lecturer, Finance, 1998 (1998); BBA 1992 Iowa; MBA 2001 Iowa

Norris, William R., Adjunct Professor, University College, 2010 (2010); BS 1981 Lake Superior State; MS 1995 Iowa State; PHD 1999 Iowa State

Northrup, Jamie Alan, Adjunct Lecturer, Management Organizations, 2011 (2011); BBA 1995 Iowa

Northup, John, Associate Professor, Psych Quant Foundations/Pediatrics, 2003 (2006); BA 1977 Iowa; MA 1987 Mankato State

Nosikova, Ksenia, Professor, Music, 1998 (2010); BA 1985 Moscow State Tchaikovsky Conser; MA 1989 Moscow State Tchaikovsky Cons; DMA 1997 Colorado-Boulder

Nothnagle, John, Emeritus Professor, French Italian, 1959 (1973); BA 1949 Rochester; BA 1950 Toulouse-France; MA 1954 Wisconsin; PHD 1959 Wisconsin

Notthwehr, Faryle, Associate Professor, Community Behavioral Health, 2001 (2001); BS 1981 Winona State; MA 1987 St Thomas; MPH 1993 Minnesota; PHD 1997 Michigan

Nottingham-Spencer, Bruce H., Lecturer, German, 2000 (2000); BA 1993 Virginia; MA 1995 Michigan; PHD 2000 Michigan

Nourski, Kirill Vadimovich, Assistant Professor, Neurosurgery, 2009 (2009); MD 2001 St. Petersburg State; PHD 2006 Iowa


Noyes Jr., Russell, Emeritus Professor, Psychiatry, 1965 (1978); BA 1956 DePauw; MD 1959 Indiana

Nugent, Andrew S., Clinical Professor, Emergency Medicine, 1999 (2009); BS 1992 Iowa; MD 1996 Iowa

Nunge, Mark Richard, Clinical Adjunct Assistant Professor, Emergency Medicine, 2007 (2007); MD 1993 Washington

Nuxoll, Eric Edward, Assistant Professor, Chemical Biochemical Engineering, 2008 (2008); BS 1998 Idaho; PHD 2003 Minnesota

O'Boyle, Ernest H., Assistant Professor, Management Organizations, 2012 (2012);

O'Brien, James Dennis, Adjunct Instructor, International Writing, 2011 (2011); BA 2007 St. Mary's Maryland; MFA 2011 Iowa State

O'Brien, Mary K., Adjunct Assistant Professor, Nursing, 2004 (2004); BSN 1998 Iowa; MSN 2002 Iowa; JD 2007 Concord Law

O'Brien, Matthew J., Adjunct Assistant Professor, Psych Quant Foundations, 2013 (2013); DIPL 1996 Aledo High School; BS 2002 Western Illinois University; EDS 2006 Western Illinois University

O'Connor, Annette Maree, Adjunct Professor, Epidemiology, 2008 (2013); BVSC 1993 Sydney; DVM 2000 Guelph

O'Grady, Peter, Professor, Industrial Engineering, 1995 (1995); BS 1973 Cambridge; MS 1977 Cambridge; PHD 1981 Nottingham

O'Hara, Michael William, Professor, Psychology, 1980 (1990); BA 1974 Memphis State; MS 1978 Pittsburgh; PHD 1980 Pittsburgh

O'Leary, Dennis M., Adjunct Associate Professor, Economics, 2009 (2009); PHARMD 2008 Ohio State

O. Rourke, Barbara Lea Wolf, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 1985 (1996); BSN 1975 Iowa; MA 1985 Iowa; PHD 1996 Iowa

Oakes, Elizabeth A., Lecturer, Music, 1998 (2001); MM 1991 Cleveland Institute

Oates, Thomas Patrick, Assistant Professor, Journalism Mass Communication/American Studies, 2004 (2012); BA 1996 Georgetown; MA 1999 St Louis

Obr, Clark Joseph, Clinical Associate Professor, Anesthesiology, 2006 (2007); MD 1986 South Dakota

Obreiter, Steven Roy, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DDS 2008 Michigan

Oden, Greg C., Emeritus Professor, Computer Science/Physics, 1990 (1990); BA 1969 South Dakota; PHD 1974 California-San Diego

Odgaard, A. Jacob, Professor, Civil-Environmental Engineering, 1977 (1989); MS 1966 Tech Univ of Denmark; PHD 1970 Tech Univ of Denmark

Odonnell, Michael A., Professor, Urology, 2000 (2005); BA 1978 Northwestern; MD 1984 Duke

Olorun, M. Sue, Professor, Pediatrics, 1999 (1999); BS 1967 Creighton; MS 1969 Nebraska; PHD 1972 Nebraska; MD 1985 Ohio State

Olorun, Thomas Michael, Professor, Internal Medicine, 1999 (1999); BS 1965 Regis; MS 1967 Creighton; MD 1971 Creighton

Oelschlaeger, Douglas Robert, Adjunct Lecturer, Law-Faculty, 2013 (2013);

Oetting, Marguerite H., Clinical Assistant Professor, Pediatrics, 2008 (2008); MD 1988 Duke
Oetting, Thomas A., Clinical Professor, Ophthalmology
Duke; MD 1991 Duke

Ogren, Christine A., Associate Professor, Educ Policy
Leadership Studies, 1999 (2005); BA 1987 Carlton; MA 1993 Wisconsin; PHD 1996 Wisconsin

Ohashi, Kenjiro, Clinical Professor, Radiology, 2002
(2007); MD 1984 Yokohama; PHD 1998 St. Marriana
University

Ohl, Michael, Assistant Professor, Internal Medicine,
2008 (2008); BS 1990 Wisconsin @ Eau Claire; MD 1996
Washington

Oehlerking, Ryan Patrick, Lecturer, English as Second
Language, 2011 (2011); MA 2011 Illinois-Urban

Ohlmann, Jeffrey W., Associate Professor, Management
Sciences, 2003 (2009); BA 1998 Nebraska; MS 2000
Michigan; PHD 2003 Michigan

Ohmes, Allen F., Emeritus Professor, Music, 1964 (1970);
BM 1953 Baldwin Wallace; MM 1959 Rochester

Ohnesorge, Kimberly Arlene Elizabeth, Adjunct
Instructor, Medicinal Natural Products, 2009 (2009); BSPH 1996 Iowa

Ohrt, Angela Margaret, Adjunct Instructor, Social Work,
2011 (2011); BA 2006 Wartburg College; MSW 2008
University of Iowa

Okeoma, Chioma M., Assistant Professor, Microbiology,
2010 (2010); BS 1996 Federal of Agr-Nigeria; MS 2000
Federal of Agr-Nigeria; PhD 2006 Massey

Olen, William H., Emeritus Professor, Orthodontics/
Otolaryngology-Head Neck Surgery, 1948 (1963); DDS
1947 Marquette; MS 1948 Iowa

Oliveira, Suely P., Professor, Mathematics/Computer
Science, 1998 (2008); BS 1983 Pernambuco; MS 1988
Colorado-Denver; PhD 1993 Colorado-Denver

Oliver, Sarah Elizabeth, Adjunct Instructor, Social Work,
2002 (2002); BS 1995 Grand Valley State; MSW 2000 Iowa

Oliver Rajan, Julia, Lecturer, Spanish Portuguese, 2013
(2013);

Oliver, Alicia Kathleen, Assistant Professor, Pathology,
2010 (2010); DVM 2005 Mississippi State

Olivo, Horacio F., Associate Professor, Pharmacy, 1995
(2002); BS 1984 Universidad LaSalle-Mexico; MS 1988
Universidad Nacional-Mexico; PHD 1992 Virginia Tech

Olmsted, John S., Adjunct Associate Professor,
Endodontics, 1984 (1984); DDS 1975 Iowa

Olshansky, Brian, Emeritus Professor, Internal Medicine,
2000 (2000); AB 1974 Carleton; MD 1978 Arizona

Olson, David Alan, Adjunct Lecturer, Pharmaceutics,
2008 (2008); MHA 1986 Iowa; MBA 1987 Iowa

Olson, Richard J., Clinical Associate Professor,
Ophthalmology Visual Science/Pediatrics, 2002 (2002); BA
1984 Brigham Young; MD 1991 Utah

Oltmanns, Christy Lynn, Adjunct Instructor, Preventive
Community Dentistry, 2010 (2010); AASC 2007 Kirkwood
Community College

Oltrogge, Kate Marie, Clinical Assistant Professor,
Pharmacy Practice and Science, 2011 (2011); BA 2004
Simpson; PHARMD 2008 Minnesota

Oman, Jennifer Lock, Adjunct Instructor, Social Work,
1991 (1991); BA 1978 Northwestern; MSW 1987 Iowa

Onel, Yasar, Professor, Physics Astronomy, 1987 (1992);

Onwuachi-Willig, Angela Ifeoma, Professor, Law-
Faculty, 2006 (2007); BA 1994 Grinnell; JD 1997 Michigan

Opitz, Cindy, Adjunct Instructor, Anthropology, 2013
(2013); BA 1988 Brown University; MFA 1993 University of
Iowa

Oral, Resmiye, Clinical Professor, Pediatrics, 2001 (2011);
MD 1983 Ege

Oray, Patrick B., Adjunct Instructor, Management
Organizations, 2011 (2011); BA 1997 Moscow St, Russia; MA
1999 Rochester

Olien, William H., Emeritus Professor, Orthodontics/
Otolaryngology-Head Neck Surgery, 1948 (1963); DDS
1947 Marquette; MS 1948 Iowa

Oliveira, Suely P., Professor, Mathematics/Computer
Science, 1998 (2008); BS 1983 Pernambuco; MS 1988
Colorado-Denver; PhD 1993 Colorado-Denver

Oliver, Sarah Elizabeth, Adjunct Instructor, Social Work,
2002 (2002); BS 1995 Grand Valley State; MSW 2000 Iowa

Oliver Rajan, Julia, Lecturer, Spanish Portuguese, 2013
(2013);

Oliver, Alicia Kathleen, Assistant Professor, Pathology,
2010 (2010); DVM 2005 Mississippi State

Olivo, Horacio F., Associate Professor, Pharmacy, 1995
(2002); BS 1984 Universidad LaSalle-Mexico; MS 1988
Universidad Nacional-Mexico; PHD 1992 Virginia Tech

Olmsted, John S., Adjunct Associate Professor,
Endodontics, 1984 (1984); DDS 1975 Iowa

Olshansky, Brian, Emeritus Professor, Internal Medicine,
2000 (2000); AB 1974 Carleton; MD 1978 Arizona

Olson, David Alan, Adjunct Lecturer, Pharmaceutics,
2008 (2008); MHA 1986 Iowa; MBA 1987 Iowa

Olson, Richard J., Clinical Associate Professor,
Ophthalmology Visual Science/Pediatrics, 2002 (2002); BA
1984 Brigham Young; MD 1991 Utah

Oltmanns, Christy Lynn, Adjunct Instructor, Preventive
Community Dentistry, 2010 (2010); AASC 2007 Kirkwood
Community College

Oltrogge, Kate Marie, Clinical Assistant Professor,
Pharmacy Practice and Science, 2011 (2011); BA 2004
Simpson; PHARMD 2008 Minnesota

Oman, Jennifer Lock, Adjunct Instructor, Social Work,
1991 (1991); BA 1978 Northwestern; MSW 1987 Iowa

Onel, Yasar, Professor, Physics Astronomy, 1987 (1992);

Onwuachi-Willig, Angela Ifeoma, Professor, Law-
Faculty, 2006 (2007); BA 1994 Grinnell; JD 1997 Michigan

Opitz, Cindy, Adjunct Instructor, Anthropology, 2013
(2013); BA 1988 Brown University; MFA 1993 University of
Iowa

Oral, Resmiye, Clinical Professor, Pediatrics, 2001 (2011);
MD 1983 Ege

Oray, Patrick B., Adjunct Instructor, Management
Organizations, 2012 (2012);

Ogren, Carl F., Emeritus Associate Professor, Library
Information Science, 1970 (1976); PHB 1959 Detroit; AMLS
1962 Michigan; MA 1966 Detroit; PhD 1971 Michigan

Orhon, Volkan, Associate Professor, Music, 2002 (2008);
BA 1989 Hacettepe; MM 1996 Hartford

Orme, Daniel R., Clinical Adjunct Assistant Professor,
Psych Quant Foundations, 2009 (2009); BM 1977 Millikin;
MA 1982 Sangamon State; PhD 1986 Indiana State

Orton, Donna J., Adjunct Instructor, Nursing, 1999
(1999); MSN 1991 Dubuque

Osborn, Tracy, Associate Professor, Political Science,
2007 (2012); BA 1998 Loyola; PHD 2004 Indiana

Osborn, Velva J., Emeritus Professor, Library Information
Science, (1982);

Osiel, Mark J., Professor, Law-Faculty, 1992 (1992); BA
1977 Calif-Berkeley; JD 1987 Harvard; PHD 1987 Harvard

Otsina, Elena V., Adjunct Lecturer, International
Programs, 2011 (2011); BA 1993 Moscow St, Russia; MA
2003 Iowa; MA 2005 Iowa

Ososky, Michael Gary, Clinical Adjunct Assistant
Professor, Dermatology, 2013 (2013);

Osoinig, Karl C., Emeritus Professor, Ophthalmology
Visual Science, 1971 (1977); MD 1960 Vienna-Austria

Ostegdaard, Lynda Spencer, Associate Professor,
Internal Medicine, 2012 (2012); BA 1970 University of
Iowa; MS 1973 University of Iowa; PHD 1989 University of
Iowa

Osterberg, David, Clinical Professor, Geography/
Occupational Environmental Health, 1985 (1992); BA 1966
Washington State; MA 1969 Wisconsin-Madison; MS 1972
Wisconsin-Madison; MS 1975 Wisconsin-Madison

Osterhaus, Joelle Koon, Adjunct Instructor, Social Work,
2008 (2008); BSW 2006 Iowa; MSW 2008 Iowa

Osterhaus, Marilyn Slee, Adjunct Instructor, Pharmacy,
1997 (1997); BS 1980 Iowa

Osterhaus, Matthew Charles, Adjunct Instructor,
Pharmacy, 1997 (1997); BSW 1980 Iowa
Osterhaus, Robert J., Adjunct Assistant Professor, Pharmacy, 1997 (1977); BSPh 1952 Iowa

Ostrem, Steven Frederick, Adjunct Instructor, University College/Library Information Science, 2001 (2001); BA 1975 California-Berkeley; MA 1990 Iowa

Ostrem, Wenda S., Adjunct Instructor, Pharmacy, 2008 (2008); BSPh 1986 Iowa

Osullivan, Cormac Thomas, Clinical Assistant Professor, Nursing, 1989 (2009); BSN 1987 Iowa; MSN 1997 DePaul; PhD 2008 Iowa

Otting, Michaela Ann, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARM D 1987 Iowa

Otto, Sue Ellen Kovacic, Adjunct Associate Professor, Spanish Portuguese, 1986 (1992); BA 1969 Iowa State; MA 1972 Iowa; PhD 1977 Iowa

Owen, Kathryn Elizabeth, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Oxley, Dana, Adjunct Lecturer, Law-Faculty, 2007 (2007); BA 1990 Northern Iowa; JD 1998 Iowa

Oya, Hiroyuki, Associate Professor, Neurosurgery, 2003 (2012); MD 1981 Tottori, Japan

Ozaki, Linda, Clinical Adjunct Assistant Professor, Pediatrics, 1998 (1998); MD 1979 Kansas

Ozobolat, Ibrahim Tarik, Assistant Professor, Industrial Engineering, 2011 (2011); BS 2006 Middle East Technical; PhD 2011 SUNY

Paca, Wendy Sue, Clinical Adjunct Instructor, Nursing, 2012 (2014);

Pacheco, Julianna, Assistant Professor, Political Science, 2012 (2012);

Pachow, Wang, Emeritus Professor, Religion, 1968 (1975); BA 1936 Shanghai China; PhD 1948 Bombay-India

Packer, Aaron Grant, Adjunct Instructor, Communication Sciences and Disorders, 2003 (2003); BA 1996 Iowa; MA 2000 Iowa


Padomek, Michael T., Adjunct Instructor, Pharmacy, 1994 (1994); PHARM D 1987 Creighton

Paetzold-Durumeric, Robin, Adjunct Instructor, Pediatrics, 2006 (2006); MBA 1995 Iowa

Page, Michael, Clinical Adjunct Assistant Professor, Surgery, 2006 (2006); BS 1990 Ohio State; MD 1994 Wright State

Pagedar, Nitin Ajitkumar, Assistant Professor, Otolaryngology-Head Neck Surgery, 2008 (2008); MD 2002 Case Western Reserve

Pagel, Caryl Ann, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2013 (2013); MFA 2007 The University of Iowa

Paige, Alfred Lebron, Clinical Associate Professor, Neurology, 2012 (2012);

Paige, Lisa Marie Staudt, Adjunct Instructor, Communication Sciences and Disorders, 2011 (2011); MA 1980 Iowa

Paik, Anthony, Associate Professor, Gender, Women’s and Sexuality Studies/Sociology/Public Policy Center, 2003 (2011); BA 1988 Chicago; MA 1991 Chicago; PhD 2003 Chicago

Pant, Gautam, Associate Professor, Management Sciences, 2011 (2013); PhD 2004 Iowa

Pant, Shagun, Assistant Professor, Finance, 2011 (2011); MIS 2003 Iowa; PhD 2009 Utah

Pantazis, Nicholas J., Professor, Anatomy Cell Biology, 1979 (2000); BS 1970 Lehigh; PhD 1977 Harvard

Papanicolaou, Athanasios Nicholas, Professor, Civil-Environmental Engineering/Public Policy Center, 2003 (2009); BSE 1989 Aristoteles University; MS 1993 Virginia Tech; PhD 1997 Virginia Tech

Papworth, David P., Clinical Associate Professor, Anesthesia, 2000 (2000); MD 1974 Kings College Medical

Parekh, Kalpaj R., Associate Professor, Cardiothoracic Surgery, 2006 (2013); MBBS 1992 Seth G.S. Medical College

Park, Alyssa, Assistant Professor, History, 2011 (2011); BA 1998 Princeton; MA 2004 Columbia; PhD 2009 Columbia

Park, Jeong Mi, Clinical Professor, Radiology, 2005 (2005); MD 1985 Seoul National University

Park, Joon B., Emeritus Professor, Biomedical Engineering, 1983 (1983); BS 1967 Boston University; MS 1969 Massachusetts Inst of Technol; PhD 1972 Utah

Park, Myonghwa, Adjunct Assistant Professor, Nursing, 2004 (2004); BSN 1994 Keinyung, Korea; MSN 1997 Keinyung, Korea; PhD 2001 Iowa

Park, Soohyee, Associate Professor, Teaching and Learning, 2006 (2011); BA 1994 Seoul National; MA 1999 Seoul National; PhD 2005 Georgia, Athens

Parker, Amy Eleanor, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2012 (2012);

Parker, Andrew, Assistant Professor, Music, 2009 (2009); MM 2003 Yale; DMA 2009 Michigan

Parker, Christopher P., Adjunct Assistant Professor, Pharmacy, 2008 (2008); BS 1997 Nebraska; PHARM D 2006 Iowa

Parker, Edith A., Professor, Community Behavioral Health, 2010 (2010); BA 1983 Davidson; MPH 1989 North Carolina; PhD 1995 North Carolina

Parker, I. Reed, Associate Professor, History, 2011 (2011); BA 1998 Princeton; MA 2004 Columbia; PhD 2009 Columbia

Park, Jeong Mi, Clinical Professor, Radiology, 2005 (2005); MD 1985 Seoul National University

Park, Myonghwa, Adjunct Assistant Professor, Nursing, 2004 (2004); BSN 1994 Keinyung, Korea; MSN 1997 Keinyung, Korea; PhD 2001 Iowa

Park, Soohyee, Associate Professor, Teaching and Learning, 2006 (2011); BA 1994 Seoul National; MA 1999 Seoul National; PhD 2005 Georgia, Athens

Parker, Amy Eleanor, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2012 (2012);

Parker, Andrew, Assistant Professor, Music, 2009 (2009); MM 2003 Yale; DMA 2009 Michigan

Parker, Christopher P., Adjunct Assistant Professor, Pharmacy, 2008 (2008); BS 1997 Nebraska; PHARM D 2006 Iowa

Parker, Edith A., Professor, Community Behavioral Health, 2010 (2010); BA 1983 Davidson; MPH 1989 North Carolina; PhD 1995 North Carolina

Parker, I. Reed, Associate Professor, History, 2011 (2011); BA 1998 Princeton; MA 2004 Columbia; PhD 2009 Columbia

Parker, Stan, Clinical Adjunct Assistant Professor, Radiology, 1991 (1991); MD 1982 Iowa

Parke, Ford B., Emeritus Associate Professor, German, 1969 (1976); BA 1964 Kent State; MA 1966 Kent State; PhD 1971 Michigan State

Parkin, Gene F., Professor, Civil-Environmental Engineering/Occupational Environmental Health, 1986 (1988); BS 1970 Iowa; MS 1971 Iowa; PhD 1978 Stanford

Parra, Carrie K., Associate Professor, American Studies, 1989 (2001); BA 1977 Birmingham; MHK 1984 Windsor; PhD 1994 Ohio State
Parrot, Eugene L., Emeritus Professor, Pharmacy, 1962 (1974);
Parsons, Donald, Adjunct Lecturer, Law-Faculty, 2011 (2011); BSE 1970 Leigh; BSEE 1970 Leigh University; MAT 1972 Leigh; JD 1977 Georgetown
Parsons, Donna Sue, Lecturer, Music/Honors Program, 2002 (2009); BM 1990 Iowa; MA 1993 Iowa; PHD 2001 Iowa
Parsons, Donald, Emeritus Professor, Sociology, ();
Parson, David A., Emeritus Professor, Sociology, ();
Parson, David A., Emeritus Professor, Sociology, 1965 (1976);
Pascarella, Ernest T., Professor, Educ Policy Leadership Studies, 1997 (1997); BA 1965 Princeton; MS 1970 Pennsylvania; PhD 1973 Syracuse
Pascarella, Luigi, Clinical Assistant Professor, Surgery, 2013 (2013);
Pascoe, Judith Marie, Professor, English, 1993 (2006); BS 1982 Duke; MA 1984 Syracuse; PhD 1992 Pennsylvania
Patel, Virendra C., Emeritus Professor, Civil-Environmental Engineering, 1971 (1975); BS 1962 A.C.G.I. London; PhD 1965 Cambridge
Paterson, George W., Emeritus Associate Professor, Religion/Internal Medicine, 1970 (1975); BA 1952 Simpson; BD 1955 Drew Theological Seminary; PhD 1969 Iowa
Patil, Shivanand R., Emeritus Professor, Pediatrics, 1977 (1986); BS 1961 Karnataka-India; MS 1963 Karnataka-India; PHD 1969 Colorado
Patrick, Joseph A., Emeritus Professor, Art Art History, 1965 (1984); BFA 1960 Georgia; MFA 1962 Colorado
Patterson, Kathleen M., Adjunct Instructor, Preventive Community Dentistry, 1993 (1993); BS 1974 Iowa
Patterson, Todd Phillip, Adjunct Lecturer, Marketing, 2012 (2012); BA 1997 University of Iowa; MBA 2005 University of Iowa
Paul, Kelli Sue, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2011 University of Iowa
Paul-Petersen, Dorothy Helen, Lecturer, Teaching and Learning, 2000 (2000); BA 1972 Glassboro State; MS 1981 Iowa
Paulsen, Brooke Marie, Adjunct Lecturer, University College Courses, 2008 (2008); BA 2005 Northern Iowa; MA 2007 Iowa
Paulsen, Grant L., Clinical Adjunct Associate Professor, Obstetrics Gynecology, 1999 (1999); MD 1972 Iowa
Paulsen, Jane S., Professor, Psychology/Neurology/Psychiatry, 1996 (2001); BS 1983 Simpson; PHD 1989 Iowa
Paulsen, Michael, Professor, Educ Policy Leadership Studies, 2004 (2004); BA 1973 St. Ambrose; MA 1974 University of Wisconsin-Milwaukee; PHD 1983 Iowa
Paulson, Brandon Scott, Adjunct Lecturer, University College, 2010 (2010); BSC 2005 UW-River Falls; MSED 2009 UW-La Crosse
Paulson, Henry L., Adjunct Professor, Neurology, 1997 (2006); BS 1981 Yale; PHD 1990 Yale; MD 1990 Yale
Paulson, Wayne L., Emeritus Professor, Civil-Environmental Engineering, 1960 (1972); BS 1959 Wisconsin; MS 1960 Wisconsin; PHD 1965 Iowa
Pauly, Peter J., Adjunct Associate Professor, Family Dentistry, 1986 (2000); DDS 1978 Iowa
Pavlik, Claire E., Lecturer, Geography, 1990 (2005); BA 1981 Minnesota; MA 1985 Minnesota; PHD 1992 Minnesota
Pawar, Lokesh, Adjunct Assistant Professor, Chemistry, 2013 (2013); BS 1996 Kanrnetek Univ, India; MS 2000 Kanrnetek Univ, India
Payne, Brenda Jean, Clinical Adjunct Assistant Professor, Psychiatry, 2013 (2013);
Payne, Gerald L., Emeritus Professor, Physics Astronomy, 1969 (1980); BS 1961 Ohio State; MS 1961 Ohio State; PHD 1967 California San Diego
Paynter, Donald E., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1980 Iowa
Pearce, Elizabeth Florence, Adjunct Lecturer, Communication Studies, 2005 (2006); BED 1981 St Paul St Mary; MA 1990 Iowa; PHD 2004 Iowa
Pearcy, Donna Louise, Adjunct Lecturer, Finance, 2007 (2007); BS 1977 SE Missouri State; MBA 1979 SE Missouri State
Pearson, C. Suzanne, Adjunct Lecturer, Teaching and Learning, 2005 (2005); BS 1974 Iowa; MA 1983 Iowa
Pearson, Kent S., Associate Professor, Anesthesiology, 1994 (1994); BS 1977 California; MD 1981 California-Rockford
Peate, David William, Associate Professor, Geoscience, 2004 (2009); BA 1985 Cambridge Univ; PHD 1989 Open Univ, UK
Pedersen, Douglas Ray, Associate Professor, Orthopaedics and Rehabilitation, 2001 (2001); BSE 1979 Iowa; MS 1983 Iowa; PHD 1998 Iowa
Peek, Thomas, Adjunct Associate Professor, Family Dentistry, 2003 (2004); BS 1973 Oklahoma City; DDS 1976 Iowa; MS 1978 Iowa; JD 1989 Oklahoma City
Peek-Asa, Corinne, Professor, Occupational Environmental Health/Public Policy Center/Epidemiology/Nursing, 2001 (2004); BA 1989 New Mexico; MPH 1990 California-Los Angeles; PHD 1995 Calif-Los Angeles
Peeples, Tonya L., Professor, Chemical Biochemical Engineering, 1995 (2009); BS 1988 North Carolina State; PhD 1994 Johns Hopkins
Pelaez, Carlos, Clinical Assistant Professor, Surgery, 2011 (2011); MD 2003 Universidad de Iberoamerica
Pelenski, Jaroslaw, Emeritus Professor, History, 1967 (1971); PHD 1957 Munich-Germany; PHD 1968 Columbia
Pelton, Elizabeth L., Emeritus Professor, Health, Sport Studies, 1974 (1980); BS 1970 Iowa; MS 1974 Iowa
Pemmaraju, Sriram V., Professor, Computer Science, 2000 (2003); MSC 1987 Birla; MS 1989 Virginia Polytechnic; PHD 1992 Virginia Polytechnic
Pendergast, Jane, Professor, Biostatistics, 1999 (2005); BA 1974 Dayton; MS 1976 Iowa; PHD 1979 Iowa
Pennathur, Arunkumar, Lecturer, Industrial Engineering, 2012 (2012);
Pennathur, Priyadarshini, Assistant Professor, Internal Medicine/Industrial Engineering, 2012 (2013);
Penningroth, R. Paul, Clinical Adjunct Assistant Professor, Psychiatry, 1965 (1973); MD 1964 Iowa
Pennington, Daniel Wayne, Clinical Adjunct Assistant Professor, Internal Medicine, 2013 (2013);
Penna, Mark, Professor, Accounting, 2004 (2004); BA 1973 Wisconsin; MS 1977 Wisconsin; PHD 1983 Northwestern
Penny, H. Glenn, Associate Professor, International Programs/History, 2003 (2006); BA 1987 Colorado; MA 1991 Colorado; PHD 1999 Illinois
Pentella, Michael A., Clinical Associate Professor, Epidemiology, 2003 (2008); BS 1972 Ohio State; MS 1980 Thomas Jefferson; PHD 2000 South Florida
Perathur, Arvind, Clinical Adjunct Assistant Professor, Internal Medicine, 2011 (2011); MBBCH 1996 Goa, India; MBBS 1996 Goa University, Goa, India
Perencevich, Eli, Professor, Epidemiology/Internal Medicine, 2010 (2010); MD 1994 Case Western Reserve U
Perlman, Seth Javier, Clinical Assistant Professor, Pediatrics, 2013 (2013);
Perlman, Stanley, Professor, Microbiology/Pediatrics, 1983 (1993); AB 1968 Rochester; PHD 1972 MIT; MD 1979 Miami
Perone, Sammy, Adjunct Assistant Professor, Psychology, 2012 (2012); PHD 2010 University of Iowa
Perovic, Katarina, Assistant Professor, Philosophy, 2011 (2011); BA 2002 Bologna, Italy; MPhil 2003 King's; PHD 2008 King's
Perreau, Ann Elizabeth, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BA 2002 Iowa; MA 2004 Iowa
Perry, Eric Charles, Adjunct Lecturer, Finance, 2004 (2004); BA 1989 Iowa; MBA 1992 Iowa
Perry, Paul J., Emeritus Professor, Psychiatry, 1973 (1987); BS 1969 Univ of the Pacific; MS 1971 Univ of the Pacific; PHD 1973 Univ of the Pacific
Persoon, Thomas John, Adjunct Instructor, Industrial Engineering/Health Management Policy/Management Sciences, 2000 (2000); SCM 1972 Iowa; MSE 2002 Iowa
Persson, Dorothy Marie, Adjunct Assistant Professor, Educ Policy Leadership Studies, 1989 (1989); BA 1971 Ohio; AMLS 1972 Indiana; PHD 1985 Iowa
Pesantubbee, Michele, Associate Professor, Religion/American Studies, 2003 (2006); MA 1991 California; PHD 1994 California
Pesce, Liuska Maria, Clinical Assistant Professor, Pediatrics, 2008 (2008); MD 1998 Central Univ of Venezuela
Pestel, Laurie Anne, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2000 Creighton
Petasnick, William D., Adjunct Associate Professor, Health Management Policy, 1992 (1992); MA 1970 Minnesota
Petefish, Daniel E., Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2003 Drake University
Peters, Ann Marie, Adjunct Assistant Professor, Epidemiology, 2012 (2012);
Peters, Bobby Xavier, Clinical Assistant Professor, Emergency Medicine, 2001 (2001); BS 1990 Houston Baptist; MD 1996 Texas Medical
Peters, Douglas William, Clinical Adjunct Assistant Professor, Family Medicine, 2011 (2011); BA 1993 Wartburg; MD 1997 Iowa
Peters, John D., Professor, Communication Studies/International Programs, 1986 (2001); BA 1981 Utah; MA 1982 Utah; PHD 1986 Stanford
Peters, Thomas Michael, Associate Professor, Occupational Environmental Health, 2004 (2010); BS 1990 Florida; MS 1992 Florida; PHD 2004 N. Carolina
Petersen, Brian Michael, Adjunct Assistant Professor, Pharmacy, 2006 (2006); PHARMD 2004 Creighton
Petersen, Christine A., Associate Professor, Epidemiology, 2006 (2013); BA 1994 Johns Hopkins; DVM 1998 Cornell; PHD 2004 Harvard
Petersen, Elizabeth-Ann Furr, Adjunct Lecturer, Marketing, 2005 (2010); BA 1980 Iowa State; MA 1986 California State; MS 1986 California State; PHD 2000 Iowa
Petersen, Joshua Douglas, Clinical Adjunct Instructor, Nursing, 2010 (2010); BSN 2004 Mt Mercy; MSN 2008 Iowa
Petersen, Andrew Robert, Clinical Assistant Professor, Pediatrics, 2010 (2010); BA 2000 Lawrence; MD 2004 Wisconsin
Petersen, Clayton Robert, Lecturer, Health and Human Physiology, 2008 (2008); BA 1995 Luther College; PHD 2009 Iowa
Petersen, Lawrence C., Emeritus Associate Professor, Preventive Community Dentistry, 1973 (1986); BSME 1962 General Motors Institute; MS 1970 Iowa
Petersen, Nicole Elizabeth, Clinical Adjunct Professor, Nursing, 2004 (2010); BSN 2003 Iowa; MSN 2008 Iowa
Petersen, Russell Leslie, Adjunct Assistant Professor, American Studies, 2006 (2006); PHD 2005 Iowa
Petersen, Stewart Norman, Adjunct Assistant Professor, Pharmacy, 2002 (2002); PHARMD 2001 Iowa
Petersen, Tim J., Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);
Petersen, William Mathew, Adjunct Assistant Professor, Physics Astronomy, 2011 (2011); BA 2000 Iowa; PHD 2011 Iowa
Petrova, Olga Borisovna, Adjunct Assistant Professor, Linguistics, 2001 (2001); BA 1983 Russian Pedagogical; MA 1992 Northern Iowa; PHD 2001 Iowa
Pettibone, Roy W., Adjunct Lecturer, Accounting, 2000 (2000); MA 1983 Northeast Missouri State

Pettit, Jeffrey E., Adjunct Instructor, Consultation Res Med Educ/Psych Quant Foundations/Neurosurgeries, 1999 (2007); BS 1976 Naval Academy; MA 1987 Iowa; PHD 1993 Iowa

Pettys, Todd E., Professor, Law-Faculty, 1999 (2004); BA 1988 Seattle Pacific; JD 1995 North Carolina-Chapel Hill

Pfaller, Michael A., Emeritus Professor, Epidemiology/Pathology, 1983 (1989); BA 1972 Linfield; MD 1976 Washington-St. Louis

Pfohl, Bruce Michael, Professor, Psychiatry/Biostatistics, 1981 (1993); BA 1973 Graceland; MD 1977 Iowa

Phan, Khanh Phuong, Adjunct Assistant Professor, 2006 (2006); BS 1995 Iowa; PHARMD 2006 Iowa

Phelps, Michael Allen, Clinical Adjunct Assistant Professor, Surgery, 1999 (2000); MD 1988 Iowa

Phillip, Robert Alan, Professor, Psychiatry, 1998 (2008); BS 1983 St. Ambrose; PHD 1989 Iowa; MD 1998 Iowa

Phillips, Bryan T., Assistant Professor, Biology, 2009 (2009); BS 1998 Illinois; DPHIL 2004 Texas AM

Phillips, Damani Cabral, Assistant Professor, Music/African-American Studies, 2013 (2013);

Phillips, George Christopher, Clinical Professor, Occupational Environmental Health/Pediatrics, 2002 (2013); BS 1993 Duke; MD 1998 South Carolina


Phillips, Kirk Tollef, Adjunct Instructor, Epidemiology, 1992 (2006); BS 1975 Iowa State; MSW 1997 Minnesota; MS 2002 Iowa; PHD 2005 Iowa

Phisitkul, Kantima, Clinical Assistant Professor, Internal Medicine, 2010 (2010); MD 1997 Medicine Chulalongkorn

Phisitkul, Phinit, Clinical Associate Professor, Orthopaedics and Rehabilitation, 2008 (2013); MD 1996 Chulalongkorn

Pickar, Joel, Adjunct Associate Professor, Biomedical Engineering, 1999 (1999); PHD 1990 California-Davis

Pickering, Paul Douglas, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2012 (2012);

Piep, Marra Jeane Burr, Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2010); PHARMD 2009 Drake


Pieper, Andrew A., Associate Professor, Neurology/Psychiatry, 2012 (2012);

Pieper, Connie Lynn Chen, Clinical Associate Professor, Neurology, 2012 (2012);

Pierce, Gary L., Assistant Professor, Health and Human Physiology, 2011 (2011); PHD 2005 Florida

Pierce, Leighton, Emeritus Professor, Cinema Comparative Literature, 1985 (1997); BA 1981 University of Iowa; MFA 1984 Syracuse

Pietrzyk, Donald J., Emeritus Professor, Chemistry, 1961 (1971); BS 1956 Wayne State; PHD 1960 Iowa State

Pigge, Fred Christopher, Associate Professor, Radiology/Chemistry, 2005 (2005); BA 1989 Wooster; PHD 1993 NC-Chapel Hill

Pike, Susan, Clinical Assistant Professor, Psychiatry, 2009 (2009); MD 2003 Southern Illinois

Pilkington, Wesley Charles, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Pilling, John Allen, Lecturer, Teaching and Learning, 2004 (2004); BA 1966 Iowa; MA 1972 Iowa

Pinckney, Thomas W., Adjunct Assistant Professor, Preventive Community Dentistry, 1985 (1985); DDS 1977 Iowa

Pinero, Anne Marie, Assistant Professor, Theatre Arts, 2012 (2012);


Pinneke, Steven Paul, Adjunct Assistant Professor, Pharmacy, 2005 (2005); BSPH 1978 Iowa; MS 1988 Central Michigan; PHARMD 1996 Creighton

Pins, Katharine J., Adjunct Instructor, Preventive Community Dentistry, 2009 (2009); AS 2002 Lorus; DDS 2006 Iowa

Pinto Tomas, Maricelle, Adjunct Assistant Professor, Spanish Portuguese, 2013 (2013); BA 1991 Kenyon College, Gambier, OH; MA 1996 Universiti d’Ottawa

Piper, Robert C., Professor, Internal Medicine/Physiology, 1997 (2009); BS 1986 Reed; PHD 1992 Washington University

Piros, James G., Clinical Adjunct Assistant Professor, Internal Medicine, 1974 (1980); MD 1971 Illinois

Pisney, Francis L., Clinical Adjunct Assistant Professor, Family Medicine, 1976 (2002); BS 1967 Iowa State; MD 1971 Iowa

Pitcher, Graeme, Clinical Associate Professor, Surgery/Pediatrics, 2009 (2009); MBCH 1984 Witwatersrand; FSC 1993 Med of South Africa

Pitman, Stuart Keith, Clinical Assistant Professor, Pharmacy, 2009 (2011); PHARMD 2009 Iowa

Pittman, Cory, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); BS 1997 Missouri; MD 2002 Illinois, Wesleyan

Pitzenger, Abbey Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2008 (2008); PHARMD 2006 Iowa

Pizzimenti, Marc Anthony, Lecturer, Health and Human Physiology/Anatomy Cell Biology, 1999 (2011); BEd 1987 Western Ontario; MA 1989 Western Ontario; PHD 1999 Iowa

Pizzini, Edward L., Emeritus Professor, Teaching and Learning, 1973 (1990); BS 1963 Montana State; MS 1968 Houston; PHD 1973 Iowa
**Pizzini, Nicole**, Adjunct Professor, Rehabilitation and Counselor Education, 2013 (2013);

**Plakans, Lia Margaret**, Assistant Professor, Teaching and Learning, 2000 (2009); BA 1991 Iowa; MA 1997 Iowa State; PhD 2007 Iowa

**Plamondon, Thomas John**, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); BS 1975 Loras; DDS 1978 Iowa

**Plapp, Bryce V.**, Emeritus Professor, Biochemistry, 1970 (1979); BS 1961 Michigan State; PhD 1966 California-Berkeley

**Plapp, Rosemary Kuhn**, Adjunct Lecturer, Linguistics, 2000 (2006); BA 1962 Michigan State; AM 1963 Stanford; MA 1990 Iowa; PhD 1999 Iowa

**Platte, Nathan Richard**, Assistant Professor, Music, 2011 (2011); BM 2004 Michigan; BA 2004 Michigan; PhD 2010 Michigan

**Platz, Charles E.**, Emeritus Professor, Pathology, 1975 (1980); BA 1959 Kansas; MD 1963 Chicago

**Pline, Connie Jean**, Adjunct Instructor, Pharmacy Practice and Science, 2006 (2006); BPharm 1990 Iowa

**Ploehn, Lisa C.**, Adjunct Instructor, Pharmacy, 1997 (1997); PHARMD 1980 Nebraska-Omaha

**Plumert, Jodie M.**, Professor, Psychology, 1990 (2004); BA 1985 Kalamazoo; PhD 1990 Minnesota

**Pogue, Thomas F.**, Emeritus Professor, Economics, 1965 (1974); BS 1957 New Mexico State; MS 1962 Oklahoma State; MA 1963 Yale; PhD 1968 Yale

**Poirier, Alexandre**, Assistant Professor, Economics, 2013 (2013);

**Polaschek, Karla A.**, Clinical Adjunct Lecturer, Obstetrics Gynecology, 1998 (1998); MD 1993 Southern Illinois

**Polgreen, Linnea Ann**, Assistant Professor, Pharmacy, 2005 (2005); BS 1991 Wheaton, IL; MA 2000 Iowa; PhD 2004 Iowa

**Polgreen, Philip Matthew**, Associate Professor, Internal Medicine/Epidemiology, 2004 (2011); BS 1992 Beloit; MD 1997 Cincinnati; MPH 2006 Iowa

**Policeni, Bruno**, Clinical Associate Professor, Radiology, 2006 (2012); MD 2001 Facultad de Medicina de Valen

**Politano, Marcela Susana**, Adjunct Assistant Professor, Mechanical Engineering, 2006 (2006); MS 1993 UNRC Argentina; MSCE 1999 UNRC, Argentina; PHE 2001 Inst. Balseiro, Argentina

**Pollard, James W.**, Adjunct Assistant Professor, Preventive Community Dentistry, 1883 (1998); DDS 1977 Iowa

**Pollock, Zach J.**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);


**Polyak, Steven**, Assistant Professor, Internal Medicine, 2009 (2009); BA 1993 Clark; MD 1998 Mount Sinai

**Polyzou, Wayne N.**, Professor, Physics Astronomy, 1982 (1991); BS 1974 Pennsylvania State; MS 1978 Maryland; PhD 1979 Maryland

**Pomeroy, Dan**, Adjunct Instructor, Pharmacy, 2002 (2002); BPharm 1981 Iowa

**Pomrehn, Paul Rudolph**, Adjunct Professor, Epidemiology, 1980 (1999); BA 1971 Iowa; MD 1975 Iowa; MS 1980 Iowa

**Pontarelli, Michel Sandom**, Adjunct Lecturer, Marketing, 2007 (2009); BA 1976 Connecticut; MBA 1999 St. Ambrose

**Ponto, James Allen**, Clinical Professor, Pharmacy, 1978 (1992); BPharm 1977 Iowa; BS 1977 Iowa; MS 1978 Southern-California-Los Angele

**Ponto, Laura L.**, Associate Professor, Radiology, 2000 (2008); BPharm 1977 Iowa; MS 1981 Iowa; PhD 1988 Iowa

**Pook, James Joseph**, Clinical Adjunct Assistant Professor, Family Medicine, 2009 (2009); BS 1995 Upper Iowa Univ, Fayette, IA; MS 1999 Iowa; MD 1999 Iowa

**Pope, Hallowell**, Emeritus Associate Professor, Sociology, 1968 (1968);

**Pope, Melody K.**, Adjunct Assistant Professor, Anthropology, 2007 (2007); MA 1989 Binghamton; PhD 2005 Binghamton

**Porcella, Aleta Anne**, Clinical Adjunct Instructor, Nursing, 2002 (2002); BA 1974 Iowa; BSN 1979 Morningside; MSN 2000 Iowa

**Poremba, Amy**, Associate Professor, Psychology, 2001 (2009); BS 1988 Illinois; PhD 1996 Illinois

**Porepp, Matt Paul**, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2008 Drake

**Poroy, Oguz**, Adjunct Lecturer, University College Courses, 2002 (2009); BS 1992 Bogazici; MS 1995 Tuskegee; PhD 2000 ARKANSAS-LITTLE ROCK

**Porter, Horace A.**, Professor, African-American Studies/English/American Studies, 1999 (1999); BA 1972 Amherst; MA 1975 Yale; PhD 1981 Yale

**Porter, Jeffrey L.**, Associate Professor, English, 1993 (2009); BA 1974 State Univ of NY-Buffalo; MA 1975 Oregon; PhD 1983 Oregon

**Porter, Samuel D.**, Emeritus Associate Professor, Surgery, 1974 (1985); BA 1956 Grinnell; MD 1960 Creighton

**Portman, Tarrell Aweagahe**, Associate Professor, Rehabilitation and Counselor Education, 1999 (2005); BS 1981 Southern Missouri State; MA 1988 southeast Missouri State; PhD 1999 Arkansas

**Posthumus, Richard Dale**, Clinical Adjunct Assistant Professor, Family Medicine, 2004 (2004); BA 1982 Dordt, IA; MD 1991 Iowa

**Postier, Paul Frederick**, Adjunct Lecturer, Management Sciences, 1990 (1990); MBA 1986 University of Iowa

**Potaczek, Karen Kay**, Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2011 (2011); DDS 2006 Marquette

**Potapova, Marina**, Adjunct Professor, University College, 2010 (2010); PHD 1993 Limnological Inst

Potestio, Armand J., Adjunct Assistant Professor, Pharmacy, 2005 (2005); BA 1980 Colorado; BSPH 1984 Colorado

Potter, Donald Dean Jr., Clinical Associate Professor, Surgery, 2013 (2013);

Potter, Elizabeth Mary, Clinical Assistant Professor, Obstetrics Gynecology, 2009 (2009); BA 2000 Pomona College; MS 2008 CA, San Francisco

Potthoff, Matthew Joseph, Assistant Professor, Pharmacology, 2012 (2012);

Poulakos, P. Takis, Associate Professor, Rhetoric, 1990 (1995); BA 1974 San Jose State; MA 1976 San Jose State; PHD 1988 Miami-Ohio

Poulson, Eva-Maria, Adjunct Instructor, Preventive Community Dentistry, 1993 (1994); DDS 1981 UCLA


Poust, Rolland I., Emeritus Professor, Pharmacy, 1991 (1991); BS 1966 Pittsburgh; MS 1968 Pittsburgh; PHD 1971 Purdue

Powell-Rennecker, Becky Sue, Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); BS 1979 Iowa

Powell-Young, Yolanda, Adjunct Assistant Professor, Nursing, 2011 (2011); PHD 2005 Southern Univ AM Co

Prahlad, Veena, Assistant Professor, Biology, 2012 (2012);

Prater, Nicola Jane, Lecturer, Nursing, 2001 (2008); BSN 1986 Sangamon State; MSN 2000 Iowa

Prescott, William Crego, Adjunct Assistant Professor, Mechanical Engineering, 2008 (2008); PHD 1993 Iowa

Preston, Mark Allen, Clinical Adjunct Assistant Professor, Psychiatry, 2008 (2007); BS 1979 Iowa State; MD 1984 Iowa

Preucil, William W., Emeritus Professor, Music, 1958 (1971); BM 1952 Eastman School of Music; MM 1956 Rochester

Preus, Christian Abraham, Adjunct Instructor, Classics, 2012 (2012); BA 2006 University of North Dakota

Price, David H., Professor, Biochemistry, 1989 (1998); BS 1975 North Carolina State; PHD 1980 Florida State

Price, Nathan Brandt, Clinical Assistant Professor, Pediatrics, 2013 (2013);

Prickman, Gregory J., Adjunct Instructor, Interdisciplinary Programs/Library Information Science, 2008 (2008); BA 1994 Macalester; AMSLS 1998 Indiana

Pries, Chris M., Adjunct Instructor, Nursing, 1983 (1983); MA 1975 Iowa

Priest, Richard Tyler, Associate Professor, Geography/History, 2012 (2012);

Prineas, John Paul, Associate Professor, Electrical-Computer Engineering/Physics Astronomy, 2001 (2007); BA 1991 Carleton; PHD 2000 Arizona

Pringle, Lynn, Adjunct Professor, Accounting, 1998 (2013); BBA 1969 Iowa; MA 1975 Arizona; PHD 1987 Colorado

Prorok, Alyssa Kathleen, Assistant Professor, Political Science, 2013 (2013);

Proud, Sherr Lyn Curtis, Adjunct Instructor, Health and Human Physiology, 2012 (2012);

Proudfit, Herbert K., Emeritus Professor, Pharmacology, 2000 (2000); BA 1964 Kansas; PHD 1971 Kansas-Kansas City

Prull, Michelle Ann, Adjunct Assistant Professor, Pharmacy, 1997 (2009); BS 1993 Iowa


Prybil, Lawrence, Emeritus Professor, Health Management Policy, 1999 (1999); BA 1962 Iowa; MA 1964 Iowa; PHD 1970 Iowa

Pryor, Craig Earl, Associate Professor, Physics Astronomy, 2005 (2011); PHD 1990 UCSD

Puderbaugh, David, Associate Professor, Music, 2006 (2013); BME 1994 Drake

Pudlo, Anthony T., Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Pufall, Miles A., Assistant Professor, Biochemistry, 2010 (2010); PHD 2004 Utah

Pumphrey, Carri Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Purnell, Jarvis K., Adjunct Lecturer, University College Courses, 2011 (2011); BSIE 2008 Northern Illinois; MSED 2010 Northern Illinois

Purtle, Mark William, Clinical Adjunct Associate Professor, Internal Medicine, 1990 (2005); MD 1981 Iowa

Pusey, Robert Drake, Adjunct Associate Professor, Family Dentistry, 1994 (2012); DDS 1982 Iowa

Putnam, Shannon Dennis, Adjunct Assistant Professor, Epidemiology, 2005 (2005); BS 1987 Wayne State; MS 1989 Northern Arizona; PHD 1999 Iowa

Pyevich, Elana Nadine, Adjunct Assistant Professor, Pharmacy, 2006 (2006); PHARM 1999 Iowa

Pyevich, Vickie Diamandakis, Clinical Professor, Pediatrics, 1997 (2012); BS 1987 Iowa; MD 1991 Iowa

Pyfferoen, Matthew T., Adjunct Assistant Professor, Pediatric Dentistry, 2012 (2012); BS 1999 Iowa State; DDS 2008 Iowa

Qi, Hank Heng, Assistant Professor, Anatomy Cell Biology, 2011 (2011); MD 1991 Harbin Medical; MS 1997 Katholic of Leuven, België; PHD 2002 Laval, Canada

Qian, Fang, Adjunct Assistant Professor, Preventive Community Dentistry, 2001 (2001); BA 1984 Chinese People’s; MA 1989 Hunter; MPHIL 1990 City-New York; PHD 1994 City-New York

Qian, Yiming, Associate Professor, Finance, 2002 (2010); BA 1995 Nankai; MA 1997 Fordham; PHD 2002 New York
Quelle, Dawn E., Associate Professor, Pharmacology/Pathology, 1997 (2005); BS 1987 Maine; PhD 1992 Pennsylvania

Quelle, Frederick W., Associate Professor, Pharmacology/Internal Medicine, 1997 (2005); BA 1986 Middlebury; MA 1990 Pennsylvania State; PhD 1992 Pennsylvania State

Questad, Deanna L., Clinical Adjunct Associate Professor, Internal Medicine, 1990 (2010); MD 1983 South Dakota (Vermillion)

Quigley, Patricia Danielle, Clinical Assistant Professor, Pediatrics, 2010 (2010); BS 2001 Wisconsin; MD 2006 Tufts School of Med

Quinby, Gary Edwin, Clinical Adjunct Assistant Professor, Dermatology, 2001 (2001); BS 1988 Iowa; PhD 1996 Iowa; MD 1996 Iowa

Quinlisk, Patricia, Adjunct Professor, Epidemiology, 1996 (2002); BS 1977 Wisconsin; MPH 1984 Johns Hopkins; MD 1988 Wisconsin-Madison

Quinn, Daniel M., Professor, Chemistry, 1982 (1992); BS 1972 Quincy; PhD 1977 Kansas

Rabe, Glenda K., Clinical Assistant Professor, Pediatrics, 2008 (2008); BS 1998 Iowa; MD 2002 Iowa

Rabedaux, Steven Grant, Adjunct Instructor, Family Dentistry, 1992 (1992); BS 1980 Iowa; DDS 1984 Iowa

Raber, Ericka Arvidson, Adjunct Instructor, University College, 2003 (2009); BA 1991 IOWA; MA 1998 IOWA; MA 2000 IOWA

Rabinovitz, Lauren, Professor, Cinema Comparative Literature/American Studies, 1986 (1998); BS 1972 Boston University; MA 1977 Texas-Austin; PhD 1982 Texas-Austin


Rachow, John W., Clinical Assistant Professor, Internal Medicine, 1988 (1988); BS 1965 Nebraska-Lincoln; MS 1969 Nebraska-Lincoln; PhD 1976 Nebraska-Omaha; MA 1976 Nebraska-Omaha

Rademacher, Bruce E., Adjunct Instructor, Pharmacy, 2003 (2003); BSPH 1980 Purdue

Radia, Mary A., Clinical Adjunct Assistant Professor, Internal Medicine, 1987 (2001); DO 1981 Drake

Radley, Jason J., Assistant Professor, Psychology, 2011 (2011); BA 1995 Miami; MA 1997 Princeton; PhD 2001 Princeton

Raeburn, John H., Emeritus Professor, English/American Studies, 1974 (1983); BA 1963 Indiana; PhD 1969 Pennsylvania

Raghavan, Madhavan Lakshmi, Professor, Biomedical Engineering, 2000 (2012); BE 1992 Coimbatore; PhD 1998 Pittsburgh

Raheim, Salome, Emeritus Associate Professor, Social Work/IA Consortium Substance Abuse, 1986 (1997); BSW 1974 Bowie State; MSW 1976 Catholic University of America; PhD 1990 Iowa

Rahhal, Riad, Clinical Associate Professor, Pediatrics, 2007 (2012); BS 1996 Univ of Beirut; MD 2000 Univ of Beirut

Rahman, Sharif, Professor, Mechanical Engineering, 1995 (2005); BS 1984 Bangladesh; MS 1986 Purdue; PhD 1991 Cornell

Rahmatalla, Salam Faisal, Associate Professor, Civil-Environmental Engineering/Biomedical Engineering, 2005 (2012); MME 1985 Technology; MCE 2002 Iowa; PHE 2004 Iowa

Rahmouni, Kamal, Associate Professor, Pharmacology/Internal Medicine, 2005 (2011); PHARM 2001 Strasbourg

Raife, Thomas J., Clinical Professor, Pathology, 2001 (2009); BA 1980 Iowa State; MD 1989 Iowa

Railey, Jonathan Brent, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2011 (2011); BA 1997 Georgia; MA 2005 Naropa; MFA 2010 Iowa

Railsback, Linda Diane, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 1993 (1993); MD 1974 Iowa

Rainey, Emma, Adjunct Lecturer, University College, 2010 (2010); BA 2006 Iowa; MFA 2009 Iowa

Rainville, Edward Charles, Adjunct Assistant Professor, Pharmacy, 2007 (2007); MS 1988 Iowa

Rajagopal, Rangaswamy, Professor, Civil-Environmental Engineering/Geography/International Programs, 1979 (1987); BS 1964 Bombay-India; ME 1969 Florida; PhD 1973 Michigan

Rajagopal, Srinivasan, Clinical Assistant Professor, Anesthesia, 2005 (2007); MD 2000 Wayne State

Rajput, Maheen, Clinical Assistant Professor, Radiology, 2006 (2006); BS 1991 Illinois

Rakel, Barbara Ann, Associate Professor, Physical Therapy/Nursing, 2000 (2011); BSN 1979 Iowa; MA 1988 Iowa; PhD 2002 Iowa

Ralph, Patrick Bradley, Adjunct Instructor, University College, 2011 (2013); BA 2008 Iowa

Ralston, Christine R., Adjunct Lecturer, Urban Regional Planning, 2012 (2012); BM 2001 Iowa; JD 2007 Iowa; MA 2008 University of Iowa

Ramakrishnan, Prem Subramanian, Adjunct Assistant Professor, Biomedical Engineering, 2009 (2009); MS 2003 Illinois-Chicago; PhD 2006 Iowa

Ramarao, Indira, Adjunct Associate Professor, International Programs, 2009 (2009); BA 1970 Mysore; MA 1972 Mysore; PhD 1982 Mysore

Ramey, R. Chace, Adjunct Lecturer, Educ Policy Leadership Studies, 2013 (2013); BA 2001 Univ. of Kansas; JD 2004 Univ. of Iowa

Ramey, Sandra L., Assistant Professor, Community Behavioral Health/Nursing, 2006 (2006); BS 1992 St Francis; MSN 1995 Iowa; PhD 2002 Iowa State

Ramig, Lorraine, Adjunct Professor, Communication Sciences and Disorders, 1999 (1999); PhD 1980 Purdue

Ramirez, Marizen Rojas, Associate Professor, Occupational Environmental Health, 2007 (2013); BA 1995 California at Berkeley; MPH 1998 California - Los Angeles; PhD 2002 California - Los Angeles
Rand, Jacki Thompson, Associate Professor, History, 1998 (2007); BA 1982 Maine; MS 1993 Oklahoma; PHD 1998 Oklahoma

Randak, Christoph Oskar, Assistant Professor, Pediatrics, 2009 (2009); MD 1992 Wurzburg, Germany; MSC 1996 Hagen, Germany

Randall, Eric Wayne, Adjunct Instructor, Health and Human Physiology, 2007 (2007); BS 2000 Iowa; MA 2004 Iowa

Randel, Patricia Ann, Adjunct Instructor, Pharmacy, 1997 (1997); BS 1993 Iowa


Range, Regina Christiane, Lecturer, German, 2013 (2013); BA 2006 Dortmund

Rantanen, Jason, Associate Professor, Law-Faculty, 2011 (2011); AB 1999 Brown; MA 2000 Chicago; JD 2003 Chicago

Rapert, Molly I., Adjunct Associate Professor, Marketing, 2009 (2009); PHD 1992 Memphis

Rapson, Ira J., Professor, Music, 1993 (2003); BA 1976 Westmont; MA 1981 California State

Rasmussen, Maryann, Lecturer, Gender, Women’s and Sexuality Studies/English, 1992 (1994); PHD 1991 Iowa

Rastetter, Dwight W., Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DDS 2000 Iowa

Ratliff, Timothy L., Emeritus Professor, Urology, 1997 (1997); BS 1971 Texas-Arlington; MS 1974 East Texas State; PHD 1977 Arkansas-Fayetteville

Ratner, Albert, Associate Professor, Mechanical Engineering, 2003 (2011); BS 1995 California; MS 1996 Michigan; MS 1999 Michigan; PHD 2000 Michigan

Ratner, Ed, Adjunct Assistant Professor, Electrical-Computer Engineering, 2011 (2011); BS 1990 Cal Tech; PHD 1997 Stanford

Rauch, Joseph Walter, Adjunct Associate Professor, Family Dentistry, 1984 (2000); DDS 1983 Iowa

Raw, Robert Maurice, Clinical Professor, Anesthesia, 2004 (2012); MBCHB 1979 Pretoria, South Africa

Ray, Alison, Adjunct Assistant Professor, Orthodontics, 2006 (2006); DDS 2002 Iowa

Ray, Thomas L., Emeritus Professor, Dermatology, 1979 (1991); BA 1968 Williams; MD 1972 Oregon

Raza, Tehseen, Adjunct Assistant Professor, Physics Astronomy, 2011 (2011); BS 2001 Eng Tech, Lahore; PHD 2010 Purdue

Read, Charles H., Emeritus Professor, Pediatrics, 1954 (1959); BSC 1939 ACADIA-Nova Scotia; MD 1943 McGill-Canada

Reagan, Mark K., Professor, Geoscience, 1987 (2007); BA 1978 California-Santa Barbara; MS 1982 Arizona; PHD 1987 California-Santa Cruz

Reasoner, Andrea Leigh, Clinical Assistant Professor, Pediatrics, 1994 (1995); BS 1984 Iowa; MD 1988 Iowa

Rebello Lima, Vinicius, Lecturer, Art Art History, 2009 (2009); BA 2005 Federal Univ of Rio De; MA 2007 Iowa; MFA 2009 Iowa

Rebouche, Charles J., Emeritus Associate Professor, Pediatrics, 1984 (1988); BS 1970 Tulane; PHD 1974 Vanderbilt

Recker, Bryan Mark, Adjunct Assistant Professor, Periodontics, 2009 (2009); DDS 2006 Iowa; MS 2009 Iowa

Recker, Caleb Michael, Adjunct Instructor, Health and Human Physiology, 2013 (2013); BA 2007 Univ. of Iowa; MA 2010 Univ. of Iowa

Recober-Montilla, Ana, Assistant Professor, Neurology, 2007 (2009); MD 1997 Malaga

Reddy, Chandan Gopal, Assistant Professor, Neurosurgery, 2012 (2012);

Reddy, Sudhakar M., Professor, Electrical-Computer Engineering, 1968 (1977); BSEE 1962 Osmania; ME 1963 Indian Institute of Science; PHD 1968 Iowa

Reed, Alan I., Professor, Surgery, 2007 (2007); BS 1980 Hobart College; MD 1984 Cornell

Reed, Daniel Allen, Professor, Electrical-Computer Engineering/Computer Science, 2012 (2012);

Reed, David A., Adjunct Assistant Professor, Nursing, 2003 (2003); BA 1970 Indiana; MA 1972 Indiana; PHD 1989 Indiana

Reed, Ronald Ross, Adjunct Lecturer, Health Management Policy, 2000 (2000); MPH 1983 Pittsburgh

Reese, Jean Ladora, Emeritus Associate Professor, Nursing, 1969 (1980); BSN 1961 Nebraska; MN 1968 Washington; PHD 1984 Iowa

Rego, Lopo Leotte, Adjunct Associate Professor, Marketing, 2000 (2010); BS 1991 Nove DE Lisboa, Portugal; MBA 1993 Lisbon; PHD 2000 Michigan

Rehmann, Joshua John, Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BS 2000 Grinnel; DO 2006 Des Moines, IA

Reichardt, Carina Lee, Adjunct Instructor, Pharmacy, 2010 (2010); BPharm 1989 Drake

Reid, Ronda, Lecturer, Teaching and Learning, 2010 (2010); BA 1981 Northern Iowa; MED 1984 Northern Iowa

Reid, Vincent Junior, Clinical Assistant Professor, Surgery, 2012 (2012);

Reider, Ronald, Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1971 Virginia

Reiff, Tammy Lynn, Adjunct Instructor, Social Work, 2008 (2008); BS 1997 Mankato State; MSW 2008 Iowa

Reimer, Toni Tripp, Professor, Anthropology/Nursing, 1977 (1986); BSN 1969 Maryland; MSN 1973 Ohio State; MA 1974 Ohio State; PHD 1977 Ohio State

Reimer-Myers, Amy Jo Laura, Adjunct Instructor, Office of Management Business Development, 2013 (2013); BFA 1981 Drake University; MA 1987 Drake University

Reinhardt, Joseph M., Professor, Biomedical Engineering, 1995 (2009); BS 1985 Carnegie Mellon; MS 1988 Northeastern; PHD 1994 Penn State
Reinking, Benjamin Evers, Clinical Associate Professor, Pediatrics, 2006 (2012); BA 1996 UNI; MD 2000 Iowa

Reisinger, Heather Schacht, Assistant Professor, Internal Medicine, 2008 (2008); BA 1998 Luther College; PhD 2004 American Univ

Reisinger, William M., Professor, Political Science/International Programs, 1985 (1996); BA 1979 Oregon; MA 1981 Michigan; PhD 1986 Michigan

Reist, Jeffrey Clark, Clinical Assistant Professor, Pharmacy Practice and Science, 1993 (2005); BS 1982 Iowa; PHARM 2007 Florida

Reitz, John C., Professor, Law-Faculty/International Programs, 1983 (1988); BA 1970 Harvard; JD 1975 Michigan

Rembold, Elizabeth Marie Stanage, Adjunct Instructor, Social Work, 2006 (2006); MSW 2005 Iowa

Renner, Katherine Anne, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Renner, Lynette Michelle, Adjunct Associate Professor, Social Work, 2008 (2012); BS 1994 Mary; MSW 1995 Kentucky; PhD 2005 Wisconsin

Reno, Mary Hall, Professor, Physics Astronomy, 1990 (2002); BA 1980 Reed; PhD 1985 Stanford

Renteria, Jesus Josue, Adjunct Instructor, Division of Performing Arts, 2011 (2011); BA 2009 Iowa

Renwick, Rick F., Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 1995 (1995); MD 1976 Wisconsin-Madison

Restrepo-Kennedy, Natalia, Clinical Assistant Professor, Operative Dentistry, 2012 (2012); HS 1981 German High School; DDS 1988 University of CES-Colombia; UNKNOWN 1998 University of CES-Colombia

Rethwisch, David Gerard, Professor, Chemical Biochemical Engineering, 1985 (1995); BS 1979 Iowa; PHD 1985 Madison, WI

Retish, Paul M., Professor, Teaching and Learning, 1967 (1976); BS 1960 New York State-Geneseo; MS 1965 Indiana; EDD 1967 Indiana

Rettenmaier, Lawrence Joseph, Clinical Adjunct Instructor, Internal Medicine, 2005 (2005); MD 1984 UIHC

Rexroth, Jason Allen, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2013 (2013);

Reyes, Ramon, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); MD 1991 Santo Thomas

Reyna Fuller, Maria Del Rosario, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DDS 2006 Iowa


Reynolds, Julie Christine, Adjunct Instructor, Preventive Community Dentistry, 2012 (2012); DDS 2011 University of Iowa

Rezai, Karim, Emeritus Associate Professor, Radiology, 1984 (1988); MD 1971 Shiraz Meidical School-Iran

Rhodes, Ann Marie, Clinical Associate Professor, Law-Faculty/Nursing, 1983 (1993); BSN 1975 St Teresa; MA 1976 Iowa; JD 1982 Iowa

Rice, James G., Emeritus Associate Professor, Library Information Science, 2004 (1984);

Rice, John Oscar, Clinical Associate Professor, Oral Maxillofacial Surgery, 2004 (2008); DDS 1971 Iowa

Rice, Kevin G., Professor, Pharmacy, 2001 (2001); BS 1983 Marycrest; PhD 1987 Iowa

Rice, Tom W., Professor, Political Science, 1999 (1999); BA 1979 Iowa State; PhD 1983 Iowa

Rich, Michael Jeffrey, Assistant Professor, Art Art History, 2013 (2013);

Rich-Chappell, Meredith Lee, Adjunct Lecturer, Law-Faculty, 2010 (2010); JD

Richardson, Brad B., Adjunct Associate Professor, Social Work, 1997 (1997); BA 1976 Mt. Mercy; MA 1978 Nebraska; PHD 1984 Minnesota

Richardson, Leah Song, Professor, Law-Faculty, 2011 (2012); BA 1988 Harvard; JD 1993 Yale Law

Richardson, Thomas, Clinical Adjunct Assistant Professor, Urology, 2002 (2002); BS 1988 Nortre Dame; MD 1992 Indiana

Richenbacher, Wayne E., Emeritus Professor, Cardiothoracic Surgery, 1993 (1999); BS 1976 Case Western Reserve; MD 1980 Cincinnati

Richerson, George B., Professor, Neurology/Physiology, 2010 (2010); MD 1987 Iowa

Richerson, Hal B., Emeritus Professor, Internal Medicine, 1964 (1974); BS 1950 University of Arizona; MD 1954 Northwestern Univ Med School

Richman, Brian D., Lecturer, Finance, 2003 (2003); AB 1987 PENNSYLVANIA; BS 1987 PENNSYLVNIA; MFA 2003 IOWA


Rick, Edward L., Adjunct Assistant Professor, Pediatric Dentistry, 1995 (1995); BS 1969 Illinois-Champaign-Urbana; DDS 1973 Illinois-Chicago; MS 1975 Illinois-Chicago

Rickert, Julie Marie, Adjunct Instructor, Nursing, 1993 (1993); MA 1989 Instr Media State U

Rickertsen, Heather Marcelle, Adjunct Assistant Professor, Pharmacy, 2007 (2007); PHARM 2005 Iowa

Rickertsen, Sharon, Adjunct Assistant Professor, Pharmacy, 2000 (2000); PHARM 1997 Iowa

Rief-Elks, Amy, Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BS 1998 St Mary, NE; DO 2003 Kansas; UNKNOWN 2006 Residency, Siouxland Med

Riepe, Patrick Joseph, Adjunct Instructor, Journalism Mass Communication, 2003 (2003); BA 1996 Missouri-Columbia

Rier, Kevin Ray, Clinical Adjunct Assistant Professor, Urology, 1999 (1999); BS 1985 Iowa; MD 1989 Iowa
Ries, Pamela, Clinical Professor, Teaching and Learning, 2000 (2013); BA 1977 Northern Iowa; MA 1979 Northern Iowa; EDD 2000 Drake

Riesz, Peter C., Emeritus Professor, Marketing, 1968 (1980); BS 1958 Rutgers; MBA 1963 Columbia; PHD 1971 Columbia

Rietz, Thomas A., Professor, Finance, 1993 (2011); BA 1983 Northern Iowa; PHD 1988 Iowa

Riezman, Raymond G., Professor, Economics, 1976 (1990); BA 1969 Washington-Missouri; PHD 1977 Minnesota

Rigal, Laura, Associate Professor, English/American Studies, 1997 (1997); BA 1982 Oberlin; PHD 1989 Stanford

Riggs, Sheila Marie, Adjunct Assistant Professor, Epidemiology, 1993 (1993); DDS 1986 Iowa; MS 1987 Harvard; MD 1991 Harvard

Rijhsinghani, Asha, Professor, Obstetrics Gynecology, 1992 (2012); ISC 1973 Jalhind College; MD 1979 ECFMG; MBBS 1979 Grand Medical College

Riley, Ryan Lee, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); BA 2004 Simpson; DDS 2007 Iowa

Riley, Terrance Patrick, Adjunct Assistant Professor, Operative Dentistry/Oral Maxillofacial Surgery, 2007 (2008); BS 1977 Arkansas; DDS 1982 Iowa

Rim, Kwan, Emeritus Professor, Mechanical Engineering/ Biomedical Engineering/Orthopaedics and Rehabilitation, 1960 (1968); BSME 1955 Tri-State; MSME 1958 Northwestern; PHD 1960 Northwestern

Rinehart, Judith, Emeritus Associate Professor, Social Work, 1978 (2005); BA 1966 Central; MSW 1970 Iowa

Rinehart, Kathy J., Adjunct Assistant Professor, Pharmacy, 1986 (1986); PHARM 1985 Iowa

Rinehart, Richard H., Clinical Assistant Professor, Psychiatry, 2002 (2002); BA 1985 Ohio State; MD 1985 Ohio State

Rinehart, Richard John, Clinical Adjunct Assistant Professor, Otolaryngology-Head Neck Surgery, 2006 (2006); BS 1987 Iowa State; MD 1992 Iowa Methodist Medical Ctr

Ringdahl, Joel E., Adjunct Assistant Professor, Pediatrics, 2000 (2000); BS 1992 Florida; PHD 1999 Louisiana State

Ringen, Catherine, Professor, Linguistics/International Programs, 1975 (1988); BA 1970 Indiana; MA 1972 Indiana; PhD 1975 Indiana

Ringen, Jon, Professor, Health and Human Physiology, 1993 (1993); BA 1965 North Dakota; MA 1969 Indiana; PHD 1971 Indiana


Riordan, Sossity Anne, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 2007 Illinois Chicago

Rippentrop, Jonathan Mark, Clinical Adjunct Assistant Professor, Urology, 2006 (2006); MD 1999 Iowa

Rivas, Megan Monaghan, Adjunct Assistant Professor, Theatre Arts, 2012 (2012);

Rivas, Tialoc Antonio, Assistant Professor, Theatre Arts, 2012 (2012);

Rix, Samantha Anna, Lecturer, English as Second Language, 2013 (2013);

Rizzo, Matthew, Professor, Industrial Engineering/Neurology, 1985 (1996); BA 1975 Columbia; MD 1979 Johns Hopkins


Roberts, Trina Ellis, Adjunct Assistant Professor, Anthropology, 2012 (2012); MS 2001 University of Chicago; PHD 2005 University of Chicago

Robertson, Janice Lee, Assistant Professor, Physiology, 2013 (2013);


Robertson, Maureen, Associate Professor, Asian Slavic Languages Literature, 1976 (1976); BA 1958 Indiana; MA 1960 Indiana; PHD 1970 Washington

Robertson, Terry Dale, Adjunct Associate Professor, Finance, 2008 (2008); BBA 1969 Georgia; PHD 1975 Georgia

Robillard, Jean E., Professor, Pediatrics, 2003 (2003); BA 1964 Montreal; MD 1968 Montreal

Robin, Debra Kay, Adjunct Instructor, Communication Sciences and Disorders, 1995 (1996); BA 1976 San Diego State; MS 1981 Redlands

Robinson, Ara, Clinical Adjunct Assistant Professor, Psychiatry, 2008 (2008); BA 1997 Drake; DO 2003 Des Moines

Robinson, Arlyn K., Adjunct Associate Professor, Family Dentistry, 1978 (1989); BS 1973 Upper Iowa; DDS 1977 Iowa

Robinson, Jennifer G., Professor, Internal Medicine/Epidemiology, 1998 (2010); BA 1982 Northwestern University; MD 1987 Minnesota; MPH 1995 Minnesota

Robinson, John P., Emeritus Professor, Electrical-Computer Engineering, 1965 (1972); BS 1960 Iowa State; MS 1962 Princeton; PHD 1966 Princeton

Robinson, Marilynne, Professor, Creative Writing/English, 1983 (1993); BA 1966 Brown; PHD 1975 Washington

Robinson, Robert G., Professor, Psychiatry, 1990 (1990); BS 1967 Cornell-Ithaca; MD 1971 Cornell-Ithaca

Robinson, Robert A., Professor, Oral Path,RadiologyMedicine/Pathology, 1982 (1993); MD 1976 Missouri; BA 1976 Missouri; PHD 1982 Minnesota

Robinson, Stephen Spencer, Adjunct Instructor, Asian Slavic Languages Literature, 2013 (2013);

Robnett, Michelle Kearns, Clinical Adjunct Associate Professor, Nursing, 2000 (2000); BA 1979 Marycrest; BSN 1979 Marycrest; MA 1986 Iowa; MBA 1989 Iowa; PHD 1992 Iowa
Robus, Richard, Clinical Adjunct Associate Professor, Pediatrics, 2003 (2006); BS 1994 Texas Christian; MD 1998 Iowa

Rocha, Rene Rolando, Associate Professor, Political Science, 2006 (2012); BA 2002 Texas-Pan American; PhD 2006 Texas A&M Univ

Rocha Maia, Rodrigo, Assistant Professor, Operative Dentistry, 2008 (2008); DDS 1995 Gama Filho; MS 2003 State Rio de Janeiro; PhD 2007 Univ of State Rio de Janeiro

Rockey, William Matthew, Clinical Assistant Professor, Radiation Oncology, 2012 (2012); MD Iowa; BS 2000 Iowa State; PhD 2007 Iowa; MD 2007 University of Iowa


Rocklin, Thomas R., Professor, Psych Quant Foundations, 1986 (1995); AB 1977 Calif-Berkeley; MS 1980 Northwestern; PhD 1981 Northwestern

Roder, Kerianne Marjorie, Adjunct Assistant Professor, Pharmacy, 2008 (2010); PHARMD 2007 Drake

Rodgers, Tracy A., Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); BS 1986 Iowa

Rodgers, Vincent G., Professor, Physics Astronomy, 1989 (2004); BS 1980 Dayton; MS 1982 Syracuse; PhD 1985 Syracuse

Rodnitzky, Robert L., Emeritus Professor, Neurology, 1972 (1982); BS 1963 Chicago; MD 1966 Chicago

Rodriguez, Edgardo, Assistant Professor, Internal Medicine, 2006 (2006); PhD 2005 Florida

Rodriguez, Jose E., Emeritus Associate Professor, Microbiology, 1968 (1974); BS 1955 Yale; PhD 1963 Pennsylvania

Rodriguez Rodriguez, Ana M., Assistant Professor, Spanish Portuguese, 2008 (2008); BA 1995 Univ de Santiago de Compostela; MA 1997 Colorado-Boulder; PhD 2007 Wisconsin @ Madison

Roe, Shawn Curtis, Adjunct Assistant Professor, Pharmacy, 2005 (2005); BS 1997 Northern Iowa; PHARMD 2002 Iowa

Roeder, Kevin John, Adjunct Instructor, Pharmacy Practice and Science, 2012 (2012); BS 2006 University of Northern Iowa

Roeder, Susan L., Clinical Associate Professor, Internal Medicine, 2002 (2009); BS 1984 Iowa State; MS 1989 Iowa State; DO 1993 Osteopathic-Des Moines

Roehrkasse, Donald Lee, Adjunct Instructor, Pharmacy, 2006 (2006); BSPH 1977 Iowa

Roewe, Raymond F., Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2004 (2004); BA 1978 Iowa State; DDS 1982 Iowa; MS 1986 Iowa

Robins, Meaghan Marie, Adjunct Assistant Professor, Pharmacy, 2007 (2009); PHAR 2007 Iowa

Roghair, Robert Dean, Associate Professor, Pediatrics, 2005 (2011); BS 1995 Iowa; MD 1999 Iowa

Rogovin, Howard, Emeritus Professor, Art Art History, 1969 (1984);

Rohde, Jan-Uwe, Adjunct Associate Professor, Chemistry, 2005 (2013); PhD 1999 Univ. of Kiel, Germany

Rohlf, Paul, Clinical Adjunct Professor, Urology, 2012 (2012);

Rohlf, Paul, Clinical Adjunct Professor, Urology, 2012 (2012);

Rohlfman, Diane, Associate Professor, Occupational Environmental Health, 2012 (2012);

Rohrbough, Malcolm J., Emeritus Professor, History, 1964 (1971); AB 1954 Harvard; MA 1958 Wisconsin; PhD 1963 Wisconsin

Rokes, Christopher Alan, Clinical Adjunct Assistant Professor, Pediatrics, 2011 (2011);

Rolland, Brian E., Adjunct Lecturer, Management Organizations, 2009 (2009); MAC 1989 Iowa

Roller, Richard John, Professor, Microbiology, 1994 (2007); BA 1980 Lawrence; PhD 1987 Harvard

Roloff, James S., Clinical Adjunct Associate Professor, Pediatrics, 2010 (2010); MD 1972 Missouri

Roman, David L., Assistant Professor, Pharmacy, 2008 (2008); PhD 2004 Purdue

Romanowski, Ann Wegener, Adjunct Assistant Professor, Periodontics, 1993 (1998); DDS 1987 Iowa; CER 1994 Iowa; PhD 1994 Iowa

Romitti, Paul Anthony, Professor, Epidemiology, 1998 (2013); BS 1985 Iowa State; BA 1985 Iowa State; MS 1987 Iowa State; PhD 1994 Iowa

Ronkar, Christopher J., Clinical Adjunct Assistant Professor, Internal Medicine, 2005 (2005); BS 1992 Nebraska; MD 1997 Nebraska

Roof, John Dean, Clinical Adjunct Assistant Professor, Family Medicine, 1995 (2002); BS 1976 Iowa State; MD 1985 Iowa

Rooney, Kristen, Adjunct Instructor, Health and Human Physiology, 2013 (2013); BA 2010 University of Iowa

Roper, Martin Thomas, Adjunct Assistant Professor, International Programs, 2009 (2009); MFA 1998 Iowa

Rorex, Robert A., Associate Professor, Art Art History, 1970 (1979); BA 1956 Hendrix; MFA 1960 Arkansas; MFA 1968 Princeton; PhD 1975 Princeton

Rosazza, John P., Emeritus Professor, Pharmacy, 1969 (1977); BS 1962 Connecticut; MS 1966 Connecticut; PhD 1968 Connecticut

Rosazza, John P., Emeritus Professor, Pharmacy, 1969 (1977); BS 1962 Connecticut; MS 1966 Connecticut; PhD 1968 Connecticut

Rosburg, Thomas R., Adjunct Professor, University College, 2010 (2010); BS 1977 Iowa State; MS 1990 Iowa State; PhD 1994 Iowa State

Rose, Dennis Ray, Adjunct Associate Professor, Family Dentistry, 1974 (2000); DDS 1964 Iowa

Rose, Gerald L., Emeritus Professor, Management Organizations, 1967 (1982); BA 1960 Minnesota; MBA 1962 Cornell; PhD 1969 California-Berkeley

Rosecrance, John C., Adjunct Assistant Professor, Urology, 2012 (2012);

Romanowski, Ann Wegener, Adjunct Assistant Professor, Periodontics, 1993 (1998); DDS 1987 Iowa; CER 1994 Iowa; PhD 1994 Iowa

Romanowski, Ann Wegener, Adjunct Assistant Professor, Periodontics, 1993 (1998); DDS 1987 Iowa; CER 1994 Iowa; PhD 1994 Iowa

Romanowski, Ann Wegener, Adjunct Assistant Professor, Periodontics, 1993 (1998); DDS 1987 Iowa; CER 1994 Iowa; PhD 1994 Iowa

Romanowski, Ann Wegener, Adjunct Assistant Professor, Periodontics, 1993 (1998); DDS 1987 Iowa; CER 1994 Iowa; PhD 1994 Iowa
Roseman, Dennis M., Emeritus Professor, Mathematics, 1970 (1993); BS 1961 Wisconsin; MS 1962 Wisconsin; PHD 1968 Michigan

Rosenbaum, Marcy Ellen, Professor, Family Medicine, 1998 (2013); BA 1986 Indiana; MA 1990 Kentucky; PHD 1994 Kentucky

Rosenberger, Jay A., Clinical Adjunct Associate Professor, Internal Medicine, 1995 (2011); DO 1986 Osteopathic Med Hlth

Rosenfeld, Sandra R., Clinical Assistant Professor, Family Medicine, 2008 (2008); MD 1990 Ntnl Univ Rosario, Argentina

Rosenhimer, Jessica Ann, Adjunct Assistant Professor, Pharmacy, 2010 (2010); PHARMD 2008 Drake

Rosenkranz, Kurt Andre, Clinical Adjunct Associate Professor, Family Medicine, 1999 (2003); BS 1989 Creighton; MD 1993 Creighton

Rosenstein, Lori Jean, Clinical Assistant Professor, Internal Medicine, 2009 (2009); BS 1996 Wisconsin @ Madison; MD 2002 Iowa


Rosenthal, Nancy, Clinical Professor, Pathology, 1998 (2003); BA 1979 Emory; MD 1983 Pennsylvania

Rosmann, Michael Ray, Adjunct Professor, Occupational Environmental Health, 2000 (2013); PHD 1976 Utah

Rosser, Sue R., Emeritus Associate Professor, Psychology, 1969 (1975);

Ross, Alan F., Associate Professor, Anesthesia, 1985 (1995); BA 1976 Calif-Berkeley; MD 1980 Northwestern

Rosen, James D., Professor, Internal Medicine/Neurosurgery, 1986 (2005); BS 1975 Michigan; MD 1980 Chicago

Ross, Christopher, Professor, Art Art History, 1978 (1992); BA 1970 St. Lawrence; MA 1975 Indiana; PHD 1979 Indiana

Royer, Nora A., Clinical Assistant Professor, Surgery, 2012 (2012);

Rubach, Jerzy, Professor, Linguistics, 1990 (1990); MA 1971 Warsaw; PHD 1975 Warsaw


Rubright, William Campbell, Emeritus Professor, Periodontics, 1967 (1979); BA 1957 Westminster-Missouri; DDS 1962 Missouri; MS 1964 Missouri; MD 1965 Chicago

Rude, Mathew Bem, Assistant Professor, Art Art History, 2008 (2008); BA 1998 Luther College; MFA 2007 Montana State

Rudman, Robert Alan, Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2011 (2011); DDS 1988 Loyola; MD 1992 Iowa

Rudolph, Paul H., Adjunct Lecturer, Biology, 1989 (1997); PHD 1976 Michigan

Ruen, David Arthur, Clinical Adjunct Assistant Professor, Family Medicine, 1988 (2002); BA 1977 St Mary’s; MD 1981 Iowa

Ruestman, Jordan Lee, Adjunct Instructor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2011 Drake

Rummelhart, Jo Anne Marie, Adjunct Assistant Professor, Periodontics, 2009 (2009); DDS 1981 Iowa

Runde, Mark P., Clinical Adjunct Instructor, Internal Medicine, 1995 (1995); MD 1983 Illinois

Runge, Michael Wayne, Adjunct Instructor, Pharmacy Practice and Science, 2011 (2011); BSPH 1986 Iowa

Runge, Richard M., Emeritus Associate Professor, German, 1964 (1974); BA 1961 Iowa; MA 1963 Iowa; PHD 1967 Iowa

Rupe, Kerri Lynn Arter, Clinical Associate Professor, Nursing, 2000 (2000); BSN 1984 Northeast Missouri; MSN 1994 Clarkson; DNP 2008 Iowa

Ruperrecht, Axel, Professor, Radiology/Oral Path,RadiologyMedicine/Anatomy Cell Biology, 1987 (1987); DDS 1968 Toronto; MScD 1972 Toronto

Rus, Teodor, Emeritus Professor, Computer Science, 1982 (1993); DMATH 1965 Romanian Academy

Rushton, Gerard, Emeritus Professor, Geography/Health Management Policy, 1969 (1974); BA 1959 Wales-United Kingdom; MA 1962 Wales-United Kingdom; PHD 1964 Iowa

Russell, Bobby, Adjunct Assistant Professor, Preventive Community Dentistry, 2005 (2005); DDS 1988 Loyola - Chicago

Russell, Gary J., Professor, Marketing, 1996 (1999); BA 1976 Virginia; PHD 1985 Chicago


Russo, Andrew F., Professor, Neurology/Physiology, 1988 (2000); BA 1979 California-San Diego; PHD 1984 California-Berkeley
Russo, Mary D., Lecturer, Statistics Actuarial Science, 1983 (2006); MAT 1976 SUNY AT Binghamton


Ruth, Denise., Adjunct Assistant Professor, Pharmacy, 2008 (2008); BSPH 1984 Iowa

Rutkowski, David Thomas, Assistant Professor, Anatomy Cell Biology/Internal Medicine, 2008 (2008); BS 1997 Delaware; PHD 2002 California @ San Francisco

Rutledge-Russell, Christine Marion, Professor, Music, 1998 (2010); BA 1984 Curtis Institute of Music; MA 1988 Iowa

Ryue, Kathleen Ann, Adjunct Instructor, Social Work, 1997 (1997); MSW 1993 Iowa

Ryan, Ginny Lyn, Assistant Professor, Obstetrics Gynecology, 2006 (2009); BS 1995 Cornell; MD 1999 Washington Univ.

Ryang, Soon, Professor, International Programs/Anthropology, 2006 (2010); PHD 1995 Cambridge, UK

Ryckman, Kelly, Assistant Professor, Epidemiology, 2012 (2012); BS 2003 Iowa State University; MS 2008 Vanderbilt University

Ryder, Jon Scott, Adjunct Assistant Professor, Operative Dentistry, 1996 (2000); DDS 1996 Iowa

Ryzewski, Francis Chester, Adjunct Lecturer, Management Organizations, 2006 (2009); BA 1973 Rutgers; MBA 1974 Drexel

Ryken, Timothy Charles, Adjunct Associate Professor, Radiation Oncology/Neurosurgery, 1998 (2002); MD 1988 Iowa


Rzonca, Chester S., Associate Professor, Educ Policy Leadership Studies/Teaching and Learning, 1972 (1977); BS 1965 Central Connecticut; MA 1967 Morehead State; EDD 1972 Illinois


Sabbagh, Nadia G., Adjunct Instructor, Social Work, 2013 (2013); BA 2003 University of Iowa; MSW 2011 University of Iowa

Sabiston, Charles B., Emeritus Professor, Family Dentistry, 1972 (1977); BS 1953 Wake Forest; DDS 1957 North Carolina; PHD 1968 Virginia

Sadler, Anne, Associate Professor, Psychiatry, 2003 (2013); BN 1978 Old Dominion; MS 1980 Virginia Commonwealth; DPHIL 1990 Iowa

Saftlas, Audrey, Professor, Epidemiology, 1998 (2004); BA 1977 Clark; MPH 1979 Michigan; PHD 1986 Johns Hopkins

Sagen, H. Bradley, Emeritus Professor, Educ Policy Leadership Studies, 1964 (1973); BA 1957 Grinnell; PHD 1962 Minnesota

Sah, Rajan, Assistant Professor, Internal Medicine, 2013 (2013);


Sahai, Subhash C., Clinical Adjunct Assistant Professor, Family Medicine, 1979 (2002); BS 1967 Pantab; MS 1970 Northern Iowa; MD 1973 Iowa

Sailer, Stephanie, Adjunct Lecturer, University College Courses, 2011 (2011); MFA 2008 Kansas

Sakai, Chiaki, Adjunct Lecturer, International Programs, 2010 (2010); BA 1995 Intl Christian University; AMLS 1999 Hawaii

Sakoulas, George, Adjunct Assistant Professor, Internal Medicine, 2011 (2011); MD 1995 Harvard

Salamanca, Paul E., Adjunct Professor, Law-Faculty, 2012 (2012);

Salem, Aliasger Karimjee, Associate Professor, Chemical Biochemical Engineering/Biomedical Engineering/Pharmacy, 2004 (2009); BS 1994 Birmingham UK; PHD 2002 Nottingham, England

Salomon, Frank, Adjunct Professor, Anthropology, 2011 (2011); BA 1968 Columbia; MA 1974 Cornell; PHD 1978 Cornell

Saltzman, Charles L., Adjunct Professor, Orthopaedics and Rehabilitation, 1991 (2001); BA 1978 Brown; MD 1985 North Carolina-Chapel Hill

Samuel, Isaac, Associate Professor, Surgery, 1999 (2009); MD 1981 Bangalore Medical; FRACS 1989 Royal Coll of Physicians Sur

Samuelson, Larissa K., Associate Professor, Psychology, 2000 (2009); BS 1993 Indiana; PHD 2000 Indiana

Samuelson, Mari, Adjunct Assistant Professor, Social Work, 1999 (1999); BA 1973 Missouri Valley College; MSW 1984 MISSOURI-COLUMBIA

Samuelson, Megan, Clinical Assistant Professor, Pathology, 2012 (2012);

Sanchez, Antonio Jaime, Clinical Associate Professor, Internal Medicine, 2006 (2011); MD 2000 Guayaquil SOM

Sanchez, Jose, Adjunct Associate Professor, Epidemiology, 2003 (2003); BS 1975 Puerto Rico; MD 1979 Puerto Rico; MPH 1981 John Hopkins

Sander, Edward, Assistant Professor, Biomedical Engineering, 2011 (2011); BS 2000 Texas @ Austin; MENG 2004 Tulane; PHD 2006 Tulane

Sander, Heather Anne, Assistant Professor, Geography, 2011 (2011); BS 1993 Massachusetts; MA 2005 New Orleans; PHD 2009 Minnesota


Sanders, Sara, Associate Professor, Social Work, 2003 (2011); BS 1994 St. Olaf; MSW 1995 Washington; PHD 2002 Maryland
Sanderson, Wayne T., Adjunct Professor, Epidemiology, 2002 (2005); BA 1977 Missouri; MS 1978 Central Missouri State; PhD 1997 North Carolina

Sandler, Leonard. Clinical Professor, Law-Faculty, 1990 (1997); BS 1978 Northeastern Univ; JD 1981 Maryland

Sandra, Alexander. Emeritus Professor, Anatomy Cell Biology, 1978 (1990); BS 1968 Loyola; MS 1972 DePaul; PhD 1976 Case Western Reserve

Sandrock, James P., Emeritus Professor, German, 1960 (1977); BA 1951 Iowa; MA 1958 Iowa; PhD 1961 Iowa

Sandy, Brent. Lecturer, Music, 2000 (2000); BFA 1981 Northern Iowa

Sangha, Arashdeep Singh. Lecturer, English as Second Language, 2011 (2011); MA 2011 Iowa

Santi, Emily A., Adjunct Lecturer, Rehabilitation and Counselor Education, 2012 (2012);

Santillan, Donna A., Assistant Professor, Obstetrics Gynecology, 2010 (2010); BS 1998 Loyola; BA 1998 Loyola; DPHIL 2005 Loyola

Santillan, Mark Kharim, Assistant Professor, Obstetrics Gynecology, 2009 (2012); BS 1998 Loyola; MD 2002 Loyola

Santos, Ann Marie Garcia. Clinical Assistant Professor, Psych Quant Foundations, 2008 (2008); BA 1991 Texas AM; MA 1996 Iowa; PhD 2005 Iowa

Sarasin, Daniel Scott. Adjunct Assistant Professor, Oral Path,Radiology, 1988 (1993); DDS 1988 Iowa

Sardzinski, Joel Paul. Adjunct Associate Professor, Family Dentistry, 1999 (2012); BA 1982 Mid America Nazarene; DDS 1994 Missouri-Kansas City

Schaefer, Maureen M., Adjunct Lecturer, University College Courses, 2005 (2005); BA 1992 Minnesota; MS 1994 Minnesota; PHD 1996 Minnesota

Sargent, Stephanie Lynne Kuhn. Adjunct Lecturer, University College Courses, 2008 (2008); MS 2005 Indiana

Sarsour, Ehab Hasan. Adjunct Associate Professor, Radiation Oncology, 2011 (2011); PhD 2006 Iowa

Sartini-Rideout, Claudia. Lecturer, French Italian, 2009 (2012); MS 1998 Iowa; PhD 2006 Iowa

Sather, Bethany Carol. Adjunct Assistant Professor, Pharmacy, 2007 (2007); PHARMD 2003 Iowa

Satchy, Kevin. Clinical Adjunct Assistant Professor, Psychiatry, 2006 (2006); BS 1996 North Carolina; MD 2001 Brody, East Carolina

Sato, Yutaka. Professor, Radiology, 1986 (1992); MD 1973 Nippon Medical School-Japan

Sauder, Michael Edward. Associate Professor, Sociology, 2005 (2011); BA 1993 Truman State; MA 1998 Penn State; PhD 2005 Northwestern

Sauers, Sara Thurber. Adjunct Assistant Professor, Interdisciplinary Programs, 2003 (2007); AA 1977 Dupage; BS 1981 Wisconsin-Madison; MA 2003 Iowa

Saunders, Edward J., Associate Professor, Social Work, 1985 (1991); BA 1974 Villanova; MSW 1979 St. Louis; PhD 1985 Pittsburgh; MPH 1985 Pittsburgh


Savin, Nathan Eugene. Emeritus Professor, Economics, 1986 (1986); BA 1956 California-Berkeley; MA 1960 California-Berkeley; PhD 1969 California-Berkeley

Saylor, Morgan Leigh. Clinical Assistant Professor, Pharmacy Practice and Science, 2012 (2012); PHARMD 2008 University of Kansas

Sayre, Robert F. Emeritus Professor, English, 1965 (1972); BA 1955 Wesleyan; MA 1958 Yale; PhD 1962 Yale

Scamman, Franklin L. Emeritus Professor, Anesthesiology, 1978 (1995); BS 1966 Kansas; MD 1970 Kansas

Scandrett, Forrest R. Emeritus Professor, Prosthetics, 1970 (1982); DDS 1965 Iowa; MS 1970 Texas

Schaal, David. Emeritus Professor, Theatre Arts, 1956 (1969); BA 1942 Geneva; MA 1946 Western Reserve

Schabillion, Jeffry T. Emeritus Professor, Biology, 1968 (1980); BS 1965 Iowa State; MA 1976 Iowa; PhD 1969 Kansas

Schacht, Elizabeth Ann Tracy. Adjunct Associate Professor, Nursing, 1979 (2004); BSN 1972 Iowa; MA 1978 Iowa; PhD 2003 Iowa

Schacht, Leslie Carol. Adjunct Lecturer, University College, 2013 (2013);

Schafer, James Michael. Adjunct Lecturer, University College Courses, 2005 (2005); BA 1990 Truman State; MA 1996 Memphis

Schafer, Maureen M., Adjunct Lecturer, University College Courses, 2005 (2005); BA 1991 Northeast Missouri State; MS 1998 Memphis

Schantz, Mark E. Emeritus Professor, Law-Faculty, 2010 (2012); BA 1963 Iowa; MA 1965 Oxford; LLM 1968 Yale

Schares, Denise K.. Lecturer, Teaching and Learning, 2010 (2010); DED 1994 Northern Iowa

Schartz, Kevin Michael. Assistant Professor, Radiology, 2009 (2009); MA 1988 Iowa; PhD 1994 Iowa; MCS 2001 Iowa

Schatteman, Gina C.. Emeritus Associate Professor, Health and Human Physiology, 2001 (2005); BA 1975 New College; PhD 1985 Johns Hopkins

Schauberger, Charles William. Clinical Adjunct Professor, Obstetrics Gynecology, 1985 (2010); MD 1978 Iowa

Scheetz, Todd Edward. Associate Professor, Ophthalmology Visual Science/Biomedical Engineering, 2002 (2008); BS 1993 Iowa; MS 1995 Iowa; PhD 2001 Iowa

Scheib, Sara. Adjunct Instructor, University College, 2013 (2013); DIPL 2000 West High School; BA 2004 Beloit College

Scheibe, Kevin Paul. Adjunct Professor, Management Sciences, 2011 (2011); PHD 2003 Virginia Polytechnic
Scheibe, Michelle Kay, Adjunct Associate Professor, Pharmacy Practice and Science, 2010 (2010); DAUD 2008 Iowa

Schemmel, Kate E., Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARM 2007 Creighton

Schendel, Amy, Assistant Professor, Music, 2009 (2009); BM 1998 Wisconsin @ Eau Claire; MM 2001 Indiana; DMA 2007 Wisconsin @ Madison

Scherb, Cindy A., Adjunct Assistant Professor, Nursing, 2003 (2003); BS 1979 Mount Mercy; MS 1989 Minnesota; PHD 2003 Iowa

Scherer, Michelle M., Professor, Civil-Environmental Engineering, 1998 (2010); BS 1989 Virginia; MS 1994 Connecticut; PHD 1998 Oregon

Scherer, Ronald C., Adjunct Associate Professor, Communication Sciences and Disorders, 1983 (1988); PHD 1981 Iowa

Scherm, Shirley J., Adjunct Instructor, Anthropology, 1987 (1987); BA 1968 North Park; MA 1982 Iowa

Schey, Ron, Clinical Associate Professor, Internal Medicine, 2009 (2013); MD 1991 Tel Aviv, SOM

Schiff, Robyn, Associate Professor, English, 2008 (2008); MFA 1999 Iowa; MA 2000 Bristol

Schilling, Keith Edwin, Adjunct Assistant Professor, Geoscience, 2010 (2010); PHD 2009 Iowa

Schilling, Margo Lin, Clinical Professor, Internal Medicine, 1998 (2010); BA 1981 Wartburg; MD 1985 Iowa

Schinstock, Carrie Ann, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012);

Schlapkohl, Janet Story, Adjunct Assistant Professor, Theatre Arts, 2012 (2012); BS 1980 Iowa State Univ; MA 1999 U of Iowa

Schlechte, Janet A., Professor, Internal Medicine/Inst for Clinical and Translational Science, 1981 (1993); BS 1967 Nebraska; MA 1969 California-Santa Barbara; MD 1975 Nebraska

Schlegel, Christian Bleakly, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2013 (2013);

Schlichting, Adam Bradford, Clinical Assistant Professor, Emergency Medicine, 2013 (2013);

Schlievert, Patrick Michael, Professor, Microbiology/Internal Medicine, 2011 (2011); BA 1971 Iowa; PHD 1976 Iowa

Schlievert, Saralyn, Adjunct Instructor, Preventive Community Dentistry, 2004 (2004); BS 1977 Iowa

Schlueter, Annette, Associate Professor, Pathology, 1998 (2004); BS 1984 Valparaiso; MS 1989 Illinois; PHD 1991 Illinois-Urban; MD 1993 Illinois-Urbana

Schlueter, Renee Jeanne, Adjunct Lecturer, Management Organizations, 2009 (2009); MA 1989 St. Louis, English; PHD 1996 St. Louis, English

Schlueter, Morten, Associate Professor, Religion/International Programs, 2003 (2008); BA 1982 Copenhagen; MA 1985 Copenhagen; PHD 1998 Yale

Schmid, Phillip, Emeritus Professor, Internal Medicine, 1968 (1975); BA 1957 Carleton; MD 1961 Chicago

Schmidt, Bridgette Erin, Adjunct Assistant Professor, Pediatric Dentistry, 2010 (2010); DDS 2007 Iowa

Schmidt, Dan L., Adjunct Instructor, Pharmacy, 2002 (2002); BS 1979 Iowa; BSPH 1979 University of Iowa

Schmidt, Frank L., Emeritus Professor, Management Organizations, 1985 (1985); BA 1966 Bellarmine; MS 1968 Purdue; PHD 1970 Purdue

Schmidt, Gregory Alan, Professor, Internal Medicine, 2006 (2006); BA 1977 St. Louis; MD 1981 Chicago

Schmidt, Julius, Emeritus Professor, Art Art History, 1972 (1972); BFA 1953 Cranbrook Academy of Art; MFA 1955 Cranbrook Academy of Art

Schmidt, Renita, Associate Professor, Teaching and Learning, 2011 (2011); PHD 2005 Iowa

Schmidt, Thomas J., Professor, Physiology/Obstetrics Gynecology, 1983 (1999); BA 1969 Delaware; MS 1973 Cornell; PHD 1976 Cornell


Schmidt Clay, Kelly M., Adjunct Assistant Professor, Communication Sciences and Disorders, 2003 (2005); BA 1992 North Dakota; MA 1994 N Colorado; PHD 2003 Iowa

Schmit, Cheri Rochelle Rockhold, Adjunct Assistant Professor, Pharmacy, 2005 (2005); BSPH 1993 Iowa

Schmolck, Johann, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); MD 1999 Albert Ludwigs Univ. Germany

Schnase, Edward A., Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARM 2001 Creighton

Schneider, Galen Belmont, Professor, Prosthodontics, 1999 (2009); BS 1987 Iowa; DDS 1991 Iowa; PHD 1996 North Carolina

Schneider, Kathleen Marie, Adjunct Assistant Professor, Epidemiology, 2009 (2009); MA 1992 Illinois @ Chicago; PHD 1995 Illinois @ Chicago

Schneider, Robert L., Clinical Professor, Oral Maxillofacial Surgery, 1984 (1999); DDS 1976 Southern California; MS 1983 Iowa

Schnell, Scott R., Associate Professor, Anthropology, 1993 (1999); BS 1976 Ohio State; MS 1979 Ohio State; MA 1987 Ohio State; PHD 1993 Ohio State

Schnell, Thomas, Associate Professor, Industrial Engineering/Occupational Environmental Health/Neurology/Electrical-Computer Engineering, 1998 (2004); BS 1992 Tech-Bern-Switzerland; MS 1994 Ohio; PHD 1998 Ohio

Schnieders, Michael John, Assistant Professor, Biomedical Engineering/Biochemistry, 2012 (2012);

Schnoebelen, Doug, Adjunct Assistant Professor, Civil-Environmental Engineering/Geoscience, 2000 (2000); PHD 1999 Indiana

Schnoor, Jerald L., Professor, Civil-Environmental Engineering/Occupational Environmental Health, 1977 (1983); BS 1972 Iowa State; MS 1974 Texas; PhD 1975 Texas
Schoderbek, Peter, Emeritus Professor, Management Organizations, 1964 (1971); MS Pennsylvania State; BA 1954 Pennsylvania State

Schoen, Eva Gisela, Adjunct Lecturer, Psych Quant Foundations, 2006 (2006); MA 1996 Northern Iowa; MA 1999 Northern Iowa; PHD 2003 Ball State

Schoen, Harold L., Emeritus Professor, Mathematics/ Teaching and Learning, 1974 (1978); BS 1963 Dayton; MS 1966 Indiana; MS 1969 Dayton; PHD 1971 Ohio State


Schoenfielder, Deborah Perry, Clinical Associate Professor, Nursing, 1983 (2006); BSN 1975 Iowa; MA 1982 Iowa; PHD 1990 Iowa

Schoenwald, Ronald D., Emeritus Professor, Pharmacy, 1978 (1986); BS 1963 Arizona; MS 1969 Purdue; PHD 1971 Purdue

Schoer, Lowell A., Emeritus Professor, Psych Quant Foundations, 1961 (1967); BA 1958 Iowa; MA 1959 Iowa; PHD 1961 Iowa

Scholz, Thomas Dean, Professor, Pediatrics, 1993 (2004); BS 1981 Swathmore College; MD 1985 Washington

Schooley, Ed, Adjunct Assistant Professor, Preventive Community Dentistry, 2003 (2003); DDS 1974 Iowa; MHA 1981 Colorado

Schoon, Timothy George, Adjunct Instructor, University College, 2010 (2010); BA 1991 Grinnell; MA 1999 Missouri

Schoonbrodt, Alice, Assistant Professor, Economics, 2011 (2011); BA 1999 Catholique de Louvain; MA 2000 McGill; PHD 2006 Minnesota

Schootman, Mario, Adjunct Associate Professor, Epidemiology, 1995 (2005); PHD 1993 Iowa

Schopick, Steffi B., Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012);

Schrag, Dennis Michael, Lecturer, Management Organizations, 1998 (2000); MA 1972 Iowa; EDD 1982 Drake

Schrier, Leslie Lisbeth, Associate Professor, International Programs/Teaching and Learning, 1989 (1995); BA 1973 California State; MA 1979 Drake; PHD 1989 Ohio State

Schrimper, George David, Emeritus Assistant Professor, Division of Interdisciplinary Program, 1966 (1973); BS 1964 Iowa; MA 1965 Iowa

Schrock, Christian E., Emeritus Associate Professor, Internal Medicine, 1974 (1974); BA 1941 Iowa; MD 1944 Iowa

Schroeder, Irene R., Adjunct Instructor, University College, 2004 (2013); BM 1993 Iowa

Schroeder, Katie Milden, Adjunct Instructor, Preventive Community Dentistry, 2012 (2012); HS 2003 Washington High School

Schroeder, Mary Chen, Assistant Professor, Pharmacy Practice and Science, 2011 (2011); BS 2002 Texas AM; MA 2010 Emory; PHD 2011 Emory

Schroeder, R. Scott, Adjunct Instructor, Pharmacy, 2005 (2005); BS 1977 Luther College; BSPH 1981 Iowa

Schroeder, Thomas J., Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BA 1968 Marquette; MD 1974 Loyola

Schrott, Helmut Gunther, Emeritus Professor, Epidemiology/Internal Medicine, 1973 (1998); BA 1962 Western Reserve; MD 1966 State Univ of NY-Buffalo

Schuchmann, Anne Marie, Adjunct Instructor, Pharmacy Practice and Science, 2011 (2011); BSPH 1983 Iowa

Schueler, Kerry E., Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Schuh, Kathy L., Associate Professor, Psych Quant Foundations/International Programs, 2000 (2006); AA 1979 Bismarck State; BS 1981 North Dakota State; BS 1995 North Dakota State; MS 1996 North Dakota State


Schultz, Maria Lynn, Adjunct Instructor, Pharmacy, 2008 (2008); BSPH 2000 Drake

Schulte Moore, Lisa Anne, Adjunct Associate Professor, University College, 2011 (2011); BS 1993 Wisconsin; MS 1996 Minnesota; PHD 2002 Wisconsin

Schultz, Cheryl, Adjunct Lecturer, University College Courses, 2005 (2005); BA 1999 Iowa State; MED 2004 Iowa State

Schultz, Jordan L., Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Schultz, Karen Sue, Adjunct Instructor, Pharmacy, 1998 (1998); BS 2000 Iowa

Schultz, Michael King, Assistant Professor, Radiology/Radiation Oncology/Internal Medicine, 2006 (2009); BA 1990 South Florida; MS 1996 Florida State; PHD 2002 Florida State


Schultz, Susan Kay, Professor, IA Consortium Substance Abuse/Internal Medicine/Psychiatry, 1995 (2007); BS 1986 Nebraska Wesleyan; MD 1990 Nebraska

Schulz, Rudolph W., Emeritus Professor, Psychology, 1960 (1966); BS 1954 Northwestern; MS 1955 Stanford; PHD 1958 Northwestern

Schulze, Konrad S., Professor, Internal Medicine, 1975 (1991); BS 1965 Munich; MD 1968 Heidelberg

Schunk, Jacob A., Adjunct Lecturer, Law-Faculty, 2013 (2013);

Schurtz, Steven Harold, Clinical Adjunct Assistant Professor, Urology, 1985 (1985); MD 1975 Iowa

Schutte, Brian C., Adjunct Associate Professor, Pediatrics, 1991 (2005); BS 1983 Creighton; PHD 1988 Wisconsin

Schwab, James C., Adjunct Lecturer, Urban Regional Planning, 2008 (2008); MA 1985 Iowa

Schwabbauer, Marian Histand, Emeritus Professor, Pathology, 1971 (1997); BA 1961 Goshen; MA 1975 Iowa; PHD 1990 Iowa

Schwalm, Carla Marourneen, Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);


Schwartz, Christopher Elmer, Lecturer, Health and Human Physiology, 2013 (2013);

Schwartz, David A., Adjunct Instructor, Journalism Mass Communication, 2008 (2008); BA 1997 Iowa; MS 1998 Northwestern

Schweitzer, John W., Emeritus Professor, Physics Astronomy, 1966 (1978); BA 1960 Thomas More; MS 1962 Cincinnati; PHD 1966 Cincinnati

Schweizer, Marin Leigh, Assistant Professor, Epidemiology/Internal Medicine, 2010 (2012); PHD 2009 Maryland

Schwenker, Robbie L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Schwenker, Robbie L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Schweser, G. Carl, Emeritus Associate Professor, Finance, 1976 (1982); BS 1966 Missouri School of Mines; MBA 1968 Missouri; PHD 1976 Georgia

Schwiesow, Tyler Michael, Clinical Adjunct Instructor, Internal Medicine, 2007 (2007); BS 1999 Drake; MD 2003 Iowa

Schwinn, Debra Anne, Professor, Medicine Administration/Biochemistry/Pharmacology/Anesthesia, 2012 (2012);

Sciegienka, Anna, Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Scieszinski, John Joseph, Adjunct Assistant Professor, Family Dentistry, 2008 (2008); BS 1977 Iowa; DDS 1981 Iowa

Scott, Edward Ray, Adjunct Lecturer, Accounting, 2012 (2012);

Scott, Eric Christopher, Clinical Adjunct Assistant Professor, Surgery, 2009 (2009); BA 1996 Luther College; MD 2000 Iowa

Scott, Gerald Lee, Emeritus Assistant Professor, Endodontics, 1979 (1979); DDS 1967 University of the Pacific

Scott, John Beldon, Professor, Art Art History, 1982 (1998); BA 1968 Indiana; MA 1975 Rutgers; PHD 1982 Rutgers

Scott, Sally J., Adjunct Assistant Professor, University College/Public Policy Center, 2011 (2011); MA 1989 Johns Hopkins; MS 1997 Pennsylvania; PHD 2001 Johns Hopkins

Scott, William Edwin, Emeritus Professor, Ophthalmology Visual Science, 1971 (1979); BA 1959 Iowa; MS 1962 Iowa; MD 1964 Iowa

Scott-Conner, Carol, Professor, Surgery, 1995 (1995); MD 1976 New York University; PHD 1988 Kentucky; BS 1990 Massachusetts Institute of Tec

Scranton, Alec B., Professor, Chemical Biochemical Engineering, 2000 (2000); BS 1984 Iowa; PHD 1990 Purdue


Scudder, Jack D., Professor, Physics Astronomy, 1993 (1993); BA 1969 Williams; MS 1971 Maryland; PHD 1975 Maryland

Scullion, Rosemarie, Associate Professor, Gender, Women’s and Sexuality Studies/Cinema Comparative Literature/French Italian/International Programs, 1987 (1994); BA 1978 Wisconsin-Madison; MA 1982 Wisconsin-Madison; PHD 1987 Wisconsin-Madison

Seaba, Hazel H., Clinical Professor, International Programs/Pharmacy, 1971 (1995); BSPH 1967 Ferris State; MS 1971 Iowa

Seabold, James E., Emeritus Professor, Radiology, 1982 (1996); BS 1964 Michigan State; MD 1968 Michigan

Seaman, Walter I., Associate Professor, Mathematics/Teaching and Learning, 1983 (1991); BA 1976 Beloit; PHD 1982 Massachusetts

Seelbach, Paul M., Emeritus Professor, Internal Medicine, 1949 (1959); BA 1938 Cincinnati; MD 1941 Cincinnati

Seering, Melinda, Clinical Assistant Professor, Anesthesia, 2011 (2011); MD 2002 Iowa

Seetharam, R. S., Adjunct Associate Professor, International Programs, 2009 (2009); MENG 1974 university of Pune; MBBS 1989 Mysore University; MS 1996 PGIMER, Chandigarh

Seetharam, Sridevi, Adjunct Associate Professor, International Programs, 2009 (2009); MD 1996 Pgimer, Chandigarh; MA 2007 Katholieke, Leuven

Segal, Neil A., Associate Professor, Radiology/Epidemiology/Orthopaedics and Rehabilitation, 2004 (2009); BA 1994 Brown; MD 2000 Vanderbilt; MS 2008 Iowa


Segar, Jeffrey L., Professor, Pediatrics, 1992 (2004); BS 1982 Wisconsin-Madison; MD 1986 Wisconsin-Madison


Segre, Lisa Sharon, Assistant Professor, IA Consortium Substance Abuse/Nursing, 1998 (1998); BA 1979 Mount Holyoke; MA 1981 Maryland; PHD 1993 Illinois-Urbana Champaign

Seibert, Scott Edward, Associate Professor, Management Organizations, 2008 (2008); BS 1983 State University of New York; MS 1988 Cornell University; PHD 1994 Cornell University

Seiffert, Melinda Teresa, Adjunct Lecturer, Management Organizations, 2011 (2011); BA 1994 Iowa; MBA 2003 Iowa

Seim, Arne Rolf, Lecturer, French Italian, 2005 (2005); BS 1982 IOWA STATE; BA 1989 IOWA; MA 2004 South Dakota

Semelroth, Timothy Samuel, Adjunct Lecturer, Law-Faculty, 2005 (2005); BA 1994 Drake; JD 1997 IOWA
Semken, Holmes A., Emeritus Professor, Geoscience, 1965 (1973); BS 1958 Texas; MS 1960 Texas; PhD 1965 Michigan

Sen Gupta, Ananya, Assistant Professor, Electrical-Computer Engineering, 2012 (2012);

Seo, Seongjin, Assistant Professor, Ophthalmology Visual Science, 2011 (2011); PhD 2005 Washington St Louis

Serrano Russi, Alvaro, Clinical Assistant Professor, Pediatrics, 2011 (2011); MD 2002 Military Neuva Granada

Sertterh, Jennie L., Adjunct Instructor, Health and Human Physiology, 2001 (2001); BS 1996 Southern Illinois; MED 1998 Nebraska

Sessions, Jennifer E., Associate Professor, History, 2005 (2011); AB 1996 Harvard; PhD 2005 Pennsylvania

Severidt, Larry A., Clinical Adjunct Associate Professor, Family Medicine, 1987 (2001); MD 1977 Iowa

Severino, Carol J., Professor, Rhetoric/International Programs, 1990 (2012); BA 1971 Valparaiso; MA 1976 Illinois-Chicago; PhD 1989 Illinois-Chicago

Sexton, Jonathan Merle, Adjunct Instructor, University College, 2006 (2013); BA 2004 Central College; MA 2006 Iowa

Sexton, Nicole Elizabeth, Adjunct Lecturer, University College, 2008 (2008); BA 2006 Coe College; MA 2008 Iowa

Seyfer, James William, Adjunct Lecturer, University College, 2007 (2013); BA 1974 Iowa; MPA 1975 The American University; MA 1986 Iowa


Shadur, Craig A., Clinical Adjunct Associate Professor, Internal Medicine, 1981 (1996); MD 1974 Iowa

Shaffer, Michael A., Adjunct Instructor, Health and Human Physiology/Physical Therapy, 2003 (2003); BS 1992 Iowa; MS 1994 Beaver College

Shaftel, Matthew, Adjunct Associate Professor, Music, 2008 (2008); MPHil 1997 Yale; PhD 2000 Yale


Shah, Apurva Surendra, Assistant Professor, Orthopaedics and Rehabilitation, 2012 (2012);

Shah, Divya Kelath, Clinical Assistant Professor, Obstetrics Gynecology, 2012 (2012);

Shahid, Khadija S., Clinical Assistant Professor, Ophthalmology Visual Science, 2011 (2011); BS 1999 Pennsylvania; OD 2002 Pennsylvania

Shaik, Jaffar, Clinical Adjunct Assistant Professor, Pediatrics, 2001 (2001); MD 1993 Royal College London LONDON

Shammas, Nicolas W., Clinical Adjunct Associate Professor, Internal Medicine, 2000 (2006); MD 1987 American

Shane, Dan M., Assistant Professor, Health Management Policy/Economics, 2012 (2012);

Shank, Glenace B., Clinical Adjunct Assistant Professor, Family Medicine, 2005 (2005); BA 1978 McPherson; MS 1981 Iowa State; PhD 1986 Iowa State; DO 1997 Iowa State

Shannon, Abby Joanna Theresa, Adjunct Instructor, Preventive Community Dentistry, 2012 (2012);

Sharma, Nancy, Clinical Assistant Professor, Internal Medicine, 2012 (2013);

Sharp, Jamie Dee, Emeritus Associate Professor, Dentistry Administration, 1995 (1994); BA 1976 San Francisco State; MS 1978 Iowa

Sharp, Victoria Jean Allen, Clinical Professor, Family Medicine/Urology, 2002 (2010); BS 1983 George Mason; MD 1993 Arizona; MBA 2003 Iowa


Shasby, Douglas Michael, Emeritus Professor, Internal Medicine, 1982 (1989); BA 1967 Duke; MD 1973 Duke

Shaw, Ian Kelloren, Adjunct Instructor, Family Dentistry, 2010 (2010); BA 2001 Iowa; DDS 2005 Iowa

Shaw, Kelly B., Adjunct Lecturer, Political Science, 2012 (2012);

Shaw, Rebecca D., Clinical Adjunct Associate Professor, Obstetrics Gynecology, 1999 (1999); MD 1975 Iowa

Shaw, Robert F., Adjunct Assistant Professor, Pharmacy Practice and Science, 2005 (2005); PHARMD 1994 Illinois; MPH 2004 South Florida

Shaw, Scott K., Assistant Professor, Chemistry, 2012 (2012);

Shchelochkov, Oleg Anatolyevich, Assistant Professor, Pediatrics, 2009 (2009); MD 1997 Tashkent, USSR

Shea, Christine Elizabeth, Assistant Professor, Spanish Portuguese, 2010 (2010); BA 1996 Concordia, Canada; MA 2003 CEIE-UNAMJ, Mexico; PhD 2010 Calgary, Canada

Shea, Madeline A., Professor, Biochemistry, 1989 (2002); BS 1977 California Inst of Technology; PHD 1984 Johns Hopkins

Sheele, Neal, Clinical Adjunct Assistant Professor, Family Medicine, 2007 (2007); MA 1984 Loras College

Sheerin, Caroline, Lecturer, Law-Faculty, 2006 (2006); BA 1993 Barnard, Columbia; MA 1996 Washington; JD 1999 Michigan

Sheets, James Steven, Adjunct Assistant Professor, Management Organizations, 2008 (2008); MAT 1983 St. Thomas; PhD 1992 Rochester; JD 2002 Iowa

Sheetz, Carolita Theresa, Adjunct Lecturer, Nursing, 2003 (2007); BSN 1989 Mt. Pleasant,IA; MSN 1999 Iowa

Sheffield, Val C., Professor, Pediatrics, 1990 (1998); MS 1974 Brigham Young; BS 1977 Brigham Young; PHD 1983 Chicago; MD 1985 Chicago

Sheldon, Daniel S., Emeritus Associate Professor, Teaching and Learning, 1973 (1980); BS 1960 Northern State; MS 1961 Northern State; PHD 1973 Iowa

Shelman, Rick Allen, Clinical Adjunct Assistant Professor, Surgery, 1999 (1999); MD 1990 Iowa

Shelton, Vanessa, Adjunct Assistant Professor, Journalism Mass Communication, 2001 (2007); BA 1977 COE; MA 1994 Iowa; PhD 2007 Iowa
Shen, Bern, Adjunct Associate Professor, Emergency Medicine, 2008 (2008); MPHIL 1981 Yale; MD 1981 Yale
Shen, Helen, Associate Professor, Asian Slavic Languages Literature/International Programs, 2002 (2008); BA 1981 Ningbo, China; MA 1990 Zhejiang, China; PHD 1997 Nevada-Reno
Shen, Rani, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARMD 2005 Iowa
Shen, Wendy Weiyin, Clinical Assistant Professor, Family Medicine, 2005 (2008); MD 1992 Beijing Medical
Shepardson, Richard D., Emeritus Professor, Teaching and Learning, 1972 (1981); BA 1960 Chico State; MA 1968 San Jose State; PHD 1972 Texas
Shepherd, Rhoda, Adjunct Instructor, Nursing, 1995 (1995); MA 1976 Iowa
Shepley, Alan Martin, Adjunct Instructor, Pharmacy, 1997 (1997); BSPH 1971 Iowa
Sherer, Jennifer Kristene, Adjunct Lecturer, University College, 2009 (2009); BA 1995 Oberlin; MA 2001 Iowa; PHD 2008 Iowa
Sheridan, Charlene, Adjunct Instructor, Preventive Area Comm College; BA 2002 Simpson College
Shetty, Mahesh, Clinical Adjunct Assistant Professor, Internal Medicine, 2011 (2011); MBBS 1999 Univ of Bombay, Bombay,India; MBBC 1999 Bombay, India
Shever, Leah Lynn, Adjunct Lecturer, Nursing, 2008 (2008); BSN 2002 Iowa; MSN 2005 Iowa; PHD 2007 University of Iowa
Shey, Kathleen Suzanne, Adjunct Instructor, Social Work, 2007 (2007); BSW 1995 Iowa; MSW 1999 Iowa
Shian, Brian Xian, Clinical Assistant Professor, Family Medicine, 2011 (2011); MD 1991 Luzhou, China; MPAS 2007 Iowa
Shibata, Erwin F., Associate Professor, Physiology/ Internal Medicine, 1986 (1994); BSEE 1974 Washington; MSE 1980 Washington; PHD 1984 Texas Medical Branch-Galveston
Shibley, Deborah Lynn, Adjunct Instructor, Nursing, 2013 (2013);
Shibli-Rahhal, Amal Ali, Clinical Associate Professor, Internal Medicine, 2007 (2012); BS 1996 American Univ of Beirut; MD 2000 American Univ of Beirut
Shields, Richard Kemp, Professor, Physical Therapy/ Orthopaedics and Rehabilitation, 1986 (2004); BA 1976 Cabawba; MA 1985 Iowa; PHD 1992 Iowa
Shields, Susan Margaret, Adjunct Instructor, Pharmacy Practice and Science, 2012 (2012);
Shih, Ming-Che, Emeritus Professor, Biology, 1988 (2003); BS 1976 Tunghai-Taiwan; PHD 1983 Iowa
Shilyansky, Joel, Professor, Surgery/Pediatrics, (2013); MD 1988 California
Shim, Hyungsub, Clinical Assistant Professor, Neurology, 2012 (2012);
Shinozaki, Gen, Associate Professor, Psychiatry, 2013 (2013);
Shirazi, Siroos S., Emeritus Professor, Surgery, 1972 (1981); PCB 1959 Shiraz; MD 1965 Shiraz-Iran
Shires, Robert S., Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BS 1972 Nebraska Wesleyan; MD 1975 Nebraska
Shires, Thomas K., Emeritus Professor, Pharmacology, 1972 (1981); AB 1957 Colgate; MS 1962 Oklahoma; PHD 1965 Oklahoma
Shivapour, Ezzatollah Torge, Clinical Professor, Neurology, 1980 (2005); MD 1972 Tabriz
Shivers, Matthew, Adjunct Instructor, Pharmacy, 2003 (2003); BS 1978 Iowa
Shoemaker, Patrick G., Adjunct Instructor, University College, 2003 (2013); BA 1978 Dartmouth
Shokooohi-Yekta, Mohsen, Lecturer, Teaching and Learning, 1999 (2002); BA 1984 TEHRAN; MA 1989 ROOSEVELT; PHD 1993 Iowa
Shoukih, Tameem, Clinical Adjunct Assistant Professor, Pediatrics, 2002 (2002); MD 1985 Damascus
Shoulultz, Amy Kathleen Engelbert, Clinical Associate Professor, Teaching and Learning, 2002 (2010); BA 1985 Coe; MAT 1990 Iowa; PHD 2002 Iowa
Shoulultz, Gregg Alan, Adjunct Lecturer, Educ Policy Leadership Studies, 2004 (2013); BA 1987 Iowa; MAT 1994 Iowa; PHD 2002 Iowa
Shrimer, Amy E., Clinical Adjunct Assistant Professor, Pediatrics, 2012 (2012);
Shrimer, Erin, Assistant Professor, Ophthalmology Visual Science, 2012 (2012);
Shtewi, Mica Devon, Lecturer, English as Second Language, 2013 (2013);
Shusterman, Vladimir, Associate Professor, Internal Medicine, 2013 (2013);
Shy, Michael E., Professor, Neurology/Pediatrics, 2012 (2012); MD 1979 Albany Medical
Shy, Rosemary Rudolph, Clinical Assistant Professor, Pediatrics, 2012 (2012);
Shyamalkumar, Nariankadu Datatreya, Associate Professor, Statistics Actuarial Science, 2004 (2012); BS 1989 Loyola, India; MS 1991 Indian Stat Inst, India; PHD 1996 Purdue Univ, IN, USA
Sidwell, Richard Allen, Clinical Adjunct Associate Professor, Surgery, 2004 (2007); BS 1988 Iowa; MD 1993 Iowa
Siebert, Calvin D., Emeritus Professor, Economics, 1965 (1975); BA 1958 Kansas; MA 1960 Kansas; PHD 1966 California-Berkeley
Sieleni, Bruce A., Clinical Adjunct Assistant Professor, Psychiatry, 2007 (2007); MD 1982 Minnesota
Sieren, Jessica Corinne, Assistant Professor, Radiology/ Biomedical Engineering, 2009 (2011); BS 2002 Flinders Univ; BENG 2002 Flinders Univ; PHD 2008 Iowa
Siewert, Rebecca, Clinical Associate Professor, Nursing, 2004 (2012); BSN 1985 St. Xavier, ILL; MS 1990 Illinois@Chicago; DR 2002 Rush, ILL

Sigmund, Curt D., Professor, Physiology/Pharmacology/Internal Medicine, 1991 (2000); BA 1982 State Univ of NY-Buffalo; MA 1984 State Univ of NY-Buffalo; PHD 1987 State Univ of NY-Buffalo

Sigurdsson, Gardar, Clinical Associate Professor, Radiology/Internal Medicine, 2008 (2013); MD 1993 Iceland, Reykjavik


Silverman, William B., Clinical Professor, Internal Medicine, 1997 (2003); BA 1976 Colby College; MD 1984 University of Brussels-Belgium

Silvers, Andrea J., Clinical Adjunct Assistant Professor, Family Medicine, 2003 (2003); BS 1994 Iowa State; MD 1999 Iowa

Simmons, Donald L., Adjunct Assistant Professor, Occupational Environmental Health, 2000 (2000); BS 1985 Oklahoma; MS 1989 Oklahoma; PHD 1994 Oklahoma

Simmons, Jonathan S., Clinical Associate Professor, Emergency Medicine/Anesthesia, 2004 (2009); SCB 1994 Truman State MO; DO 1999 Kirksville/ Osteopathic Med

Simmons, Shawn T., Clinical Associate Professor, Anesthesia, 1999 (2003); BA 1990 Kansas; MD 1994 Kansas

Simmons, Susan J., Clinical Adjunct Associate Professor, Nursing, 2013 (2013);

Simmons, Tom, Associate Professor, English, 1992 (1994); AB 1978 Stanford; MA 1983 Calif-Berkeley; PHD 1988 Calif-Berkeley

Simon, Christian, Associate Professor, Anthropology/Internal Medicine, 2008 (2008); PHD 1997 California

Simon, J. Richard, Emeritus Professor, Psychology/Industrial Engineering, 1957 (1968); BBA 1951 Wisconsin; MA 1953 Wisconsin; PHD 1955 Wisconsin

Simon, Jonathan K., Emeritus Professor, Mathematics, 1969 (1980); AB 1964 Columbia; MA 1965 Wisconsin; PHD 1969 Wisconsin

Simonds, Vanessa W., Assistant Professor, Community Behavioral Health, 2011 (2011); SCM 2005 Harvard; SCD 2009 Harvard

Simpson, Christopher Miles, Adjunct Instructor, Pharmacy, 2005 (2005); BSPH 1991 Iowa

Sims, Hallie J., Assistant Professor, Geoscience, 2005 (2005); PHD 2000 Chicago


Sindt, Christine W., Clinical Associate Professor, Ophthalmology Visual Science, 1997 (2007); BS 1990 State Univ of NY-Geneseo; OD 1994 Ohio State

Singer, Jane B., Associate Professor, Journalism Mass Communication, 1999 (2005); MA 1990 New York; PHD 1996 Missouri-Columbia

Singh, Baljit, Adjunct Instructor, Preventive Community Dentistry, 2010 (2010); DMD 1990 Boston

Singh, Madhu V., Assistant Professor, Internal Medicine, 2009 (2009); BSC 1981 Gorakhpur, India; MSc 1986 GBP, Ag Tech, India; PHD 1995 Alberta, Canada

Singh, Mammanoh, Clinical Adjunct Assistant Professor, Psychiatry, 1987 (1991); MD 1979 Magadh-India

Singh, Sarabdeep, Adjunct Assistant Professor, Health Management Policy, 2007 (2013); MAE 1991 Punjab; MS 1995 Western Michigan

Sinha, Rajendra, Adjunct Lecturer, Management Organizations, 2012 (2012);

Sinha, Sushmita, Assistant Professor, Pathology, 2013 (2013);

Sinn, Patrick Ladd, Assistant Professor, Pediatrics, 2009 (2009); PHD 1999 Iowa

Siochi, R. Alfredo C., Clinical Assistant Professor, Radiation Oncology/Electrical-Computer Engineering/Physics Astronomy, 2005 (2005); BS 1985 Ateneo de Manila; MS 1988 Virginia Tech; PHD 1990 Virginia Polytech Institute; MS 1995 Cincinnati

Sipia, Justin Scott, Lecturer, Anatomy Cell Biology, 2010 (2010); MPHIL 2004 Stony Brook University; MS 2004 Stony Brook University; PhD 2007 Stony Brook University

Siriwetchadarak, Raiphen, Clinical Assistant Professor, Anesthesia, 2008 (2008); MD 1999 Mahidol Univ, Thailand

Sitzman, Scott J., Adjunct Professor, Pharmacy Practice and Science, 2002 (2002); BS 1996 South Dakota State; PHARM 1998 South Dakota State

Sivitz, William I., Professor, Internal Medicine, 1987 (2001); BS 1966 Pittsburgh; MD 1972 Hahnemann

Six, Erich W., Emeritus Professor, Microbiology, 1960 (1973); MA 1949 Frankfurt-Germany; PHD 1954 Frankfurt-Germany

Sjolund, Richard D., Emeritus Professor, Biology, 1968 (1997); BS 1963 Wisconsin; PHD 1968 California-Davis

Skeete, Dionne A., Clinical Associate Professor, Surgery, 2011 (2011); MD 1996 Washington-St. Louis

Skelly Kuehn, Kelly Sue, Clinical Associate Professor, Family Medicine, 2002 (2010); BS 1988 Iowa; MD 1992 Iowa

Skemp, Lisa, Adjunct Associate Professor, International Programs/Nursing, 2002 (2008); BS 1977 Viterbo; MA 1998 Iowa; PHD 2002 Iowa


Skinner, Beth Ann, Adjunct Assistant Professor, Social Work, 2011 (2011); BA 1997 Iowa; MSW 2006 Iowa; DR 2010 Iowa

Skinstad, Anne H., Clinical Associate Professor, Community Behavioral Health, 1993 (2006); BA 1971 Bergen; PSYD 1977 Bergen

Skoff, Rachel Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2013); PHARM 2010 Iowa

Skogsbergh, James H., Adjunct Lecturer, Health Management Policy, 1990 (1990); MA 1982 Iowa
Smith, Brian Joseph, Associate Professor, Biostatistics, 2001 (2008); BA 1993 St. Louis; MS 1995 Texas @ Austin; PHD 2001 Iowa

Smith, Carol Marie, Clinical Assistant Professor, Rehabilitation and Counselor Education, 2008 (2008); BS 1986 North Dakota State; MS 1992 Western Illinois; PHD 2007 Iowa

Smith, Daryl Dee, Adjunct Professor, University College, 2009 (2009); AA 1958 Keokuk Community; BA 1960 Iowa; PHD 1967 South Dakota

Smith, Donald D., Emeritus Professor, Journalism Mass Communication, 1980 (1980); BA 1955 Syracuse; MA 1957 Nebraska; PHD 1964 North Carolina

Smith, Dorothy L., Adjunct Associate Professor, Pharmacy, 2005 (2005); PHARM 1972 Cincinnati

Smith, Edgar, Adjunct Instructor, Preventive Community Dentistry, 2007 (2007); DDS 1965 Iowa

Smith, Elaine M., Professor, Preventive Community Dentistry/Epidemiology/Obstetrics Gynecology, 1979 (1998); BA 1968 Ohio State; MPH 1971 Michigan; PHD 1977 State Univ of New York-Buffalo

Smith, Frederick M., Professor, Religion/Asian Slavic Languages Literature/International Programs, 1989 (2008); BA 1969 Coe; MA 1976 Poona-India; PHD 1984 Pennsylvania

Smith, Hayden Lee, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012);

Smith, J. Christopher, Adjunct Lecturer, University College Courses, 2002 (2002); BA 1973 Saginaw Valley State; MA 1984 Iowa; MSW 1993 Iowa

Smith, Jeffrey J., Clinical Associate Professor, Pediatrics, 1988 (1995); BA 1972 Minnesota; MD 1976 Mayo Medical

Smith, Jessica Purcell, Adjunct Assistant Professor, Pharmacy, 2008 (2008); MPH 2006 Iowa

Smith, Jessica, Clinical Assistant Professor, Surgery, 2009 (2009); MD 2003 California-Davis

Smith, Jill Kay, Adjunct Assistant Professor, Management Organizations, 2007 (2011); BGS 1983 IOWA; MA 2002 Iowa; PHD 2010 Iowa

Smith, Jordan Andrew, Lecturer, Religion, 2008 (2008); BA 2000 Memphis; MA 2002 Florida State; PHD 2008 Florida State

Smith, Julie Cobb, Adjunct Instructor, Interdisciplinary Programs, 2004 (2006); BA 1995 North Carolina State; MA 1997 Chicago

Smith, Kelly, Clinical Instructor, Nursing, 1998 (2006); MSN 1993 St Louis

Smith, Leighton A., Adjunct Lecturer, Finance, 2012 (2012); AB 2004 University of Chicago

Smith, Marianne, Associate Professor, Nursing, 1984 (2013); BSN 1978 Iowa; MS 1983 Colorado; PHD 2006 Iowa

Smith, Mark Charles, Clinical Associate Professor, Radiation Oncology, 2004 (2012); BS 1993 Iowa State; MD 1999 Iowa

Smith, Megan M., Assistant Professor, Psychiatry, 2009 (2009); MS 2003 Pennsylvania State; PHD 2007 Pennsylvania State
Smith, Melinda A., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1988 Iowa

Smith, Paul Russell, Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2005 (2005); DDS 1984 Maryland

Smith, Richard J., Professor, Anatomy Cell Biology/Internal Medicine/Physiology/Otolaryngology-Head Neck Surgery/Pediatrics, 1990 (1990); BA 1974 Rice; MD 1977 Baylor

Smith, Robert E., Emeritus Associate Professor, Psychiatry, 2001 (2001); BS 1964 Iowa State; MD 1969 Iowa

Smith, Tara C., Adjunct Associate Professor, Epidemiology, 2004 (2012); BS 1998 Yale; PHD 2002 Ohio State


Smith, Trisha Ann, Adjunct Assistant Professor, Pharmacy, 2000 (2000); PHARMD 1998 Iowa

Smock, Justin Wade, Clinical Assistant Professor, Internal Medicine, 2011 (2011); BA 2003 Northwestern; MD 2007 Iowa

Smoker, Wendy Rue, Emeritus Professor, Radiology/Neurology, 2001 (2001); BS 1971 Iowa; MS 1972 Iowa; MD 1977 Iowa

Smolikove, Sarit, Assistant Professor, Biology, 2009 (2009); BS 1998 Tel Aviv; BSC 1998 Tel Aviv University; MS 2000 Tel Aviv; PHD 2004 Tel Aviv

Smoot, Milton Kyle, Clinical Associate Professor, Family Medicine/Orthopaedics and Rehabilitation/Pediatrics, 2009 (2013); BS 2000 Louisville, Kentucky; MD 2005 Wright State, OH

Smucker, Joseph Douglas, Associate Professor, Orthopaedics and Rehabilitation, 2005 (2013); BA 1995 Goshen; MD 1999 Indiana

Snetselaar, Linda G., Professor, Internal Medicine/Epidemiology, 1985 (2005); BS 1972 Iowa State; MS 1975 Iowa; PHD 1983 Iowa

Snider, Alvin, Associate Professor, English, 1986 (1992); BA 1977 Toronto; MA 1978 Toronto; PHD 1984 Chicago

Snitzer, James G., Professor, Art Art History/Interdisciplinary Programs, 1976 (2007); BA 1973 Calif-Los Angeles; MFA 1976 Art Inst of Chicago

Snyder, Jeanne M., Emeritus Professor, Anatomy Cell Biology/Pediatrics, 1988 (1993); BS 1968 Northwestern; PHD 1972 Pennsylvania

Snyder, Peter M., Professor, Internal Medicine/Physiology, 1996 (2004); BA 1984 Luther; MD 1989 Iowa

Sobocinski, Nicholas John, Adjunct Instructor, University College, 2010 (2013); BS 2009 Iowa

Sodawasser, Sara, Adjunct Instructor, Preventive Community Dentistry, 2003 (2003); BS 1988 University of Iowa


Solomon, Allison, Adjunct Instructor, Preventive Community Dentistry, 2006 (2006); DDS 2002 Colorado School of Dentistry

Solomons, Gerald, Emeritus Professor, Pediatrics, 1962 (1969); MD 1943 Royal College-Edinburgh

Solomons, Hope, Emeritus Professor, Nursing, 1967 (1982); BA 1952 Clark; AM 1954 Wellesley; EDD 1957 Boston

Solow, Catherine Mitague, Clinical Assistant Professor, Preventive Community Dentistry, 1986 (2009); MA IOWA; BA ALBERTUS MAGNUS


Solt, Frederick, Assistant Professor, Political Science, 2012 (2012);

Somasekhar, Vishwanath, Adjunct Lecturer, Mechanical Engineering, 2013 (2013); MS 2003 Iowa State University; PHD 2011 Iowa State

Sommers, James H., Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); BA 1950 Iowa; DDS 1952 Iowa

Sommers, Stacy Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);
Song, Long-Sheng, Associate Professor, Internal Medicine, 2006 (2012); MD 1993 North China Coal; MS 1996 Kunming Medical, China


Sonnevile, Diane E., Adjunct Instructor, Social Work, 1996 (1996); MSW 1985 Iowa

Sorensen, Stephen Martin, Clinical Adjunct Assistant Professor, Family Medicine, 2009 (2009); BS 1989 Iowa; MD 1995 Iowa College of Medicine

Sorenson, Mark Kevin, Adjunct Assistant Professor, Pharmacy, 1987 (2002); BS 1982 Iowa; BSPH 1982 Iowa

Sorenson, Susan R., Adjunct Instructor, Pharmacy, 1997 (1997); BSPH 1983 Iowa; BS 1983 Iowa

Sorofman, Bernard A., Professor, Pharmacy, 1984 (2001); BA 1972 Nevada; BS 1979 Oklahoma; PHD 1984 Minnesota

Sosale, Sujatha, Associate Professor, International Programs/Journalism Mass Communication, 2003 (2007); MS 1986 Bangalore, India; MS 1990 Purdue; PHD 1998 Minnesota


Souders, Grant Robert, Adjunct Assistant Professor, Creative Writing, 2013 (2013);

Sougstad, Sarah Clarissa, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Soukup, Mauritza, Adjunct Assistant Professor, Nursing, 1981 (1991); BSN 1973 Marycrest College; MSN 1975 Alabama-Birmingham; PHD 1989 The Catholic Univ of America

Sousa, Sandra L., Lecturer, Spanish Portuguese, 2012 (2013);

Southard, Karin A., Emeritus Professor, Orthodontics, 1990 (2000); BS 1975 Ohio State; DDS 1981 Medical College of Virginia; MS 1986 Northwestern

Southard, Thomas E., Professor, Orthodontics, 1990 (2000); BS 1973 Old Dominion; MS 1974 Ohio State; DDS 1980 Medical College of Virginia; MS 1988 Tennessee

Spading, Kimberly A., Adjunct Instructor, Pharmacy, 2002 (2002); BS 1996 Iowa; BSPH 1996 Iowa

Spaight, Paula Marie, Adjunct Instructor, Preventive Community Dentistry, 2009 (2009); MA 2009 New Mexico

Spak, Scott Nathan, Assistant Professor, Urban Regional Planning/Civil-Environmental Engineering/Public Policy Center, 2011 (2011); BA 2000 Dartmouth; PHD 2009 Wisconsin

Spangler, Heather Jean, Adjunct Instructor, Journalism Mass Communication, 2008 (2008); BA 2003 Iowa; MA 2005 Iowa

Spangler, Steven R., Professor, Physics Astronomy, 1982 (1988); MS 1972 Iowa; BA 1972 Iowa; PHD 1975 Iowa

Spangal, Angela Michelle, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2009 Iowa

Spaulding, Sarah Ann, Adjunct Assistant Professor, University College, 2012 (2012); BA 1982 University of Colorado; MS 1990 Colorado State University; PHD 1996 Colorado State University

Spaziani, Eugene, Emeritus Professor, Health and Human Physiology/Biology, 1959 (1968); BA 1952 UCLA; MA 1954 UCLA; PHD 1958 UCLA

Specht, Janet Kay Pringle, Professor, Nursing, 1984 (2009); BSN 1973 Iowa; MA 1981 Iowa; PHD 1996 Iowa


Spector, Michael, Clinical Assistant Professor, Family Dentistry, 2005 (2005); BS 1992 Binghamton; DMD 1999 Temple; MS 2002 Columbia

Spencer, John P., Professor, Psychology, 1997 (2009); BSC 1991 Brown; PHD 1998 Indiana

Spieker, Ruth D., Clinical Assistant Professor, Oral Pathology/Radiology/Medicine, 2002 (2002); BA 1979 Toronto; DDS 1983 Toronto

Spier, Angela Lynn, Adjunct Instructor, Radiology, 2011 (2011); CER 2005 UIHC Rad. Tech. Program

Spies, Leon Fred, Adjunct Lecturer, Law-Faculty, 2005 (2005); BBA 1972 Iowa; JD 1975 Iowa

Spies, Maria, Associate Professor, Biochemistry, 2011 (2011);

Spies, Michael Ashley, Assistant Professor, Biochemistry/Pharmacy, 2011 (2011); BA 1991 Kansas; MA 1994 Kansas; PHD 1997 Kansas

Spinks, Ruth A., Adjunct Assistant Professor, Psychology, 2001 (2001); BS 1987 Wichita State; MA 1996 Case Western; PHD 1999 Case Western

Spisak, Arthur Louis, Professor, Classics, 2011 (2011); BA 1966 Youngstown State; BA 1979 Youngstown State; MA 1985 John Carroll; PHD 1992 Loyola

Spitz, Douglas R., Professor, Radiation Oncology, 2000 (2006); BA 1978 Grinnell; PHD 1984 Iowa

Spitzer, Alan B., Emeritus Professor, History, 1957 (1963); BA 1948 Swarthmore; MA 1949 Columbia; PHD 1955 Columbia

Spitzer, John Herbert, Clinical Professor, Finance, 1995 (1997); BS 1966 Stanford; MS 1967 Iowa; PHD 1975 Duke

Spofford, Christina Marie, Assistant Professor, Anesthesiology, 2008 (2011); BA 1994 Arizona; PHD 2001 Milwaukee, Wisconsin; MD 2003 Milwaukee, Wisconsin

Sponsler, Claire, Professor, English, 1993 (2004); BS 1982 Duke; MA 1984 Syracuse; PHD 1992 Pennsylvania

Spragg, Matthew Thomas, Clinical Assistant Professor, Emergency Medicine, 2011 (2012); DO 2000 Des Moines

Sprince, Nancy L., Emeritus Professor, Occupational Environmental Health/Nursing, 1990 (1999); MD 1971 Boston; BA 1971 Boston; MPH 1980 Harvard

Spyker, Rick A., Professor, Aerospace Studies, 2013 (2013);

Squire, Larry J., Clinical Associate Professor, Family Dentistry, 1978 (1983); BS 1972 St. Ambrose; DDS 1976 Iowa

Srinivasan, Padmini, Professor, Computer Science/ Nursing, 1989 (2005); MSC 1978 Birla Inst of Tech and Science; PhD 1985 Syracuse

Srinivasan, Sreedevi, Assistant Professor, Orthodontics, 2013 (2013);

Sripada, Ramprasad, Clinical Associate Professor, Anesthesia, 2012 (2012);

Staber, Janice Marie Rose, Assistant Professor, Pediatrics, 2010 (2013); BS 2000 Iowa; MD 2004 Iowa

Stachowiak, James Robert, Adjunct Lecturer, Rehabilitation and Counselor Education, 2010 (2010); BSE 2003 Michigan; MSE 2004 Michigan

Staffey, Kimberly, Clinical Assistant Professor, Radiology/ Internal Medicine, 2007 (2010); MD 2001 Illinois, Rockford

Stafford, Haraldine A., Clinical Professor, Internal Medicine, 2001 (2010); BA 1975 Case Western Reserve; PHD 1981 Case Western Reserve; MD 1983 Case Western Reserve

Stahle, Keri Collison, Clinical Assistant Professor, Dental Clinic Administration, 2007 (2007); DDS 2000 Iowa

Stahle, Rebecca S., Adjunct Assistant Professor, Pharmacy, 2002 (2002); PHARMD 2000 Iowa

Stahlin, Robert, Adjunct Lecturer, Marketing, 2000 (2000); MBA 1999 Iowa

Stahly, Donald P., Emeritus Professor, Microbiology, 1966 (1979); BS 1959 Ohio State; MS 1961 Ohio State; PHD 1964 Illinois

Staley, John H., Adjunct Professor, Health Management Policy, 1973 (2005); BA 1966 Cornell-Iowa; MA 1969 Iowa; PHD 1974 Iowa

Staley, Robert N., Professor, Orthodontics, 1970 (1985); BS 1957 Minnesota; DDS 1959 Minnesota; MA 1967 Chicago; MA 1970 State Univ of New York


Stamler, John Frederic, Clinical Adjunct Instructor, Ophthalmology Visual Science, 1996 (1996); PHD 1980 Iowa; MD 1982 Iowa

Stamnes, Mark, Associate Professor, Internal Medicine/ Physiology, 1997 (2004); BS 1986 Washington; PHD 1992 California-San Diego

Stamou, Sotiris C., Clinical Assistant Professor, Cardiothoracic Surgery, 2012 (2012);

Standing, Cheryl, Clinical Adjunct Assistant Professor, Pediatrics, 2004 (2004); BS 1978 Iowa; MD 1983 Iowa

Standidge, Dominic, Adjunct Lecturer, Journalism Mass Communication/Management Organizations/ Communication Studies, 2001 (2008); MA 2002 Kent, UK; PHD 2007 Kent, UK

Stanford, Clark Mitchell, Professor, Prosthodontics/ Biomedical Engineering/Clinical Research Resources/ Orthopaedics and Rehabilitation, 1992 (2001); BS 1984 Iowa; DDS 1987 Iowa; PHD 1992 Iowa

Stanford, William, Emeritus Professor, Radiology, 1985 (1991); BSPH 1952 Iowa; MD 1956 Iowa

Stange, Von, Adjunct Assistant Professor, Educ Policy Leadership Studies, 2004 (2004); BS 1983 South Dakota; MED 1987 Texas Tech; EDD 2002 South Dakota

Stangl, Elizabeth Ann, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012); BS 2006 U of OK; MA 2009 University of Iowa; DAUD 2010 University of Iowa


Staples, Lawrence F., Emeritus Associate Professor, Internal Medicine, 1967 (1979); BS 1949 New Hampshire; MS 1950 New Hampshire; MD 1956 Iowa

Stapleton, Anne Mckeek, Lecturer, English, 2001 (2005); BS 1979 Kansas; BA 1991 Iowa; MA 1997 Iowa; PHD 2001 Iowa

Stapleton, Jack T., Professor, Microbiology/Internal Medicine, 1986 (1996); BA 1977 Iowa; MD 1980 Kansas

Starck, Kenneth, Emeritus Professor, Journalism Mass Communication, 1974 (1976); BA 1956 Wartburg; MA 1960 Missouri; PHD 1968 Southern Illinois

Stark, Craig A., Clinical Adjunct Assistant Professor, Internal Medicine, 1987 (1991); MD 1982 Wayne State

Stark, David Wayne, Adjunct Instructor, Pharmacy, 2008 (2008); BSPH 1977 Iowa

Stark, Thomas Michael, Adjunct Assistant Professor, Orthodontics, 2006 (2006); BS 1980 Iowa State; DDS 1983 Iowa; MS 1985 Baylor College of Dentistry

Starlin, Crystal S., Adjunct Assistant Professor, Pharmacy, 2006 (2006); PHARMD 1999 Creighton

Starner, Timothy Duane, Associate Professor, Pediatrics, 2001 (2010); BS 1987 Colorado State; BS 1991 Colorado State; MD 1995 Colorado-Denver

Starry, Mary J., Clinical Assistant Professor, Pharmacy, 1991 (2010); BSPH 1980 Iowa


Stauss, Harald Martin, Associate Professor, Health and Human Physiology, 2002 (2008); MD 1991 Heidelberg; PHD 1999 Humboldt

Stay, Barbara A., Emeritus Professor, Biology, 1967 (1977); BA 1947 Vassar; MA 1949 Radcliffe; PHD 1953 Radcliffe

Stecopoulos, Harilaos, Associate Professor, English, 1999 (2008); BA 1986 Oberlin; PHD 1999 Virginia
Steele, Gillian P., Adjunct Instructor, Spanish Portuguese, 2010 (2010); BA 2006 Iowa; MA 2009 Iowa

Steele, Oliver, Emeritus Professor, English, 1967 (1974);

Steeleman, Victoria Jean, Assistant Professor, Nursing, 1989 (2009); BSN 1979 Iowa; PHD 1997 Iowa

Steenblock, Douglas F., Clinical Adjunct Assistant Professor, Psychiatry, 2001 (2001); MD 1992 Creighton

Steffen, Angela Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Steffensmeier, Andrew Clyde, Adjunct Assistant Professor, Ophthalmology Visual Science, 2011 (2011); BA 2000 Luther; MD 2004 Iowa

Stehbens, James A., Emeritus Professor, Pediatrics, 1967 (1984); BS 1962 Iowa State; PHD 1967 Iowa

Stein, Kyle Matthew, Clinical Assistant Professor, Oral Maxillofacial Surgery, 2013 (2013);

Steinberg, Allen, Emeritus Associate Professor, History, 1991 (1993); BA 1972 Northwestern; MA 1974 Columbia; MPHIL 1975 Columbia; PHD 1983 Columbia

Steinbrech, Nora, Lecturer, Teaching and Learning, 2001 (2001); PHD 1991 Iowa

Steines Wagemester, Jennifer Christine, Clinical Assistant Professor, Obstetrics Gynecology, 2012 (2012);

Steinitz, Maya, Associate Professor, Law-Faculty, 2011 (2011); BSL 1999 Jerusalem; LLM 2000 New York; JD 2005 New York

Stellwagen, Earle C., Emeritus Professor, Biochemistry, 1964 (1973); BS 1955 Elmhurst; MS 1959 Northwestern; PHD 1963 California-Berkeley

Stellwagen, Nancy C., Adjunct Professor, Biochemistry, 1993 (1993); BA 1956 Northwestern; MS 1958 California-Berkeley; PHD 1967 California-Berkeley

Stennes, Bryan Alvin, Adjunct Lecturer, Economics, 2012 (2012);

Stensrud, Emily Dee, Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013);

Stensvaag, John-Mark, Professor, Law-Faculty, 1987 (1987); BA 1969 Augsburg; JD 1974 Harvard

Stephens, Ralph I., Emeritus Professor, Mechanical Engineering, 1965 (1972); BS 1957 Illinois; MS 1960 Illinois; PHD 1965 Wisconsin

Stern, Ann Lynnette, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012);


Stern, Gerald D., Emeritus Professor, Creative Writing, ();

Stern, Gerald D., Emeritus Professor, Creative Writing, (1994);

Steuber, Keli Ryan, Assistant Professor, Communication Studies, 2009 (2009); BA 2003 New Jersey; MA 2005 Delaware; PHD 2009 Pennsylvania State

Stevens, Lewis Lee, Assistant Professor, Pharmaceutics, 2012 (2012);

Stevenson, Chad Bruce, Adjunct Assistant Professor, Family Dentistry, 2010 (2010); DDS 1988 Iowa


Stewart, David E., Professor, Mathematics, 1998 (2006); BE 1983 Univ of Queensland-Australia; BSC 1983 Univ of Queensland-Australia; PHD 1990 Univ of Queensland-Australia

Stewart, Garrett, Professor, English, 1992 (1992); BA 1967 USC; MPHIL 1970 Yale; PHD 1971 Yale

Stewart, Greg L., Professor, Management Organizations, 2002 (2008); BS 1993 Brigham Young; PHD 1993 Arizona State

Stewart, Kathleen, Associate Professor, Geography, 2007 (2010); BA 1982 McMaster; MS 1984 British Columbia; PHD 1999 Maine

Stewart, Mary, Emeritus Assistant Professor, Nursing, 1974 (1983);

Stewart, Zoe Ann, Assistant Professor, Surgery, 2009 (2009); PHD 2000 Vanderbilt; MD 2002 Vanderbilt

Steyers Jr., Curtis M., Adjunct Professor, Orthopaedics and Rehabilitation, 1985 (1994); BS 1971 Bucknell; MD 1975 Temple

Stier, Amy Christine, Clinical Associate Professor, Pediatrics, 2007 (2013); BA 1999 Minnesota; MD 2003 Iowa

Stier, Serena, Adjunct Assistant Professor, Law-Faculty, 2001 (2001); PHD 1967 Calif-Los Angeles; JD 1981 Iowa

Stigler, George Lee, Adjunct Lecturer, Law-Faculty, 2005 (2005); BA 1972 Northern Iowa; JD 1975 Iowa

Stille, Dale E., Adjunct Instructor, Physics Astronomy, 1999 (1999); BS 1975 Buena Vista; MS 1979 Iowa

Stilley, Joshua David, Clinical Assistant Professor, Emergency Medicine, 2013 (2013);

Stineman, Anita M. Thomas, Clinical Associate Professor, Nursing, 2001 (2004); BSN 1974 Iowa; MSN 1990 Missouri; PHD 2003 Iowa


Stipp, Christopher, Associate Professor, Physiology/Biology, 2003 (2010); BS 1989 Indiana; PHD 1996 MA Institute of Tech

Stites, Alison E., Adjunct Lecturer, Management Organizations, 2008 (2008); BA 2001 Washington; JD 2005 American University

Stoakes, Christopher David, Lecturer, Civil-Environmental Engineering, 2011 (2011); BSE 2003 Iowa; ME 2007 Massachusetts Inst; PHD 2011 Illinois

Stoakes, Kim M., Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 1986 Idaho State

Stock, Suzanne E., Adjunct Assistant Professor, Orthodontics, 2009 (2009); AB 2003 Carleton; DDS 2007 Iowa; MS 2009 Iowa

Stockdale, Crystal Vermelle, Adjunct Instructor, University College, 2010 (2013); BA 2003 Northern Iowa; MBA 2011 The University of Iowa

Stodola, Amy J., Adjunct Instructor, Family Dentistry, 2005 (2005); DDS 2000 Iowa

Stoen, David J., Instructor, Military Science, 2011 (2011);

Stolpen, Alan Howard, Associate Professor, Radiology, 1999 (1999); PHD 1988 Harvard; MD 1988 Harvard

Stoltz, David, Associate Professor, Biomedical Engineering/Internal Medicine, 2007 (2013); BA 1993 Mississippi; PHD 1998 Louisiana State; MD 2000 Louisiana State

Stoltzfus, Conrad M., Emeritus Professor, Microbiology, 1979 (1985); BA 1966 Colorado; PHD 1971 Wisconsin


Stone, Elizabeth Anne, Assistant Professor, Chemistry, 2010 (2010); BA 2005 Grinnell; PHD 2009 Wisconsin-Madison

Stone, Mary S., Professor, Dermatology/Pathology, 1986 (2002); BS 1978 Baylor; MD 1981 Baylor

Stone, R. Eric, Associate Professor, Theatre Arts, 2008 (2011); BA 1989 Lewis Clark; MFA 1994 Ohio

Stoner, James, Emeritus Associate Professor, Urban Regional Planning/Civil-Environmental Engineering, 1974 (1981); BS 1966 Iowa State; MS 1972 Iowa; PHD 1977 Northwestern


Storm, Douglas William, Clinical Assistant Professor, Urology, 2012 (2012);

Stormoen, Doris J., Clinical Adjunct Assistant Professor, Psych Quant Foundations, 2009 (2009); BS 1975 Wisconsin Stevens Pt; MS 1984 Wisconsin - Madison; PHD 1992 Wisconsin - Madison

Storr, Landon, Associate Professor, History, (2012);

Stover, Peggy Elizabeth, Lecturer, Marketing, 2013 (2013);

Strack, Stefan, Professor, Pharmacology/Pathology, 2000 (2012); BS 1985 Wurzburg; MS 1988 State Univ of New York-Albany; PHD 1991 State Univ of New York-Albany

Strait, Steven Wayne, Adjunct Assistant Professor, Art Art History, 2010 (2010); BS 1976 Northwest Missouri State; MA 1979 Iowa; MFA 1981 Iowa

Stramer, Osnat, Associate Professor, Statistics Actuarial Science, 1994 (2000); BSC 1979 Hebrew-Israel; MA 1984 Haifa; PHD 1993 Colorado State

Stratham, Amy E., Lecturer, Chemistry, 2004 (2004); PHD 2001 Colorado

Stratham, Sheri Marie, Adjunct Instructor, Pharmacy, 1998 (1998); MBA 1996 Dubuque

Stratton, John R., Emeritus Associate Professor, Sociology, 1964 (1968); BA 1957 Illinois; MA 1959 Illinois; PHD 1963 Illinois

Stratton, Margaret M., Professor, Art Art History, 1986 (2000); BA 1977 Evergreen State; MA 1983 New Mexico; MFA 1985 New Mexico

Straub-Morarend, Cheryl Lynn, Clinical Assistant Professor, Family Dentistry, 2003 (2003); DDS 2000 UMKC

Strauss, John S., Emeritus Professor, Dermatology, 1978 (1978); BS 1946 Yale; MD 1950 Yale

Strauss, Ronald G., Emeritus Professor, Pathology/Pediatrics, 1976 (1980); BS 1961 Capital; MD 1965 Cincinnati

Straw hacker, Mary Ann, Clinical Adjunct Instructor, Nursing, 2003 (2003); BS 1983 Iowa; MPH 2002 Des Moines

Street, Nick, Professor, Management Sciences/Computer Science/Nursing, 1998 (2010); BA 1985 Drake; MS 1990 DePaul; PHD 1994 Wisconsin

Streif, Jess William, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARM 1997 Iowa

Streit, Judy Ann, Clinical Associate Professor, Internal Medicine, 1996 (2012); BS 1983 Iowa State; MD 1988 Iowa

Streng, David Joseph, Adjunct Instructor, Pharmacy, 1997 (1997); BS 1974 Iowa

Striegel, Phil Allen, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2010 (2011); BA 1978 Iowa; MA 1989 Iowa; PHD 2004 Iowa

Strnad, Lyse S., Clinical Adjunct Assistant Professor, Ophthalmology Visual Science, 1996 (2011); MD 1981 Case Western Reserve

Strobel, Debra Joan, Lecturer, Nursing, 2006 (2006); BSN 2002 Iowa; MSN 2004 Iowa

Strohmer, Gerhard O., Professor, Mathematics, 1986 (1998); DIPL 1976 Gottingen; PHD 1978 Habilitation Inst Tech-Aachen


Strong, Aaron M., Assistant Professor, Urban Regional Planning/Public Policy Center/Economics, 2010 (2010); MS 1998 Colorado; MA 2001 Colorado; PHD 2004 Colorado

Stroyan, Keith, Professor, Mathematics, 1973 (1982); BS 1967 Drexel Institute; PHD 1971 Calif Inst of Technology

Strunk, William M. II, Adjunct Assistant Professor, Preventive Community Dentistry, 1983 (1983); DDS 1973 Temple

Struve, Ann Riesselman, Lecturer, Nursing, 2009 (2009); BSN 2005 Iowa; MSN 2009 Iowa

Stuart, Scott Philip, Professor, Psychology/Obstetrics Gynecology/Psychiatry, 1993 (2004); BS 1983 Kansas; MD 1987 Kansas
Stubblefield, Joshua David, Clinical Adjunct Assistant Professor, Family Medicine, 2010 (2010); BS 2001 Brigham Young; DO 2005 Des Moines Univ - Osteopathic

Stubbs, David H., Clinical Adjunct Associate Professor, Orthopaedics and Rehabilitation, 1987 (2009); MD 1972 Missouri

Stuefen, Sara Elizabeth, Adjunct Instructor, Family Dentistry, 2010 (2010); DDS 2010 Iowa

Stufflebeam, Michael Dean, Adjunct Assistant Professor, Pediatric Dentistry, 2002 (2002); DDS 2000 Iowa

Stump, Aaron D., Associate Professor, Computer Science, 2008 (2008); BA 1997 Cornell; PhD 2002 Stanford

Stumpf, Nicholas John, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Sturdevant, Ray C., Clinical Adjunct Assistant Professor, Pediatrics, 1979 (1979); MD 1973 Loyola Stritch

Sturgeon, Stephen, Adjunct Assistant Professor, English, 2013 (2013);

Sturges, Terri Lynn, Adjunct Instructor, Social Work, 2012 (2012);

Stutzman, Michael L., Adjunct Lecturer, Management Organizations, 2010 (2010); MBA 2000 St. Ambrose

Subramaniam, Umashankar, Clinical Adjunct Assistant Professor, Pediatrics, 2011 (2011); MBBS 2002 Stanley Medical College, India; MBCH 2002 Stanley Med, India

Subramanian, Ramaswamy, Associate Adjunct Professor, Biochemistry, 2000 (2003); MS 1987 Bharathidasan; PhD 1992 Indian Inst of Science

Subramanian, Venkiteswaran, Professor, Chemical Biochemical Engineering, 2005 (2005); BS 1973 Bangalore; MS 1975 Bangalore; DR 1978 Indian Institute of Science

Suchanek, Gerry L., Associate Professor, Finance, 1987 (1989); PhD 1977 Northwestern; MS 1977 Northwestern

Suchomel, Teresa L., Lecturer, Teaching and Learning, 2006 (2006); BA 1994 Northern Iowa; MA 2000 Marycrest International

Suda, Debra A., Clinical Associate Professor, Psychiatry, 1986 (2007); BS 1978 Iowa State; MD 1981 Iowa

Sueppel, Paul C., Adjunct Instructor, University College, 2003 (2013); BA 1990 IOWA

Sugg, Sonia, Clinical Associate Professor, Surgery, 2007 (2007); MD 1988 California, UCLA

Sugiyama, Hiroki, Associate Professor, Mechanical Engineering, 2013 (2013);

Sugumaran, Ramanathan, Adjunct Professor, Geography, 2012 (2012);

Sukalski, Jennifer Michelle Cecelia, Adjunct Instructor, Preventive Community Dentistry, 2013 (2013);

Sulentic, Joseph Nicholas, Lecturer, Management Organizations, 1998 (1999); MBA 1988 Iowa

Suliman, Faroug Yassin Mohmd, Clinical Assistant Professor, Internal Medicine, 2009 (2013); MBBS 1994 Khartoum

Sullivan, Daniel, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); DO 2000 Des Moines

Sullivan, Shannon J., Clinical Associate Professor, Pediatrics, 2000 (2007); BS 1980 Wisconsin; MD 1985 Wisconsin

Suls, Jerry M., Emeritus Professor, Psychology/Community Behavioral Health, 1990 (1990); BA 1968 Temple; MA 1971 Temple; PhD 1973 Temple

Summers, Robert W., Emeritus Professor, Internal Medicine, 1970 (1983); BS 1961 Michigan State; MD 1965 Iowa

Summers, Ryan Michael, Adjunct Lecturer, Chemical Biochemical Engineering, 2013 (2013); MS 2007 Utah State University; BS 2007 Utah State University; PHE 2011 University of Iowa

Sun, Lizhi, Adjunct Associate Professor, Civil-Environmental Engineering, 1999 (2004); BS 1987 Zhejiang; MS 1990 Beijing; PhD 1998 California-Los Angeles

Sun, Shiliang, Clinical Professor, Radiology, 1993 (2013); MD 1987 Dalian

Sun, Wenging, Clinical Assistant Professor, Radiation Oncology, 2011 (2011); DSC 2004 Iowa

Sunderland, John, Associate Professor, Radiology/Radiation Oncology/Physics Astronomy, 2008 (2008); PhD 1990 Wisconsin - Madison

Suneja, Manish, Clinical Associate Professor, Internal Medicine, 2006 (2011); MD 1998 Armed Forces, Pune India

Sunstein, Bonnie S., Professor, English/Teaching and Learning, 1992 (2003); BS 1968 Boston; MED 1975 Boston; PHD 1991 New Hampshire

Supanich, Barbara, Clinical Adjunct Assistant Professor, Family Medicine, 2012 (2012);

Sutherland, John E., Clinical Adjunct Professor, Family Medicine, 1992 (1992); MD 1962 Minnesota

Sutowski, Anthony, Adjunct Assistant Professor, Art Art History, 2000 (2000); BA 1986 Cleveland State; MFA 1987 Ohio University


Sutterwala, Fayyaz Shiraz, Associate Professor, Internal Medicine, 2007 (2013); BS 1992 Washington; MD 2000 Temple

Svec, Barry R., Adjunct Instructor, Preventive Community Dentistry, 1995 (1995); DDS 1989 Iowa

Swailes, Nathan Thomas, Lecturer, Anatomy Cell Biology, 2010 (2010); BS 2000 Leeds; PHD 2005 Leeds

Swain, Elisabeth Ann, Lecturer, Biochemistry, 1995 (2004); PHD 1993 Iowa

Swan, Colby C., Professor, Civil-Environmental Engineering, 1993 (2006); BS 1983 Maine; MS 1985 Miami; PHD 1993 Princeton

Swaney, Michelle M., Adjunct Instructor, Pharmacy Practice and Science, 2012 (2012); BS 1981 north dakota state university

Swanson, Carrie Elizabeth, Assistant Professor, Philosophy, 2013 (2013);
Swanson, David E., Clinical Assistant Professor, Anesthesia, 2002 (2002); BA 1986 Northern Iowa; MD 1991 Iowa

Swanson, Elizabeth Anne, Associate Professor, Nursing, 1974 (1981); BSN 1969 Iowa; MA 1975 Iowa; PhD 1986 Iowa

Swanson, Stephen, Professor, Music, 1994 (2002); BM 1968 North Park; MM 1971 Northwestern

Swanson, Thor David, Clinical Adjunct Assistant Professor, Family Medicine, 2008 (2008); MDIV 1992 Lutheran School of Theology; MD 1997 Wisconsin

Szwartendruber, Dan C., Adjunct Lecturer, Urban Regional Planning, 2011 (2011); MA 2000 Iowa

Swayze, Victor Warren II, Associate Professor, Psychiatry, 1988 (1995); BS 1976 Union-Nebraska; MD 1979 Loma Linda

Swegle, James Robert, Clinical Adjunct Assistant Professor, Surgery, 2009 (2009); MD 1985 Iowa

Swegle, John Matthew, Clinical Associate Professor, Pharmacy, 1997 (2006); BS 1992 Drake; PHARMD 1996 Iowa

Swenson, Andrea, Clinical Assistant Professor, Neurology, 2008 (2008); BA 1999 Colorado College; MD 2003 North Dakota

Swenson, Charles A., Emeritus Professor, Biochemistry, 1960 (1972); BS 1955 Gustavus Adolphus; PHD 1959 Iowa

Swenson, Dale C., Adjunct Assistant Professor, Chemistry, 1994 (1994); BS 1973 Iowa; PHD 1979 Iowa

Swenson, David, Adjunct Lecturer, Urban Regional Planning, 2010 (2010); MA 1985 Iowa

Swett, Alan, Adjunct Instructor, Operative Dentistry, 1999 (1999); BS 1980 Iowa; DDS 1983 Iowa

Swett, Keene, Emeritus Professor, Geoscience, 1966 (1974); BS 1955 Tufts; MS 1961 Colorado; PHD 1965 Edinburgh, Scotland

Swick, Brian Lester, Clinical Associate Professor, Dermatology/Pathology, 2007 (2012); BS 1996 Iowa State; MD 2001 Iowa


Swope, Bri Lee, Adjunct Instructor, Health and Human Physiology, 2009 (2009); BA 2002 Iowa; MA 2009 Univ of Iowa

Syed, Nasreen A., Clinical Associate Professor, Ophthalmology Visual Science/Pathology, 2002 (2010); BA 1989 Missouri-Kansas City; MD 1990 Missouri-Kansas City

Synan, William J., Clinical Professor, Oral Maxillofacial Surgery, 1994 (2006); BS 1979 Fordham; DDS 1983 Columbia

Sypher, Howard Elliott, Adjunct Associate Professor, Communication Studies, 2013 (2013);

Syrbu, Sergei I., Clinical Associate Professor, Pathology, 2004 (2010); MD 1982 Chishinau Moldova; PHD 1987 Moscow, USSR

Syrop, Craig H., Professor, Obstetrics Gynecology, 1986 (1997); MD 1980 Virginia

Szabo, Ellen, Adjunct Instructor, Social Work, 2000 (2000); MED 1986 Columbia

Szeluga, Debra J., Clinical Associate Professor, Urology/Anesthesia, 1999 (2007); BS 1975 Maine; PHD 1985 Cornell; MD 1993 Rush

Szertics, Joseph, Emeritus Professor, Spanish Portuguese, 1967 (1975); MA 1957 Madrid-Spain; PHD 1962 Madrid-Spain

Szetsycki, Donald, Adjunct Lecturer, Economics, 2001 (2001); MA 1980 Northern Illinois

Szot, Joseph F., Clinical Associate Professor, Internal Medicine, 2003 (2009); BS 1990 St Bonaventure; MD 1994 Rochester, NY

Taber, Anne S., Adjunct Assistant Professor, Epidemiology, 2003 (2003); BS 1975 Iowa State; MPH 1979 Minnesota

Tachau, Katherine H., Professor, History, 1985 (1993); BA 1972 Oberlin; MA 1975 Wisconsin; PHD 1981 Wisconsin

Tague, Abby L., Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2003 Iowa

Tague, Marshall J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2003 Iowa

Taj, Jabeen, Clinical Assistant Professor, Internal Medicine, 2009 (2013); MD 2004 Andhra Pradesh India

Takacs, Elizabeth Brohammer, Clinical Associate Professor, Obstetrics Gynecology/Urology, 2006 (2011); MD 1999 Iowa

Takacs, Michael Edward, Clinical Associate Professor, Emergency Medicine, 2006 (2011); MS 1989 SUNY @ Buffalo; MD 2001 Loyola

Takahashi, Gail A., Adjunct Assistant Professor, Communication Sciences and Disorders, 2002 (2003); AB 1978 Occidental; MA 1982 California-San Diego; PHD 1990 Iowa


Talman, William T., Professor, Neurology, 1983 (1990); BA 1966 Virginia Military Institute; MD 1970 Virginia

Talungchit, Supitcha, Adjunct Assistant Professor, Operative Dentistry, 2012 (2012); DDS 1996 Chulalongkorn Univ, Thailand

Tamerius, James D., Assistant Professor, Geography, 2013 (2013);

Tan, Aixin, Assistant Professor, Statistics Actuarial Science, 2009 (2009); BS 2003 Peking; MS 2005 Florida; PHD 2009 Florida

Tan, Kai, Associate Professor, Nursing, 1997 (2006); BA 1992 Drake; PHARMD 1996 Iowa

Tang, Qihe, Adjunct Assistant Professor, Human Genetics, 2001 (2001); BS 1995 Anhui; MS 1998 Anhui; PHD 1999 Florida

Tang, Wenfang, Professor, Political Science/International Programs, 2009 (2009); BA 1982 Peking; MA 1985 Kansas; PhD 1990 Chicago

Tannous, Raymond, Emeritus Associate Professor, Pediatrics, 1977 (1982); MD 1971 France
Tansey, Janeta Fong, Clinical Adjunct Associate Professor, Psychiatry, 1999 (2004); MD 1995 Loyola
Tansey, Michael J., Clinical Professor, Pediatrics, 2001 (2012); BS 1991 Creighton; MD 1995 Loyola
Tarbox, Mary P., Adjunct Assistant Professor, Nursing, 1988 (1988); BSN 1974 Mt. Mercy; MSN 1977 Minnesota; EDD 1986 Columbia
Tardy, Dwight C., Emeritus Professor, Chemistry, 1969 (1980); BA 1962 San Diego State; PhD 1967 Washington
Tarkett, Natalie Arlene, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); DIPL 2003 Waterloo West High School; PHARMD 2010 University of Iowa
Tarr, Adam Sean, Adjunct Lecturer, Management Organizations, 2013 (2013); BA 1999 Stephen F. Austin State Univ.; MA 2001 Washington State Univ.
Tarvydas, Vilia Marie, Professor, Rehabilitation and Counselor Education, 1991 (2002); BA 1971 Northwestern; MS 1975 Wisconsin-Milwaukee; PhD 1987 Wisconsin-Madison
Tate, Eric Benjamin, Professor, Internal Medicine, 2008 (2008); MD 2003 Iowa
Taylor, Mark S., Clinical Adjunct Assistant Professor, Family Medicine, 2012 (2012);
Teahan, Carrie Christine, Adjunct Instructor, Preventive Community Dentistry, 2012 (2012);
Teahan, Peter R., Adjunct Lecturer, Rehabilitation and Counselor Education, 2009 (2009); AS 1974 Worsham Coll Mortuary Science; BA 1985 Coe
Temple, Scott D., Clinical Professor, Psychiatry, 1999 (2005); BA 1974 Oregon; PhD 1980 Temple; MS 1998 Kansas
Teng, Yue, Clinical Adjunct Assistant Professor, Family Medicine, 2011 (2011); MD 1999 Xinjiang,China
Tennapel, Mindi Joy, Adjunct Instructor, Radiation Oncology, 2010 (2010); BS 2001 Iowa; MBA 2004 Iowa; MS 2010 Iowa
Tephly, Thomas R., Emeritus Professor, Pharmacology, 1971 (1971); BS 1957 Connecticut; PhD 1962 Wisconsin; MD 1965 Minnesota
Tershak, Carol A., Clinical Adjunct Assistant Professor, Family Medicine, 2004 (2004); BA 1974 St. Louis Univ; PhD 1982 Oklahoma State
Tessier, Joshua J., Clinical Adjunct Assistant Professor, Family Medicine, 2012 (2012);
Tewson, Timothy, Emeritus Professor, Radiology/Radiation Oncology, 2000 (2000); PhD 1972 London
Thaggert, Miriam, Associate Professor, Gender, Women’s and Sexuality Studies/African-American Studies/English, 2006 (2010); BA 1993 Harvard/Radcliffe; PhD 2003 California, @ Berkeley
Thalji, Ghadeer, Assistant Professor, Prosthodontics, 2012 (2012);
Thangaraj, Yuvaraj, Clinical Adjunct Assistant Professor, Internal Medicine, 2008 (2008); BA 1995 Stanley Medical; MBBS 2001 Stanley Medical
Tharp, Kathleen Marie, Adjunct Assistant Professor, Epidemiology, 2011 (2011); BS 1998 Oklahoma State; MPH 2001 Iowa; PhD 2006 Iowa
Thayer, Keith E., Emeritus Professor, Theatre Arts, 1955 (1968); BS 1952 Lewis and Clark; MA 1955 Iowa; PhD 1960 Iowa
Thayer, David L., Emeritus Professor, Theatre Arts, 1955 (1963); BA 1951 Cornell; DDS 1955 Iowa; MS 1956 Iowa
Thein, Amanda Haertling, Associate Professor, Teaching and Learning, 2011 (2011); PHD 2005 Minnesota
Theisen, William, Associate Professor, Music, 2013 (2013); HS 1978
Thenuwara, Hennadige Nandasiri, Adjunct Assistant Professor, Economics, 2008 (2012); PhD 1997 Iowa
Therrien, William J., Associate Professor, Teaching and Learning, 2006 (2009); BA 1993 Penn State; MED 1998 Arizona State; PHD 2004 Penn State
Thibodeau, Megan Elizabeth, Adjunct Instructor, Social Work, 2012 (2012);
Thiemann, Corey J., Adjunct Associate Professor, Pharmacy, 2009 (2009); PHARMD 2004 Creighton
Thies, Patrick William, Adjunct Assistant Professor, Pharmacy, 1982 (1983); MS 1981 Iowa
Thoma, Kate Duchene, Clinical Assistant Professor, Family Medicine, 2010 (2010); BA 2001 St. Thoma, MN; MD 2005 Iowa
Thomas, Alexandra, Clinical Associate Professor, Internal Medicine, 2001 (2004); AB 1987 Princeton; MD 1995 Johns Hopkins
Thomas, Barbara Schalk, Emeritus Professor, Nursing, 1971 (1980); BS 1951 Iowa State; MA 1964 Iowa; PHD 1968 Iowa
Thomas, Barrett, Associate Professor, Management Sciences, 2002 (2009); BA 1996 Grinnell; MS 1999 Michigan; PHD 2002 Michigan
Thomas, Carole L., Emeritus Associate Professor, Music, 1970 (1977); BS 1964 Northern Illinois; MM 1966 Northern Illinois; MS 1968 Northern Illinois
Thomas, Christie P., Professor, Internal Medicine/Obstetrics Gynecology, 1992 (2005); MBBS 1982 Madras
Thomas, David L., Clinical Adjunct Assistant Professor, Family Medicine, 1979 (2002); BA 1970 Iowa; MD 1974 Iowa
Thomas, Jon Gregory, Clinical Adjunct Assistant Professor, Family Medicine, 1992 (2002); BS 1976 Iowa; MD 1982 Iowa
Thomas, Joss John, Clinical Associate Professor, Anesthesia, 2006 (2012); MBBS 1994 St. John’s Medical; MPH 1999 Johns Hopkins
Thomas, Karl William, Clinical Professor, Internal Medicine, 2001 (2011); BA 1991 Williams; MD 1995 Johns Hopkins
Thomas, Michael Steven, Adjunct Associate Professor, Family Dentistry, 1982 (2000); BS 1977 Iowa; DDS 1981 Iowa
Thomas, Volker, Associate Professor, Rehabilitation and Counselor Education, 2011 (2011); PHD 1990 Minnesota
Thompson, Brad Howard, Associate Professor, Radiology, 1990 (1996); BA 1981 Luther; MD 1986 Iowa
Thompson, Duane E., Emeritus Professor, Management Organizations, 1969 (1987); BS 1953 Iowa State; MS 1954 Iowa State; PHD 1969 Iowa
Thompson, Edward S., Emeritus Professor, Nursing, 1998 (2005); BA 1970 Cincinnati; MS 1973 North Dakota; BSN 1975 North Dakota; PHD 1997 Minnesota
Thompson, Gregory Robert, Adjunct Instructor, University College, 2008 (2013); BS 2000 Eastern Illinois; MA 2002 Missouri - Columbia
Thompson, H. Stanley, Emeritus Professor, Ophthalmology Visual Science, 1967 (1976); BA 1953 Minnesota; MD 1961 Minnesota; MS 1966 Iowa
Thompson, Jonathan Glenn, Clinical Adjunct Assistant Professor, Pathology, 2009 (2009); MD 2002 Iowa
Thompson, Margaret Mary Kallaus, Adjunct Lecturer, Management Organizations, 2013 (2013); BBA 1981 The University of Iowa; MBA 1986 The University of Iowa
Thompson, Michael L., Adjunct Instructor, Social Work, 1995 (1995); BA 1970 Missouri; MPA 1976 Missouri
Thompson, Nancy J., Associate Professor, Community Behavioral Health, 1980 (1986); BS 1969 California State-Stanislaus; MS 1971 Columbia; MPHIL 1974 Columbia; PHD 1979 Columbia
Thompson, Rachael Rae, Adjunct Lecturer, Management Organizations, 2011 (2011); BA 2004 Northwestern; MA 2010 Geneva
Thompson, Robert James, Adjunct Assistant Professor, Operative Dentistry, 2011 (2013); BA 1999 Central; MS 2001 Iowa State; DDS 2011 Iowa
Thompson, Scott A., Adjunct Assistant Professor, Pharmacy, 2002 (2002); BS 1990 Drake; PHARMD 1994 Drake
Thompson, Stewart, Assistant Professor, Ophthalmology Visual Science, 2011 (2011); BSC 1997 Kingston; MSC 2000 Kings; PhD 2004 Imperial,UK
Thommen, David J., Adjunct Instructor, Pharmacy, 1998 (1998); BS 1991 Iowa; BSPH 1991 Iowa
Thommen, Teri, Clinical Associate Professor, Neurology, 2007 (2012); MD 2001 Iowa
Thommen, Timothy Alan, Clinical Professor, Surgery/Internal Medicine/Orthopaedics and Rehabilitation, 1976 (2004); MD 1974 Iowa
Thomson, William, Adjunct Instructor, Anthropology, 2003 (2003); BA 1973 NC WESLEYAN
Thoreson, Joseph D., Clinical Adjunct Assistant Professor, Internal Medicine, 1979 (1979); MD 1969 Iowa
Thornsteinson, K. A., Adjunct Instructor, Preventive Community Dentistry, 1990 (1990); BS 1982 Iowa
Thoroddsen, Asta Steinunn, Adjunct Instructor, Nursing, 1999 (1999); MSN 1989 Rochester
Thorpe, Alexander Paul, Instructor, Military Science, 2012 (2012);
Thorog Morton, James A., Emeritus Professor, Urban Regional Planning, 1986 (2004); BA 1966 Notre Dame; MS 1972 Louisville; PHD 1983 California-Los Angeles
Thunhorst, Robert Louis, Adjunct Assistant Professor, Psychology, 1993 (1998); BA 1979 Iowa; PHD 1987 Washington
Thurm, Ryan D., Adjunct Instructor, Pharmacy Practice and Science, 2013 (2014);

Thurtell, Matthew James, Assistant Professor, Ophthalmology Visual Science/Neurology, 2010 (2010); MBBS 2000 Sydney; MSC 2005 Sydney

Tibbitts, Thomas Frank, Adjunct Lecturer, Health Management Policy, 1995 (1995); MA 1970 Iowa

Tieden, Lindsey J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2009 (2011); PHARMD 2009 Iowa


Tierney, Sarah Beth, Adjunct Assistant Professor, Pharmacy, 2007 (2009); BS 1999 Iowa State; PHARMD 2007 Iowa

Tiesi, Michael Joseph, Adjunct Instructor, Pharmacy, 2008 (2008); BPharm 1982 Creighton

Tighe, Sarah Kathryn, Assistant Professor, Psychiatry, 2013 (2013);

Tilala, Niral H., Adjunct Assistant Professor, Family Medicine, 2011 (2011); BS 1999 Loyola, Chicago IL; MD 2005 Med Univ of the Americas

Tilus, Sheryl, Adjunct Instructor, Nursing, 2002 (2002); BS 1980 Oral Roberts; MS 1999 Phoenix

Timmerman, Kristen J., Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Timmmons, Sherry Rene, Clinical Assistant Professor, Oral Path,Radiology,Medicine, 2002 (2002); BA 1991 Augustana; DDS 1995 Iowa; PHD 2001 Iowa

Timofeyev, Oleg Vitalyevich, Adjunct Assistant Professor, Asian Slavic Languages, 1998 (1999); MS 1985 MOSCOW CHEMICAL ENGINEERING; MA 1993 SOUTHERN CALIFORNIA; PHD 1999 DUKE

Tinelli, Cesare, Professor, Computer Science, 1999 (2012); MS 1995 Illinois-Urbana; PHD 1999 Illinois-Urbana

Tinker, A. James, Adjunct Lecturer, Health Management Policy, 1983 (1983); MHA 1967 Michigan

Tinker, John H., Adjunct Professor, Nursing, 2005 (2005); BS 1964 Cincinnati

Tinkler, Gregory, Adjunct Assistant Professor, Psychology, 2009 (2009); BA 1997 Illinois Wesleyan; PHD 2005 Wake Forest

Tippin, Jon M., Clinical Professor, Neurology, 1999 (2011); BS 1975 George Fox; MD 1979 Oregon

Tipsword, Jason C., Adjunct Instructor, Theatre Arts, 2013 (2013);

Tisone, Christine, Adjunct Lecturer, International Programs, 2013 (2013);

Titler, Sarah, Clinical Assistant Professor, Anesthesia, 2009 (2010); BA 2000 Cornell; MD 2004 Roy J. and Lucille A. Carver

Titze, Ingo R., Professor, Communication Sciences and Disorders/Music/Biomedical Engineering, 1979 (1984); BS 1963 Utah; MSEE 1965 Utah; PHD 1972 Brigham Young

Tivanski, Alexei V., Assistant Professor, Chemistry, 2007 (2007); BS 1999 Moscow Inst. of Physics Tech; MS 2001 Moscow Inst. of Physics Tech; PHD 2005 Pittsburgh

Tiwari, Ashish, Associate Professor, Finance, 1997 (2006); BSc 1982 Kurukshetra; MBA 1984 Panjab; MBA 1989 Windsor; PHD 1994 Iowa

Tochigi, Yuki, Adjunct Associate Professor, Orthopaedics and Rehabilitation, 2001 (2010); MD 1990 Yamanashi Medical College; PHD 2000 Chiba

Todd, Andrew R., Assistant Professor, Psychology, 2011 (2011); BA 2003 Michigan State; MS 2006 Northwestern; PHD 2009 Northwestern

Todd, Michael M., Professor, Anesthesia, 1986 (1990); BA 1971 Chicago; MD 1975 Chicago

Tolbert, Caroline J., Professor, Political Science/Public Policy Center, 2006 (2009); BA 1989 California; MA 1991 Colorado-Boulder; PHD 1996 Colorado-Boulder

Tomanek, Robert J., Emeritus Professor, Anatomy Cell Biology, 1972 (1982); BS 1959 Omaha; MA 1960 Iowa; PHD 1967 Iowa


Tomblin, J. Bruce, Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1972 (1984); BA 1966 LaVerne; MA 1967 Redlands; PHD 1970 Wisconsin

Tomko, James J., Emeritus Professor, Law-Faculty, 1986 (1986); BA 1973 Southern California; JD 1976 Calif-Los Angeles

Tomova, Maggy, Associate Professor, Mathematics, 2005 (2012); BS 1999 California Lutheran; MA 2002 Calif @ Santa Barbara; PHD 2005 Calif. @ Santa Barbara

Ton-That, Tuong, Emeritus Professor, Mathematics, 1975 (1983); MA 1971 Cali-Irvine; PHD 1974 Cali-Irvine

Tonkovicz, James J., Adjunct Instructor, Social Work, 2000 (2000); MS 1987 Loyola Marymount

Tootle, Tina Louise, Assistant Professor, Anatomy Cell Biology, 2009 (2009); BS 1998 Maryland; PHD 2004 Massachusetts Inst of Tech

Tope, Betsy Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Torner, James C., Professor, Education/Surgery/Epidemiology/Neurosurgery, 1991 (1993); BS 1971 Iowa; MS 1974 Iowa; PHD 1984 Iowa

Tortora, Michael R., Adjunct Instructor, Pharmacy Practice and Science, 1997 (1997); BS 1995 Iowa

Toth, Keri M., Adjunct Instructor, Preventive Medicine, 2001 (2010); PhD 1990 Yamamashi Medical College; PHD 2000 Chiba

Toth, Andrew R., Adjunct Professor, Pharmacy Practice and Science, 2013 (2013); PHARMD 2009 Iowa

Tozon, Christopher J., Adjunct Instructor, Pharmacy Practice and Science, 2013 (2013); PHD 2009 Iowa

Tozon, Orville H., Adjunct Lecturer, Rehabilitation and Counselor Education, 1976 (1994); MA 1970 Iowa
Trachsel, Mary C., Associate Professor, Rhetoric, 1989 (1996); BA 1975 Iowa; MA 1980 Pennsylvania State; PhD 1987 Texas-Austin

Tracy, Chad, Clinical Assistant Professor, Urology, 2009 (2009); BS 1999 Richmond; MD 2003 Iowa

Tranel, Daniel Thomas, Professor, Psychology/Neurology, 1986 (1994); BA 1979 Notre Dame; MA 1981 Iowa; PHD 1982 Iowa


Trapani, Pamela Lyn Smith, Clinical Associate Professor, Pediatrics, 2009 (2009); MD 1996 Texas @ San Antonio

Trecy, Journey, Adjunct Assistant Professor, Pharmacy, 2007 (2007); PHARMD 2004 Iowa

Treat, Teresa Ann, Associate Professor, Psychology, 2010 (2010); BA 1991 Indiana; PHD 2000 Indiana

Trefz, Stephen E., Adjunct Assistant Professor, Social Work, 1988 (1989); MSW 1979 Iowa

Tricot, Guido Jozek, Professor, Internal Medicine, 2012 (2012);

Trimble, Richard B., Clinical Adjunct Associate Professor, Internal Medicine, 1977 (1986); MD 1966 Baylor

Tripathy, Asit, Clinical Adjunct Assistant Professor, Pediatrics, 2011 (2011); MD 1992 India

Triplett, Chad A., Adjunct Assistant Professor, Pharmacy, 2006 (2006); PHARMD 1997 Creighton

Trout, Christina Jo, Clinical Adjunct Instructor, Nursing, 1998 (1998); BSN 1988 Iowa; MSN 1997 Iowa

Trout, Robert Kevin, Adjunct Lecturer, Accounting, 2006 (2006); MA 1980 Nebraska; MAC 2003 Iowa

Troutman, Beth Renee, Clinical Associate Professor, Psychiatry, 1989 (2005); BA 1981 Creighton; MA 1984 Iowa; PHD 1988 Iowa

Trumbull, Deanna, Adjunct Lecturer, Management Organizations, 2003 (2003); BA 1988 Northern Iowa

Trumm, Jill Marie, Adjunct Lecturer, University College Courses, 2009 (2009); MFA 2006 St. Mary’s College of CA

Truong, Gia-Lap Buu, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2010 Iowa

Tsachor, Rachelle Palnick, Adjunct Associate Professor, Music/University College, 2001 (2012); BFA 1985 Juilliard; MA 1989 City University of New York

Tsachor, Uriel, Professor, Music, 1988 (2000); BM 1980 Tel Aviv-Isreal; MM 1983 juilliard; DMA 1987 Juilliard

Tsakikian, Eva, Professor, Pediatrics, 1983 (2004); MD 1973 Athens-Greece

Tschirren, Janette Rogers, Adjunct Instructor, Communication Sciences and Disorders, 2005 (1999); MA 1996 Iowa

Tse, Kenneth T., Professor, Music, 2002 (2013); BM 1996 Indiana; MM 1998 Indiana; DMA 2008 University of Illinois

Tseng, Hui-Chen, Adjunct Assistant Professor, Nursing, 2013 (2013);

Tu, Shin-Ing Jeremy, Adjunct Assistant Professor, Operative Dentistry, 2001 (2001); BS 1980 Chinese Culture; DDS 1994 Iowa; MS 1996 Iowa


Tubbs, Traviess Allen, Adjunct Assistant Professor, Pharmacy, 2010 (2010); PHARMD 2001 Iowa

Tucker, Budd Albert, Assistant Professor, Ophthalmology Visual Science, 2010 (2010); BA 2001 Sir Wilfred Grenfell; PhD 2006 Memorial Univ, Newfoundland

Tucker, Robert D., Associate Professor, Biomedical Engineering/Pathology, 1983 (1992); BS 1969 Nebraska; PHD 1976 Minnesota; MD 1978 Nebraska


Tuetsen, Rebecca S., Clinical Associate Professor, Internal Medicine, 1997 (2005); BA 1982 Chicago; PHD 1989 Chicago; MD 1991 Chicago

Tully, Melissa, Assistant Professor, Journalism Mass Communication, 2011 (2011); BA 2005 Boston; MA 2005 Wisconsin; PHD 2011 Wisconsin

Turchet, Cristina, Adjunct Lecturer, Management Sciences, 2013 (2013);

Turek, Joseph W., Assistant Professor, Cardiothoracic Surgery/Pediatrics, 2011 (2011); MD 2002 Chicago

Turek, Lubomir P., Professor, Pathology, 1982 (1997); MD 1975 Charles-Prague Czech

Turner, Christopher W., Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1996 (1996); BS 1973 Wisconsin; MS 1979 Minnesota; PHD 1982 Minnesota

Turner, Deborah Ann, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2009 (2009); BS 1973 Iowa State; MD 1978 Iowa

Turner, Jonathan Michael, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DDS 2009 Iowa

Turner, Joyce Ellen, Adjunct Instructor, University College, 2013 (2013); MFA 2009 University of Iowa

Turner, Melissa Louise Finlay, Lecturer, Theatre Arts, 2012 (2012);


Turney, Karla Nancy, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 2006 Iowa

Turvey, Carolyn Louise, Associate Professor, Epidemiology/Psychiatry, 1998 (2007); BA 1987 Connecticut; PHD 1994 Yale; MS 1996 Harvard

Tuteja, Sony, Adjunct Instructor, Pharmaceutics, 2009 (2011); PHARMD 1997 Michigan

Tweedy, Kimberly Ann, Clinical Adjunct Instructor, Nursing, 2011 (2011);

Tyler, Christopher Mark, Adjunct Assistant Professor, Family Dentistry, 1997 (2000); BA 1992 Luther; DDS 1996 Iowa
Tyler, Richard Sydney, Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1981 (1987); BSC 1974 Western Ontario; MS 1975 Western Ontario; PHD 1978 Iowa

Tysklind, Michael, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BS 1981 Purdue; MS 1983 Purdue

Uc, Aliye, Associate Professor, Radiation Oncology/Pediatrics, 2000 (2008); MD 1987 Istanbul

Uc, Ergun Y., Associate Professor, Neurology, 2001 (2007); MD 1988 Istanbul


Uden-Holman, Tanya Marie, Clinical Associate Professor, Health Management Policy/Nursing, 1997 (2003); BA 1987 Iowa; MA 1989 Iowa; PHD 1992 Iowa

Udomtecha, Danai, Clinical Assistant Professor, Anesthesia, 2009 (2009); MD 1998 Chulalongkorn, Thai

Ueda, Atsushi, Lecturer, Biology, 2013 (2013);

Ueda, Kenichi, Clinical Associate Professor, Anesthesia, 2005 (2013); MD 1997 Kochi Medical

Uhl, Alison Maureen, Adjunct Instructor, Preventive Community Dentistry, 2012 (2012);

Uhrich, Pamela Rae, Clinical Adjunct Instructor, Nursing, 2002 (2005); BSN 1992 Iowa; MSN 2001 Iowa

Ukabiala, Onyebuchi, Clinical Adjunct Professor, Surgery, 2007 (2007); MD 1978 Nigeria

Usachev, Yuri M., Associate Professor, Pharmacology/Anesthesia, 2003 (2009); BS 1989 Kiev, Ukraine; MS 1989 Kiev, Ukraine; PHD 1993 Kiev, Ukraine

Vaena, Daniel, Clinical Associate Professor, Urology/Internal Medicine, 2004 (2009); MD 1996 Federal do Rio de Janeiro

Vakiner, Brandon M., Clinical Assistant Professor, Pharmacy Practice and Science, 2005 (2011); BS 1994 Wayne State; PHARMD 2005 Nebraska Med Center

Valde, Jill Gaffney, Clinical Associate Professor, Nursing, 1998 (2012); PHD 1996 Iowa State


Valentino, Russell, Adjunct Professor, Cinema Comparative Literature, 1994 (2009); BA 1986 California State-Fresno; MA 1988 California-Los Angeles; PHD 1993 California-Los Angeles

Valerio-Jimenez, Omar S., Associate Professor, History, 2006 (2012); BSE 1986 Mass Inst of Tech; MA 1993 California, Los Angeles; PHD 2001 California, Los Angeles

Van Aernam, Carol, Adjunct Assistant Professor, Preventive Community Dentistry, 1985 (1985); BS 1962 Iowa

Van Beek, Grant Michael, Adjunct Assistant Professor, Preventive Community Dentistry, 2008 (2008); DDS 2006 Iowa

Van Daele, Douglas Jerry, Associate Professor, Radiation Oncology/Otolaryngology-Head Neck Surgery, 2003 (2011); BSE 1991 Iowa; MD 1996 Iowa

Van Demark, Duane R., Emeritus Professor, Communication Sciences and Disorders/Otolaryngology-Head Neck Surgery, 1965 (1975); BA 1958 Hiram; MA 1962 Iowa; PHD 1962 Iowa

Van Der Veer, Jon Jay, Clinical Adjunct Assistant Professor, Internal Medicine, 2013 (2013); BA 2003 IOWA

Van Deussen, Robert M., Lecturer, Teaching and Learning, 2005 (2005); BA 1974 Coe; MA 1977 Iowa; PHD 1980 Iowa

Van Heukelom, Jon, Clinical Assistant Professor, Emergency Medicine, 2009 (2009); BA 2002 Central; MD 2006 Iowa

Van Heukelom, Paul G., Clinical Assistant Professor, Emergency Medicine, 2013 (2013);


Van Horne, Amanda Jean Owen, Associate Professor, Communication Sciences and Disorders, 2005 (2012); BS 1997 Texas @ Dallas; MS 1999 Texas@Dallas; PHD 2004 Purdue

Van Schepen, Kimberly Ann, Adjunct Instructor, Pharmacy, 2005 (2005); PHARMD 2004 Kansas

Van Tasell, Danella Jean, Lecturer, Teaching and Learning, 2013 (2013);

Van Thournout, Nicole Renae, Adjunct Assistant Professor, Pharmacy, 2005 (2005); PHARMD 2004 Kansas
Van Voorhis, Brad, Professor, Obstetrics Gynecology, 1990 (2001); BS 1981 Iowa State; MD 1984 Iowa
Van Voorst, Tanya, Adjunct Instructor, Communication Sciences and Disorders, 2007 (2007); BA 2000 University of Northern Iowa; MA 2002 Northern Iowa
Van Winkle, James L., Adjunct Assistant Professor, Pharmacy, 2003 (2003); AA 1997 Southwestern Community; PHARM 2002 Iowa
Van Zante, Carolyn, Lecturer, Teaching and Learning, 2008 (2008); BA 1973 Hope College; MAT 1974 Northwestern; MA 1980 Iowa
Vanbeek, Marta Jane, Clinical Associate Professor, Dermatology, 2003 (2010); BA 1993 Gustavus Adolphus, St. Peter; MD 1997 Iowa; MPH 2003 Iowa
Vandenbosch, Daniel Todd, Clinical Adjunct Assistant Professor, Family Medicine, 1999 (2002); BA 1988 Dordt; MD 1992 Iowa
Vander Busard, Amy L., Adjunct Lecturer, University College Courses, 2011 (2011); BS 1999 Wisconsin-Stevens Pt.; MA 2001 Ball State
Vander Weg, Mark William, Associate Professor, Psychology/Internal Medicine, 2006 (2006); BA 1992 Hope College, Holland, MI; MS 1996 Memphis, Memphis, TN; PHD 1998 Memphis, Memphis, TN
Vanderbeek, Robert Alan, Clinical Assistant Professor, Social Work, 1990 (1990); BA 1972 Northern Iowa; MSW 1984 Iowa
Vandervelde, Lea S., Professor, Law-Faculty, 1978 (1985); BS 1974 Wisconsin; JD 1978 Wisconsin
Vanderwal Nwadike, Londa Sue, Adjunct Assistant Professor, Occupational Environmental Health, 2010 (2010); PhD 2009 Iowa
Vandyke, Don C., Emeritus Professor, Epidemiology/Pediatrics, 1987 (2001); BS 1968 Villanova; MD 1975 Pennsylvania State
Vanek, Sharon, Adjunct Assistant Professor, Pharmacy, 2004 (2004); PHARM 1997 Iowa
Vannucci, Gregory P., Adjunct Assistant Professor, Oral Maxillofacial Surgery, 2000 (2000); BS 1988 San Francisco; DDS 1993 Loyola
Vanvoorst, Wendy A., Clinical Adjunct Assistant Professor, Psych Quant Foundations, 2009 (2009); BA 2000 Prudue; MA 2002 Central Michigan; PHD 2005 Central Michigan
Varga, Steven M., Associate Professor, Microbiology/Pathology, 2003 (2009); BS 1993 Notre Dame; PHD 1999 Univ Mass-Med School
Vargas, Marcos Alfredo, Professor, Family Dentistry, 1994 (2008); BS 1985 Peruvian Cayetano Heredia-Peru; DDS 1985 Peruvian Cayetano Heredia; MS 1994 Iowa
Vargo, John David, Adjunct Assistant Professor, Occupational Environmental Health, 2003 (2003); BS 1978 Murray State; PHD 1983 Tennessee
Varnum, Kelly Leigh, Adjunct Instructor, Communication Sciences and Disorders, 1992 (1996); MA 1989 Iowa
Vasi, Ion Bogdan, Assistant Professor, Sociology, 2013 (2013);
Vaughan Sarrazin, Mary Susan, Associate Professor, Internal Medicine, 2005 (2010); BBA 1983 Iowa; MA 1986 Northwestern; PHD 1997 Iowa
Vaughn, Thomas E,., Associate Professor, Health Management Policy/Nursing, 1995 (2003); BS 1974 Eastern Michigan; PHD 1993 Michigan
Vavra, Theresa Anne, Adjunct Assistant Professor, Pharmacy, 2008 (2010); PHARM 2006 Iowa
Veach, Lisa A., Clinical Adjunct Associate Professor, Internal Medicine, 1991 (2001); MD 1983 Iowa
Veach, Stevie Rae, Clinical Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARM 2006 Iowa
Veerman, Lori Schmidt, Adjunct Assistant Professor, Operative Dentistry, 2011 (2011); BS 1981 Minnesota; MS 1983 Iowa; DDS 1987 Iowa
Veit, Lisa Marie, Adjunct Assistant Professor, Pharmacy Practice and Science, 2007 (2007); PHARM 2005 Iowa
Vela, Jose David, Adjunct Assistant Professor, Endodontics, 2012 (2012); BS 2007 Baylor University; PHD 2008 Univ of Texas Health Sci Ctr; DDS 2008 Univ of Texas Health Sci Ctr
Velez, Diana L., Associate Professor, Spanish Portuguese, 1981 (1987); BA 1973 City College of New York; MA 1975 Columbia; PHD 1982 Columbia
Veng-Pedersen, Peter, Professor, Pharmacy, 1984 (1994); PHAR 1970 Copenhagen; PHD 1977 Sydney
Venteicher, Andrea Lynn, Clinical Adjunct Assistant Professor, Family Medicine, 2012 (2012);
Venzon, Michael Andrew, Adjunct Lecturer, University College Courses, 2005 (2005); AB 2001 St. Ambrose; MED 2003 St. Ambrose
Verdolini, Katherine, Adjunct Associate Professor, Communication Sciences and Disorders, 1990 (2002); BA 1975 Indiana; MA 1978 Ferrara; PHD 1991 Washington
Vermeer, Micah Jess, Adjunct Instructor, Preventive Community Dentistry, 2013 (2013); BA 2005 Central College
Vezeau, Patrick Joseph, Adjunct Assistant Professor, Oral Maxillofacial Surgery, 1994 (1994); BS 1980 Missouri-Columbia; DDS 1984 Missouri-Kansas City; MS 1991 Iowa
Vick, Melanie Anne, Adjunct Instructor, Health and Human Physiology, 2008 (2008); BA 2001 Iowa Wesleyan; MS 2008 Saint Ambrose
Vickers, Zachary Tyler, Adjunct Lecturer, Division of Interdisciplinary Program, 2011 (2011); BA 2006 Ithaca
Viergutz, Dina Nayeri, Adjunct Lecturer, Economics, 2013 (2013);
Vigil, Gretchen Elizabeth, Clinical Associate Professor, Pediatrics, 2000 (2007); BS 1994 Drake; MD 1997 Iowa

Vigmestad, Sarah Celeste, Assistant Professor, Biomedical Engineering, 2008 (2008); BS 2001 Iowa; MS 2003 Iowa; PHD 2007 Iowa


Vikas, Praveen, Clinical Adjunct Assistant Professor, Internal Medicine, 2012 (2012);

Villarini, Gabrielle, Assistant Professor, Civil-Environmental Engineering, 2012 (2012);

Villemonte, Richard, Adjunct Instructor, Preventive Community Dentistry, 2005 (2005); DDS 1972 Northwestern

Villhauer, Dustin Joseph, Adjunct Assistant Professor, Pharmacy Practice and Science, 2012 (2012);

Villhauer, Tanya J., Adjunct Lecturer, Health and Human Physiology, 2005 (2007); SCB 1987 Iowa; MA 1991 Iowa

Vincent, Steven Douglas, Professor, Oral Path,Radiology/Pathology, 1984 (1994); BA 1976 McPherson-Kansas; DDS 1981 Missouri; MS 1984 Iowa


Vizzini, Robert Charles, Lecturer, Communication Sciences and Disorders, 2010 (2010); BA 1982 Gallaudet; MA 1992 Liberty, VA

Vlastos, Stephen G., Professor, History/International Programs, 1976 (1989); AB 1966 Princeton; PHD 1977 California-Berkeley

Vogan, Travis Thad, Assistant Professor, Journalism Mass Communication/American Studies, 2012 (2012);

Vogel, Julie M., Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); DO 2006 Des Moines

Vogelgesang, Scott A., Clinical Professor, Internal Medicine, 1995 (2004); BS 1980 Minnesota; MD 1987 South Dakota

Voigt, Michael D., Clinical Professor, Internal Medicine, 1996 (2004); MBCHB 1978 Pretoria-South Africa

Volk, Alexandra Paige, Assistant Professor, Pediatrics, 2007 (2006); BA 1996 Cornell College; MD 2000 Iowa

Vollstedt, Keith Alan, Clinical Adjunct Assistant Professor, Surgery, 2008 (2008); MD 1987 Iowa

Vombatkere, Sudhir Gurunandan, Associate Adjunct Professor, International Programs, 2009 (2009); ME 1974 Poonia; PHD 1987 Indian Inst, Madras

Von Bergen, Nicholas Hannum, Clinical Assistant Professor, Pediatrics, 2008 (2009); BS 1998 Iowa; MD 2002 Iowa

Von Seggern, Suzanne, Adjunct Instructor, Pharmacy, 2009 (2009); BSNP 1975 Drake

Vos, Brandon Jay, Adjunct Assistant Professor, Endodontics, 2011 (2011); BA 2005 Central -Pella; DDS 2009 Iowa

Vos, Susan Staggs, Clinical Associate Professor, Pharmacy, 2006 (2013); BS 2000 Tennessee @ Knoxville; PHARMD 2003 Tennessee Hlth Sci Cen

Voss, Alex Joseph, Adjunct Instructor, Health and Human Physiology, 2013 (2013);

Voss, Michelle Webb, Assistant Professor, Psychology, 2012 (2012); BS 2004 Illinois;Champaign; MA 2008 Illinois-Champaign; PHD 2011 Illinois,Champaign

Voyce, Stephen Charles, Assistant Professor, English, 2011 (2011); BA 1997 Queen’s; MA 2002 Western Ontario; PHD 2009 York

Vyas, Yatin Mahendra, Professor, Pediatrics, 2013 (2013);

Vyverberg, Emily Ann, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2009 Iowa

Wachal, Robert Stanley, Emeritus Professor, Linguistics, 1964 (1975); BA 1952 Minnesota; MS 1959 Wisconsin; PHD 1966 Wisconsin

Wachtel, Ruth E., Associate Professor, Anesthesiology, 1988 (1993); BA 1974 Cornell; PHD 1980 Duke

Wacker, David P., Professor, Psych Quant Foundations/ Pediactics, 1982 (1992); BA 1975 Northern Colorado; MA 1978 Arizona State; PHD 1979 Arizona State

Wadsworth, John Steele, Associate Professor, Rehabilitation and Counselor Education, 1997 (2006); BA 1980 Iowa; MA 1989 Iowa; PHD 1996 Iowa

Wadwekar, Devendra, Clinical Adjunct Assistant Professor, Internal Medicine, 2007 (2007); MD 1996 B.J. Medical College, India

Waechter, Jeffrey Richard, Adjunct Lecturer, University College Courses, 2011 (2011); BA 1998 Michigan State; MBA 2006 Loyola

Wagener, Chadwin J., Adjunct Associate Professor, Operative Dentistry, 2004 (2013); BS 1986 Grandview, Des Moines; DDS 1990 Iowa

Wagner, Michele Louise, Clinical Adjunct Instructor, Nursing, 2000 (2000); MSN 1998 Iowa

Wagner, Richard B., Adjunct Assistant Professor, Oral Path,Radiology/Preventive Community Dentistry/Dental Clinic Administration, 2012 (2012);

Wagoner, Michael D., Professor, Ophthalmology Visual Science, 1999 (1999); BS 1975 Texas; MD 1978 Baylor

Wahle, Andreas, Adjunct Associate Professor, Electrical-Computer Engineering, 2000 (2004); MS 1991 Berlin; PHE 1996 Berlin-Charlottekeng; PHD 1997 Technical Berlin

Wahle, Joann G., Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); DDS 1984 CREIGHTON

Wahle, Steven M., Clinical Adjunct Assistant Professor, Urology, 1999 (1999); MD 1985 Indiana

Wahls, Terry Lynn, Clinical Professor, Internal Medicine, 2000 (2003); BFA 1976 Drake; MD 1982 Iowa; MBA 2001 St. Thomas

Wald, Moshe, Associate Professor, Urology, 2005 (2011); MD 1999 The Hebrew Univ

Walder, Joseph A., Clinical Adjunct Assistant Professor, Oral Path,RadiologyMedicine/Preventive Community Dentistry/Pathology, 1984 (1994); BA 1976 McPherson-Kansas; DDS 1981 Missouri; MS 1984 Iowa

Walcott, David P., Clinical Adjunct Instructor, Preventive Community Dentistry, 2005 (2005); DDS 1972 Iowa

Wald, Zev, Associate Professor, Endodontics, 2011 (2011); BA 2005 Central -Pella; DDS 2009 Iowa

Vos, Brandon Jay, Adjunct Assistant Professor, Endodontics, 2011 (2011); BA 2005 Central -Pella; DDS 2009 Iowa

Wagner, Michael D., Professor, Ophthalmology Visual Science, 1999 (1999); BS 1975 Texas; MD 1978 Baylor

Wahle, Andreas, Adjunct Associate Professor, Electrical-Computer Engineering, 2000 (2004); MS 1991 Berlin; PHE 1996 Berlin-Charlottekeng; PHD 1997 Technical Berlin

Wahle, Joann G., Adjunct Instructor, Preventive Community Dentistry, 2002 (2002); DDS 1984 CREIGHTON

Wahle, Steven M., Clinical Adjunct Assistant Professor, Urology, 1999 (1999); MD 1985 Indiana

Wahls, Terry Lynn, Clinical Professor, Internal Medicine, 2000 (2003); BFA 1976 Drake; MD 1982 Iowa; MBA 2001 St. Thomas

Wald, Moshe, Associate Professor, Urology, 2005 (2011); MD 1999 The Hebrew Univ
Waldron, Debra Beth, Clinical Professor, Community Behavioral Health/Pediatrics, 2008 (2013); MD 1984 New York Medical; MPH 2005 Minnesota

Waldschmidt, Thomas J., Professor, Pathology, 1988 (1997); BS 1977 Marquette; PhD 1984 Texas-Dallas

Walker, Elizabeth Ann, Adjunct Instructor, Communication Sciences and Disorders, 2013 (2013); MA 2002 University of Minnesota


Walker, Jennifer J., Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 2001 South Dakota State

Walker, Jerry D., Emeritus Professor, Pediatric Dentistry, 1968 (1984); BA 1958 Iowa; DDS 1962 Iowa; MA 1969 Iowa

Walker, Kimberlee A., Clinical Adjunct Instructor, Nursing, 2007 (2004); BSN 1996 Marycrest International; BN 1999 Clarkson; MN 1999 Clarkson

Walker, Kristy Platz, Adjunct Lecturer, Health Management Policy, 2012 (2012); BS 1983 University of Iowa; MBA 1992 University of Iowa

Walker, Mary Jo, Adjunct Instructor, Music, 2003 (2003); BA 1976 William Penn; MA 1989 Iowa

Walker-Cecil, Kezia Ann, Lecturer, English as Second Language, 2012 (2012);

Walkner, Laurie Marie, Adjunct Lecturer, Community Behavioral Health, 2004 (2004); BSN 1980 Iowa; MA 1992 Iowa

Wall, Michael, Professor, Ophthalmology Visual Science/Neurology, 1991 (1996); BS 1972 Tulane; MD 1976 Tulane

Wall, Susan Dale, Clinical Adjunct Associate Professor, Dermatology, 1995 (2000); MD 1981 Missouri

Wall-Saeugling, Kimberly Lynn, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011);

Wallace, Andrea Schneider, Assistant Professor, Nursing, 2010 (2010); BA 1996 Colorado @ Boulder; DNP 2002 Colorado Denver Health; PhD 2006 Colorado - Denver Health

Wallace, Anne Marie, Clinical Associate Professor, Communication Sciences and Disorders, 1992 (1992); BA 1978 Iowa; MA 1979 Iowa

Wallace, Peter D., Clinical Adjunct Associate Professor, Health Management Policy, 1974 (1989); MD 1969 Iowa

Wallace, Robert B., Professor, Epidemiology/Internal Medicine, 1972 (1979); BS 1964 Northwestern; MD 1967 Northwestern; MSC 1972 State Univ of New York-Buffalo

Wallace, Suemoy, Clinical Assistant Professor, Surgery, 2011 (2011); MD 2004 St. George’s

Wallrath, Lori L., Professor, Biochemistry, 1996 (2009); BS 1986 Michigan State; PhD 1991 Michigan State

Walsh, Emily O., Adjunct Assistant Professor, Geoscience, 2010 (2010); PHD 2003 California

Walsh, Thomas, Adjunct Lecturer, Marketing, 2013 (2003); BS 1979 Eastern Michigan; MBA 1981 Michigan State

Walsh, Thomas, Clinical Adjunct Assistant Professor, Health and Human Physiology, 2005 (2006); BS 2002 Iowa; MA 2004 Iowa

Walton, Alexander Page, Adjunct Assistant Professor, Division of Interdisciplinary Program, 2012 (2012);


Walz, Kathy Brenneman, Lecturer, Health and Human Physiology, 2005 (2006); BS 2002 Iowa; MA 2004 Iowa

Walters, Katherine Susan, Adjunct Lecturer, Anatomy Cell Biology, 2011 (2011); BS 1988 Northern Iowa

Walterson, Alex, Adjunct Professor, Biomedical Engineering, 2010 (2010); BS 1983 Wuhan; MS 1987 Wuhan; PhD 1992 Wuhan

Wannemuehler, Michael J., Adjunct Professor, Medical Microbiology, 2010 (2010); BS 1981 Louisville

Wanzer, Darrel Allan, Assistant Professor, Communication Studies, 2012 (2012);

Ward, Adam Scott, Assistant Professor, Geoscience, 2011 (2011); MS 2006 Michigan Tech; PHD 2011 Penn State

Ward, Kelly, Clinical Associate Professor, Obstetrics Gynecology, 2004 (2011); BS 1996 UNI of the Pacific; MD 2000 South Dakota SOM

Ward, Larry D., Emeritus Professor, Law-Faculty, 1972 (1978); BS 1966 Kansas; JD 1969 Kansas; MAC 1996 Iowa

Ward, Marcia M., Professor, Health Management Policy, 1997 (2006); BA 1973 Ohio State; MA 1976 Ohio State; PhD 1981 Ohio State

Warhank, Rose A., Clinical Adjunct Assistant Professor, Family Medicine, 1996 (2002); BS 1985 Iowa; MD 1990 New York Medical College

Warner, Alex, Adjunct Assistant Professor, Gender, Women’s and Sexuality Studies, 2012 (2012); PHD 2011 Rutgers
Warnes, William A., Clinical Adjunct Assistant Professor, Psychiatry, 2011 (2011); MD 2002 Nebraska

Warren, John Joseph. Professor, Preventive Community Dentistry, 1999 (2009); BS 1981 Iowa; DDS 1986 Iowa; MS 1991 Iowa

Washington, M. Todd, Associate Professor, Radiation Oncology/Biochemistry, 2003 (2009); BA 1992 Ohio State; BSC 1992 Ohio State; PhD 1998 Ohio State

Wasserman, Edward A., Professor, Psychology, 1972 (1983); BA 1968 Calif-Los Angeles; PhD 1972 Indiana

Wassink, Thomas Henry, Professor, Psychiatry/Pediatrics, 1999 (2012); BA 1985 Northwestern; MD 1993 Illinois-Chicago

Wastyn, Linda, Adjunct Instructor, Journalism Mass Communication, 2013 (2013);

Waterbury, Nancee Virginia, Adjunct Associate Professor, Pharmacy, 2002 (2013); PHARMD 2000 Iowa

Waters, Don, Adjunct Assistant Professor, Creative Writing/Division of Interdisciplinary Program, 2013 (2013);

Waters Freyer, Sasha A., Associate Professor, Gender, Women’s and Sexuality Studies/Cinema Comparative Literature, 2000 (2006); BFA 1991 Michigan; MFA 1999 Temple


Watson, Carol A., Clinical Professor, Nursing, 1972 (2009); BSN 1970 Iowa; MA 1973 Iowa; PhD 1979 Iowa

Watson, David B., Emeritus Professor, Psychology, 1993 (1993); BS 1975 Santa Clara; PhD 1982 Minnesota


Watters, Bridget Marie Ruff, Clinical Adjunct Instructor, Nursing, 2008 (2008); BSN 2001 Iowa; MSN 2006 Iowa

Waziri, Mir A., Clinical Adjunct Associate Professor, Pediatrics, 1998 (2004); MD 1980 Kabul

Waziri, Rafiq, Emeritus Associate Professor, Psychiatry, 1966 (1971); BS 1956 American University of Beirut; MD 1960 American University of Beirut

Weaver, Janet Kay, Adjunct Lecturer, History, 2010 (2010); MA 1978 St. Andrews, UK

Weaver, Lisa Rose, Lecturer, Journalism Mass Communication, 2009 (2009); BA 1986 Wisconsin @ Madison; MA 1995 California-Berkeley

Weber, Jennifer Yvonne, Adjunct Assistant Professor, Division of Performing Arts, 2011 (2011); BA 2001 Nebraska

Weber, Larry Joseph, Professor, Civil-Environmental Engineering, 1994 (2007); BS 1989 Iowa; MS 1990 Iowa; PhD 1993 Iowa

Weber-Gasparoni, Karin, Associate Professor, Pediatric Dentistry, 2003 (2011); DDS 1994 Estadual Brazil; MS 1999 Iowa; PhD 2003 Iowa

Webster, Stuart Kent, Adjunct Professor, Accounting, 2013 (2013);

Weckmann, Michelle, Assistant Professor, Family Medicine/Psychiatry, 2005 (2005); BA 1993 North Central IL; MS 1995 Ohio State; MD 2000 Wisconsin

Weeks, Daniel L., Professor, Biochemistry/Pediatrics, 1987 (2001); BS 1976 Purdue; PhD 1983 Purdue

Weeks, Jill Marie, Adjunct Assistant Professor, Pharmacy, 2007 (2007); PHARMD 2005 Iowa

Weenig, Duane Robert, Adjunct Assistant Professor, Periodontics, 2009 (2009); BS 1991 Brigham Young; DDS 1999 Iowa; MS 2002 Iowa

Weest-Carrasco, Pam, Adjunct Assistant Professor, Music, 2013 (2013);

Weetman, David Brian, Adjunct Assistant Professor, Pharmacy, 1997 (1997); BS 1991 Iowa; BSPH 1991 Iowa; MS 1995 Johns Hopkins

Wegman, David D., Adjunct Assistant Professor, Pharmacy, 2005 (2005); BSPH 1977 Iowa; MS 1980 Illinois

Wehby, George Labib, Associate Professor, Economics/Health Management Policy, 2007 (2012); PhD 2006 Iowa

Weigel, Ronald, Professor, Anatomy Cell Biology/Surgery/Biochemistry, 2005 (2005); PhD 1986 Yale; MD 1986 Yale; MBA 2005 Wharton-Univ. of Penn.

Weiler, John M., Emeritus Professor, Internal Medicine, 1977 (1991); BS 1967 Michigan; MD 1971 Temple

Weiler, Kay Boese, Emeritus Associate Professor, Nursing, 1982 (1995); BS 1972 Indiana; JD 1985 Iowa; MA 1986 Iowa

Weinberger, Miles, Professor, Pediatrics, 1975 (1980); BA 1960 Pittsburgh; MD 1965 Pittsburgh

Weiner, George J., Professor, Internal Medicine, 1989 (2000); BA 1978 Johns Hopkins; MD 1981 Ohio State

Weiner, Joshua, Associate Professor, Biology, 2004 (2011); BA 1992 Northwestern; PhD 1999 California


Weinkauf, Adam, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013);

Weinstein, Stuart L., Professor, Orthopaedics and Rehabilitation/Pediatrics, 1976 (1984); BA 1968 Illinois; MD 1972 Iowa


Weirich, Frank H., Associate Professor, Civil-Environmental Engineering/Geoscience, 1988 (1988); BSC 1973 Toronto-Canada; MSC 1979 McMaster; PhD 1982 Toronto

Weis, Beth Renae Nesteby, Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012);

Weis, Robert F., Clinical Adjunct Assistant Professor, Internal Medicine, 2000 (2000); MD 1977 Iowa

Weismann, Amy, Adjunct Assistant Professor, University College, 2006 (2006); JD 2000 Iowa
Weismann, Douglas N., Emeritus Associate Professor, Pediatrics, 1977 (1984); AB 1968 Occidental; MD 1972 Arizona; MS 1977 Iowa

Weiss, David S., Associate Professor, Microbiology, 1998 (2004); BA 1985 Swarthmore; PHD 1991 Univ of California-Berkeley


Weiss, Elizabeth Josephine, Adjunct Assistant Professor, Creative Writing, 2013 (2013);

Weiss, Jerrold P., Professor, Microbiology/Internal Medicine, 1997 (1997); BS 1973 State Univ of New York; PHD 1981 New York University

Weiss, Robert M., Professor, Internal Medicine, 1989 (2004); BA 1976 Northwestern; MD 1982 Michigan


Weistroffer, Paula L., Clinical Associate Professor, Periodontics, 2007 (2013); DDS 2002 Iowa

Welch, Catherine Jo, Professor, Psych Quant Foundations, 2007 (2007); BBA 1980 Iowa; MA 1984 Iowa; PHD 1990 Iowa

Welch, Kelly, Adjunct Lecturer, Finance, 2013 (2013);


Wells, Mickey Lee, Associate Professor, Pharmacy, 2008 (2008); BSPH 1987 Iowa; PHD 1990 Iowa

Welsh, Michael James, Professor, Internal Medicine/Physiology/Neurosurgery, 1981 (1987); BS 1970 Iowa; MD 1974 Iowa

Welter, Trisha Lynn, Adjunct Instructor, Health and Human Physiology, 2010 (2010); BA 2006 Iowa; MPH 2008 Iowa

Welton, Marie Therese, Adjunct Instructor, Preventive Community Dentistry, 2008 (2008); BSE 1991 Iowa; DDS 1997 Iowa

Wemmie, John A., Professor, Physiology/Psychiatry/Neurosurgery, 2000 (2013); BA 1989 Central; PHD 1996 Iowa; MD 1996 Iowa

Wendt, David A., Lecturer, Teaching and Learning, 1999 (2012); BS 1983 Southern Illinois; MA 1996 Iowa

Wentzell, Emily Anne, Assistant Professor, Anthropology, 2010 (2010); BA 2003 Johns Hopkins; MA 2006 Michigan-Ann Arb; PHD 2009 Michigan-Ann Arb

Werner, John David, Adjunct Instructor, Health and Human Physiology, 2007 (2007); BFA 1995 Iowa; BA 1995 Iowa; MSW 1998 Iowa

Werth, Jonathan Fredric, Adjunct Instructor, University College, 2013 (2013); BA 2008 Saint John's Univ,MN

Wertz, Christopher A., Emeritus Associate Professor, Russian, 1977 (1980); BA 1963 Columbia; MA 1969 Michigan; PHD 1971 Michigan

Wertz, Philip W., Professor, Dows Institute-Research, 1990 (1993); BA 1971 Rutgers; PHD 1976 Wisconsin-Madison


Wesely, Pamela Mary, Assistant Professor, Teaching and Learning, 2009 (2009); BA 1996 Yale; MA 1998 New York; PHD 2009 Minnesota

Wessel, Linda Marie, Adjunct Instructor, Pharmacy Practice and Science, 2011 (2011); BSPH 1984 Iowa

West, Cynthia A., Adjunct Instructor, Social Work, 2013 (2013); MSW 2001 St. Ambrose University

West, Isaac, Assistant Professor, Gender, Women's and Sexuality Studies/Communication Studies, 2008 (2008); BA 1999 Kansas State; MA 2001 Kansas State; PHD 2008 Indiana

West, Jude P., Emeritus Professor, Management Organizations, 1969 (1996); BA 1953 St Mary; MBA 1961 Chicago; PHD 1969 Iowa


Wester, James Claude, Adjunct Assistant Professor, Pharmacy, 2005 (2006); BSPH 1972 Iowa

Westergaard, Nickolas Harry, Adjunct Lecturer, Marketing, 2012 (2012);

Westermann, Shawna Jane, Clinical Assistant Professor, Internal Medicine, 2003 (2003); BA 1994 Augustana; MD 1998 Iowa

Westfall, Ruth Ellen, Lecturer, Spanish Portuguese, 2005 (2012); BA 1984 Iowa; MA 1987 Indiana; PHD 1995 Texas @ Austin

Westlund, Kurt Jeffrey, Adjunct Associate Professor, Oral Maxillofacial Surgery, 1990 (1990); MS 1989 Iowa

Weston, Burns H., Emeritus Professor, Law-Faculty, 1966 (1969); BA 1956 Oberlin; LLB 1961 Yale; SJD 1973 Yale

Weston, Leah Raschel, Adjunct Instructor, Family Dentistry, 2011 (2011); DDS 2008 Iowa

Wetlaufer, Gerald, Professor, Law-Faculty, 1985 (1991); BA 1967 Princeton; JD 1972 Yale

Wetrich, Doug, Adjunct Instructor, Pharmacy, 2002 (2002); BS 1988 Iowa

Weaver, William, Adjunct Instructor, Preventive Community Dentistry, 2003 (2003); BA 1991 Iowa; DDS 2002 Iowa

Weydert, Jamie Allen, Clinical Adjunct Assistant Professor, Pathology, 2005 (2005); BS 1996 Iowa; MD 2001 Iowa

Weyer, Peter J., Adjunct Associate Professor, Geography/Occupational Environmental Health, 2000 (2013); BA 1974 Iowa; MS 1987 Iowa; PHD 1998 Iowa
Whaley, Deborah Elizabeth, Associate Professor, American Studies/African-American Studies, 2007 (2011); PHD 2002 Kansas

Wherritt, Irene Marie, Emeritus Associate Professor, Spanish Portuguese, 1980 (1984); BA 1965 California-Berkeley; MA 1969 Arizona; PHD 1977 New Mexico

Whipple, Bradley Dale, Adjunct Instructor, Social Work, 2011 (2011); BA 2005 Spring Arbor; MSW 2009 Iowa

Whiston, John Booker, Clinical Professor, Law-Faculty, 1994 (2006); BA 1970 Yale; JD 1984 Montana

White, Brian Alan, Adjunct Assistant Professor, Health Management Policy, 2007 (2007); BA 1999 Iowa; JD 2002 Iowa

White, Donald D., Adjunct Professor, Management Organizations, 2011 (2011); PHD 1971 University of Nebraska

White, Jerrold Lee, Clinical Adjunct Assistant Professor, Family Medicine, 1994 (1994); MD 1987 Iowa

White, Katherine Margaret, Clinical Assistant Professor, Internal Medicine, 2012 (2012);

White, Pamela J., Adjunct Assistant Professor, Law-Faculty/Art History, 2000 (2000); BA 1973 Graceland; JD 1978 Missouri-Kansas City; MA 1984 Kansas; PHD 1991 Kansas

White, Rachel Joanne, Adjunct Instructor, Communication Sciences and Disorders, 2011 (2011); MA 2005 Iowa

White, Robert Thomas, Adjunct Instructor, Preventive Community Dentistry, 2005 (2005); BA 1987 Wartburg; DDS 1991 Iowa

White, Susan Chrysler, Associate Professor, Art Art History, 2000 (2000); BA 1977 California-Berkeley; MFA 1980 California-Davis

Whitehill, Dawn Marie Marcellus, Adjunct Associate Professor, Pharmacy, 2008 (2008); PHARMD 2001 Iowa

Whiteman, Charles H., Emeritus Professor, Economics, 1980 (1992); BA 1975 Kansas; PHD 1981 Minnesota

Whiteman, D. Bruce, Adjunct Lecturer, Interdisciplinary Programs, 2012 (2012);

Whitney, John Edward, Instructor, Military Science, 2011 (2011);


Whitten, Blake, Lecturer, Economics, 2004 (2007); BS 1983 NORTHERN AZ; MS 1992 WISCONSIN; PHD 2001 Florida State

Whitter, Tyrone Bruce, Clinical Associate Professor, Anesthesia, 1995 (2000); BS 1982 Rochester; PHD 1988 University of Iowa; MD 1991 University of Iowa

Wibbenmeyer, Lucy A., Clinical Associate Professor, Surgery, 1997 (2008); BA 1987 Missouri-Columbia; MD 1991 Tennessee

Wiblin, Raymond Todd, Clinical Associate Professor, Internal Medicine, 1996 (2004); MD 1990 Case Western Reserve

Wichman, Michael D., Adjunct Assistant Professor, Occupational Environmental Health, 2000 (2000); AS 1976 Iowa Western Community College; BS 1978 Creighton; MS 1980 Creighton; PHD 1984 Kansas State

Wicklund, Gary A., Emeritus Associate Professor, Management Sciences, 1967 (1973);

Wickman, D. Bruce, Adjunct Instructor, Social Work, 2011 (2011); BA 2005 Spring Arbor; MSW 2009 Iowa

Widmer, Reuben B., Emeritus Professor, Family Medicine, 1971 (1980); BA 1940 Goshen; MD 1943 Iowa


Wiebel, Cara Christine Dehekker, Adjunct Instructor, University College, 2013 (2013);

Wieland, Julie A., Adjunct Instructor, Communication Sciences and Disorders, 2012 (2012); BA 1988 University of Iowa; MA 1990 University of Northern Iowa; DR 2004 Arizona School of Health Scie


Wilde, Jaron Harp, Assistant Professor, Accounting, 2013 (2013);

Williams, Mark E., Clinical Professor, Ophthalmology Visual Science, 1997 (2007); OD 1980 Illinois College of Optometry
Willard, Derek Hunt, Emeritus Associate Professor, Preventive Community Dentistry, 1974 (1981); BA 1964 Rhode Island; MA 1968 Pennsylvania; PHD 1975 Iowa

Willard, Pamela H., Emeritus Assistant Professor, Occupational Environmental Health/Nursing, 1982 (1998); BSN 1966 Cornell-New York; MS 1979 Iowa

Willenborg, Melissa, Clinical Assistant Professor, Orthopaedics and Rehabilitation, 2012 (2012);

Williams, Chad L., Clinical Associate Professor, Internal Medicine, 1973 (1983); BA 1964 Wabash; MD 1968 Iowa

Williams, Glenn, Associate Professor, Physical Therapy/Orthopaedics and Rehabilitation, 2003 (2012); BA 1991 Kings College, Briarcliff; MPT 1994 Baylor; PHD 2004 Delaware

Williams, Glennys O., Emeritus Professor, Family Medicine, 1974 (1989); BSC 1950 Wales; MBCH 1953 Welsh Nat School of Med

Williams, J. Craig, Adjunct Lecturer, Law-Faculty, 2008 (2008); JD 1987 Iowa

Williams, Janet Karen Day, Professor, Nursing, 1969 (2002); BSN 1968 Iowa; MA 1972 Iowa; PHD 1989 Iowa

Williams, Kristin Kelly, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2000 Drake

Williams, Kristine Elise, Lecturer, Physician Assistant, 2001 (2011); BA 1992 Grinnell College; MS 2001 IOWA

Williams, Kristine Nordlie, Professor, Nursing, 2012 (2012);

Williams, Michael J., Adjunct Instructor, Pharmacy, 2008 (2008); BPH 1996 Ferris State

Williams, Nancy Ann, Clinical Professor, Psychiatry, 1998 (2011); BS 1989 Iowa State; MD 1990 Iowa

Williams, Norman E., Emeritus Professor, Biology, 1957 (1967); BA 1952 Youngstown; MS 1954 Brown

Williams, Rachel Marie-Crane, Associate Professor, Gender, Women’s and Sexuality Studies/Teaching and Learning/Art Art History, 1999 (2005); BFA 1993 East Carolina; MFA 1995 Florida State; PHD 1999 Florida State

Williams, Steven, Adjunct Assistant Professor, American Studies, 2012 (2012); BA 2002 Augsburg College

Williams, Terence H., Emeritus Professor, Anatomy Cell Biology, 1973 (1973); MD 1953 Manchester-England; PHD 1960 Wales

Williams, Vincent D., Emeritus Professor, Family Dentistry, 1972 (1991);

Williamson, Ann Marie, Clinical Adjunct Professor, Nursing, 2008 (2008); BSN 1978 North Carolina-Chapel Hill; MSN 1985 Texas - Austin; PHD 1999 California - San Fran

Williamson, Anne Elizabeth, Associate Professor, Endodontics, 2003 (2007); BS 1984 Nebraska; DDS 1988 Nebraska; CER 2003 University of Iowa; MSD 2004 University of Iowa

Williamson, H. E., Emeritus Professor, Pharmacology, 1960 (1970); BS 1953 Wisconsin; PHD 1959 Wisconsin

Williamson, Richard Alan, Clinical Associate Professor, Family Dentistry, 2001 (2008); BS 1976 Texas A M; DDS 1980 Texas; MS 2001 Nebraska


Williamson, Thomas Calvin, Adjunct Assistant Professor, Preventive Community Dentistry, 2007 (2007); DDS 1991 Iowa

Willour, Virginia Lea, Associate Professor, Psychiatry, 2011 (2011); BS 1992 Michigan; PHD 1998 Stanford

Wilson, Brent David, Adjunct Professor, Finance, 2009 (2009); BA 1969 Weber State; MBA 1971 Northwestern; DBA 1971 Northwestern

Wilson, Christopher G., Adjunct Assistant Professor, Civil-Environmental Engineering, 2011 (2011); PHD 2004 Case Western Reserve Univ.

Wilson, Jeffrey Scott, Clinical Professor, Internal Medicine, 1989 (2003); BS 1978 Iowa; MD 1983 Iowa

Wilson, Jessica Hope, Adjunct Lecturer, Management Organizations, 2012 (2012); BA 2004 Brown University

Wilson, John Thurlow, Emeritus Associate Professor, Teaching and Learning, 1973 (1977); BA 1959 Northern Colorado; MA 1962 Northern Colorado; PHD 1973 Florida

Wilson, Mark Cooper, Clinical Professor, Medicine Administration/Internal Medicine, 2004 (2004); BA 1981 Westminster; MD 1985 Texas Tech; MPH 1991 Johns Hopkins

Wilson, Mary Edythe, Professor, International Programs/Microbiology/Internal Medicine/Epidemiology, 1986 (1997); BA 1975 Carleton; MD 1980 Rochester

Wilson, Rebecca Diane, Adjunct Lecturer, University College Courses, 2011 (2011); BA 2008 Eastern Illinois; MED 2010 Grand Valley State

Wilson, Saul, Assistant Professor, Neurosurgery, 2011 (2012); MD 2003 Louisiana State

Wilson, Scott R., Clinical Professor, Internal Medicine, 2000 (2006); BS 1981 Fairfield; DO 1986 Des Moines Osteopathic

Wilson, Thomas, Adjunct Instructor, Preventive Community Dentistry, 1989 (1989); DDS 1987 Iowa

Wilson Kimber, Marian, Associate Professor, Music, 2004 (2004); BA 1983 NC Greensboro; MM 1989 Florida State; PHD 1993 Florida State

Wilson Peters, Virginia Lee, Adjunct Lecturer, Management Organizations, 2002 (2002); MBA 1995 Iowa

Windschitl, Paul D., Professor, Psychology, 1997 (2009); BA 1991 Creighton; MS 1993 Iowa State; PHD 1996 Iowa State

Winet, Jon, Associate Professor, International Programs/Art Art History, 2002 (2003); BA 1979 California-Berkeley; MA 1979 San Francisco State

Wing, Adrien K., Professor, Law-Faculty/International Programs, 1987 (1993); AB 1978 Princeton; MA 1979 California-Los Angeles; JD 1982 Stanford

Winga, Edward R., Clinical Adjunct Assistant Professor, Internal Medicine, 1982 (1991); MD 1962 Iowa
Winkler, Mark Alan, Adjunct Lecturer, Marketing, 2012 (2012); BS 1979 Shippensburg University, PA; MBA 2001 The University of Iowa

Winkler, Yvonne Elaine, Adjunct Instructor, Pharmacy Practice and Science, 1997 (1997); BSPH 1991 Iowa

Winn, Bryon Stephen, Professor, Theatre Arts, 1995 (2011); BA 1992 Weber State; MFA 1995 Iowa

Winn, Richard, Adjunct Professor, Neurosurgery, 2010 (2010); MD 1968 Pennsylvania

Winokur, Patricia Lee, Professor, Internal Medicine, 1993 (2009); BA 1981 Brown; MD 1985 Washington-St. Louis

Winter, Allison Ann, Adjunct Instructor, Preventive Community Dentistry, 2001 (2001); BS 1981 University of Iowa

Witt, Doris S., Associate Professor, Law-Faculty/English, 1994 (2001); BA 1984 Centre; MA 1987 Virginia; PHD 1995 Virginia

Witte, Suzanne Bakke, Adjunct Instructor, Social Work, 2005 (2005); BA 1985 Iowa; MSW 1990 Iowa

Wittenberg, Craig, Clinical Adjunct Associate Professor, Family Medicine, 2004 (2004); BA 1987 Iowa; MD 1991 Iowa

Wittenberg, David H., Associate Professor, Cinema Comparative Literature/English, 1998 (2004); BA 1987 Yale; MA 1989 Northwestern; PHD 1995 Johns Hopkins; MARCH 1996 Univ of California, Berkeley

Witzke, Brian J., Adjunct Associate Professor, Geoscience, 1982 (1995); BA 1974 Wisconsin-Milwaukee; MS 1976 Iowa; PHD 1981 Iowa

Wocher, John, Adjunct Lecturer, Health Management Policy, 1994 (1994); BA 1991 Maryland

Woerner, Robert F., Emeritus Associate Professor, English, 1957 (1966);

Wohlgenannt, Markus, Associate Professor, Physics Astronomy, 2002 (2008); MS 1997 Graz-Austria; PHD 2000 Utah


Wold, Marc S., Professor, Radiation Oncology/ Biochemistry, 1989 (2000); BS 1979 California Inst of Technology; PHD 1984 Johns Hopkins

Wolf, Anthony David, Assistant Professor, Military Science, 2005 (2005); BGS 1987 Iowa; AA 1995 Kirkwood Community; MA 2002 Iowa

Wolf, Brian Robert, Associate Professor, Physical Therapy/Orthopaedics and Rehabilitation, 2003 (2011); BA 1989 Loyola; MD 1997 Loyola; MS 2006 Iowa

Wolf, Karen Kay Maxfield, Adjunct Assistant Professor, Periodontics, 2005 (2005); DDS 1998 Iowa

Wolf, Kelly A., Adjunct Instructor, Pharmacy Practice and Science, 2010 (2010); BSPH 1989 Iowa

Wolf, Margaret Cate, Clinical Adjunct Assistant Professor, Urology, 1996 (1996); MD 1987 Iowa

Wolf, Margery, Emeritus Professor, Gender, Women’s and Sexuality Studies/Anthropology, 1985 (1985);

Wolfe, Katherine, Associate Professor, Music, 2004 (2004); BM 1992 Indiana; MM 1994 Manhattan School of Music

Wolfe, Steven L., Emeritus Professor, Family Medicine, 2001 (2008); BA 1968 Cornell; MD 1976 Iowa

Wolfson, Sara C., Emeritus Associate Professor, Educ Policy Leadership Studies, 1971 (1977); BS 1957 Appalachian State; MS 1962 North Carolina; EDD 1971 Houston

Wolfson, Sherwood, Emeritus Associate Professor, Oral Maxillofacial Surgery, 1971 (1976); BS 1953 Westminster; DDS 1957 Pittsburgh

Wolfgang, Brett, Adjunct Assistant Professor, Music, 2001 (2001); DMA 1994 Iowa


Wolken, Stephen H., Clinical Adjunct Assistant Professor, Ophthalmology Visual Science, 1975 (1996); MD 1968 Iowa

Woit, Jeffrey D., Adjunct Professor, Epidemiology, 2013 (2013);

Wong, Pamela Florence, Adjunct Assistant Professor, Pharmacy Practice and Science, 2013 (2013); BA 2008 University of Iowa

Wood, Kelly Elizabeth, Clinical Assistant Professor, Pediatrics, 2010 (2010); BS 2000 Iowa; MD 2004 Iowa

Wood, Kevin Michael, Adjunct Assistant Professor, Psych Quant Foundations/Pediatrics, 2011 (2011); BA 1973 Binghamton; MSED 1974 James Madison; PHD 1987 Iowa

Wood, Shari M., Adjunct Instructor, Pharmacy, 2000 (2000); BS 1993 Iowa; BSPh 1993 Iowa

Wood, Susannah Margaret, Associate Professor, Rehabilitation and Counselor Education, 2006 (2012); BA 1997 Richmond(VA); MED 2000 William Mary; PHD 2006 William Mary

Woodard, Fredrick, Emeritus Associate Professor, English, 1973 (1979); BA 1961 Iowa Wesleyan; MA 1971 Iowa; PHD 1976 Iowa

Woodhead, Jerold C., Associate Professor, Pediatrics, 1979 (1988); BA 1967 Stanford; MD 1971 Yale

Woodman, Catherine L., Associate Professor, Family Medicine/Psychiatry, 1990 (2000); BA 1981 Brown; MD 1985 Brown

Woods, Anna Marie, Adjunct Instructor, Preventive Community Dentistry, 2013 (2013);

Woods, Kenneth Todd, Adjunct Instructor, Radiology, 2013 (2013); BS 1990 Medical College of Georgia

Woods-Groves, Suzanne, Assistant Professor, Teaching and Learning, 2008 (2008); BS 1998 Auburn; MED 1999 Auburn; PHD 2007 Auburn

Woods-Jaeger, Briana A., Assistant Professor, Community Behavioral Health, 2012 (2012);

Woods-Swafford, Wendy, Clinical Adjunct Assistant Professor, Pediatrics, 2009 (2009); MD 2002 Missouri - KC; MPH 2008 Vanderbilt
Woodworth, George, Emeritus Professor, Statistics Actuarial Science/Biostatistics, 1971 (1996); BA 1962 Carleton; PHD 1966 Minnesota


Workman, Douglas M., Clinical Adjunct Associate Professor, Family Medicine, 1995 (2001); MD 1989 Iowa

Worrell, James B., Emeritus Associate Professor, Neurology, 2001 (2001); BA 1964 Iowa; MD 1967 Iowa

Wortman, Gloria Deanne, Adjunct Assistant Professor, Art History, 2012 (2012);

Wrenn, Douglas Edward, Adjunct Instructor, Pharmacy, 1997 (1997); BS 1981 Iowa

Wright, Arlene, Adjunct Instructor, Pharmacy, 1997 (1997); BSPH 1981 Drake

Wright, Brad, Assistant Professor, Health Management Policy, 2012 (2012);

Wright, Diana L., Clinical Adjunct Instructor, Internal Medicine, 2001 (2001); MD 1978 Iowa

Wright, Michael E., Adjunct Instructor, Library Information Science, 2011 (2011); BA 1979 Central Michigan; AMLS 1982 Minnesota

Wright, Michael Eugene, Assistant Professor, Physiology, 2008 (2008); BS 1994 Nevada; PHD 2000 Washington

Wu, Chun-Fang, Professor, Biology, 1979 (1989); BS 1969 Tunghai-Taiwan; PHD 1976 Purdue

Wu, Han-Chin, Emeritus Professor, Civil-Environmental Engineering/Mechanical Engineering, 1970 (1981); BS 1960 National Taiwan; MS 1965 Rhode Island; MS 1967 Yale; PHD 1970 Yale

Wu, Meng, Adjunct Assistant Professor, Pharmacy, 2012 (2012);

Wu, Qi, Assistant Professor, Pharmacology, 2012 (2012);

Wu, Shih-Yen, Emeritus Professor, Economics, 1964 (1968);

Wu, Xiaodong, Associate Professor, Radiation Oncology/Electrical-Computer Engineering, 2005 (2010); BS 1992 Peking; MCS 1995 Peking; PHE 2002 Nortre Dame

Wu, Ying-Qing, Emeritus Professor, Mathematics, 1993 (2001); BS 1982 Hehai-China; MS 1984 Beijing-China; PHD 1987 Beijing-China

Wu, Yu-Hsiang, Assistant Professor, Communication Sciences and Disorders, 2010 (2010); PHD 2007 Iowa

Wu, Yuejin, Associate Professor, Internal Medicine, 2009 (2009); PHD 1990 Tongji Medical

Wuif, Joel, Adjunct Instructor, Social Work, 2003 (2003); BA 1978 Iowa; MSW 1992 Iowa

Wunder, Charles C., Emeritus Professor, Physiology, 1954 (1971); AB 1949 Washington and Jefferson; MS 1952 Pittsburgh; PHD 1954 Pittsburgh

Wurster, Dale Eric, Professor, Pharmacy, 1982 (1996); BS 1974 Wisconsin; PhD 1979 Purdue

Wurth, Michael Gerard, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 1999 Illinois-Chicago

Wyman, Christopher Ryan, Associate Professor, Computer Science, 2004 (2010); BS 1999 Minnesota; PHD 2004 Univ. of Utah

Xia, Junyi, Assistant Professor, Radiation Oncology, 2011 (2011); BS 1996 Xhe Jian, China; MS 2003 Memphis; PHD 2009 Florida

Xia, Ting, Adjunct Instructor, Biomedical Engineering, 2009 (2009); PHD 2007 Iowa

Xiao, Shaoping, Associate Professor, Mechanical Engineering, 2003 (2008); BS 1995 Univ of Science and Tech China; MS 1998 Univ of Science and Tech China; PHD 2002 Northwestern

Xing, Yi, Adjunct Associate Professor, Internal Medicine/Biostatistics, 2006 (2012); BE 2000 Univ of Science and Tech China; BS 2001 Univ of Science and Tech China; PHD 2006 UCLA

Xiong, Jinhu, Associate Professor, Radiology/Biomedical Engineering, 2003 (2003); MEE 1986 Tsinghua Beijing; PHD 1995 Texas

Xu, Weiyu, Assistant Professor, Electrical-Computer Engineering, 2011 (2011); MS 2005 Tsinghua,(Beijing); MS 2006 Cal Tech; PHD 2008 Cal Tech

Xue, Hai-Hui, Associate Professor, Microbiology, 2006 (2012); MD 1991 China Medical; MS 1994 China Medical; PHD 2000 Hamamatsu

Yablon, Nicholas, Associate Professor, American Studies, 2003 (2009); BA 1994 Birmingham, England; PHD 2002 Chicago

Yack, H. John, Associate Professor, Physical Therapy, 1994 (1994); BS 1973 New Hampshire; MS 1981 North Carolina; PHD 1987 Waterloo-Canada

Yadav, Vaibhav, Adjunct Lecturer, Mechanical Engineering, 2013 (2013); BE 2006 SGS Institute of Tech Sciences; MME 2008 Universtiy of Iowa

Yager, Kristina M., Adjunct Lecturer, Theatre Arts, 2011 (2011); BA 2006 Minnesota

Yager, Robert E., Emeritus Professor, Teaching and Learning, 1956 (1967); BA 1950 Iowa State; MS 1953 Iowa; PHD 1957 Iowa

Yahr, Timothy Lee, Professor, Microbiology, 2001 (2013); BS 1991 Wisconsin-Stevens Point; MS 1995 Medical College of Wisconsin; PHD 1998 Medical College of Wisconsin

Yamada, Thoru, Emeritus Professor, Neurology, 1975 (1984); MD 1966 Nagoya

Yang, Baoli, Associate Professor, Obstetrics Gynecology, 1999 (2009); MD 1986 Beijing Medical; PHD 1994 North Carolina

Yang, Jianming, Adjunct Associate Professor, Mechanical Engineering, 2007 (2011); PHD 2004 Maryland

Yang, Jingzhen, Adjunct Associate Professor, Community Behavioral Health, 2004 (2010); BA 1982 Suzhou, China; MPH 1999 Indiana; PHD 2004 North Carolina

Yang, Limin, Clinical Assistant Professor, Radiology, 2010 (2010); MD 1987 Beijing Medical, China; MS 1990 Peking Union, China; PHD 1996 Peking Union, China

Yang, Xiaodong, Assistant Professor, Obstetrics Gynecology, 2013 (2013); PHD 2009 Univ N Mexico
Yankowitz, Jerome, Emeritus Professor, Obstetrics Gynecology, 1993 (2003); BS 1980 Yale; MD 1986 State U of NY-Dwnst Med Cntr
Yao, Tong, Associate Professor, Finance, 2008 (2013); BA 1991 Fudan; PHD 2001 Boston College
Yarahmadi, Alireza, Clinical Adjunct Assistant Professor, Neurology, 2011 (2011);
Yarbrough, Donald B., Professor, Educ Policy Leadership Studies/Psych Quant Foundations, 1982 (2009); BA 1971 Hendrix; MA 1973 Kentucky; PHD 1982 Georgia
Ye, Guibo, Lecturer, Mathematics, 2012 (2013);
Ye, Yangbo, Professor, Mathematics, 1990 (1999); BS 1981 QingHua-China; MA 1982 Columbia; PHD 1986 Columbia; MPH 1986 Columbia
Yeager, Anson, Adjunct Instructor, Pharmacology, 2010 (2013); BS 1985 Eastern Mennonite; MA 2009 Iowa
Yeager, Rebecca, Lecturer, English as Second Language, 2012 (2012);
Yeakel, Gregory J., Adjunct Assistant Professor, Pharmacy, 2005 (2005); BSPH 1974 Drake
Yeaman, Charles A., Associate Professor, Anatomy Cell Biology/Internal Medicine, 2001 (2006); BS 1986 Calif-San Diego; PHD 1993 Wisconsin
Yeates, Randall Robert, Adjunct Instructor, Pharmacy, 2009 (2009); BSPH 1986 Iowa; MBA 1998 Iowa
Yeats, Robert Evan, Emeritus Associate Professor, Music, 1973 (1981); BS 1966 Ithaca; MA 1971 Iowa; MFA 1977 Iowa
Yeh, Malcolm H., Clinical Associate Professor, Neurology, 1992 (2004); BA 1980 Calif-Berkeley; MD 1985 Calif-Davis
Yerkes, Lawrence John, Adjunct Instructor, Interdisciplinary Programs, 1983 (1983);
Yin, Youbing, Adjunct Assistant Professor, Mechanical Engineering, 2011 (2011); PHD 2011 Iowa
Yockey, Joseph W., Associate Professor, Law-Faculty, 2010 (2010); BA 2000 Kansas; JD 2004 Illinois
Yoder, Franklin Lee, Adjunct Assistant Professor, History, 2000 (2000); BA 1988 Iowa; MA 1989 Chicago; PHD 1999 Chicago
Yoder, Holly Blosser, Adjunct Lecturer, Honors Program, 2010 (2010); BA 1985 Eastern Mennonite; MA 2009 Iowa
Yoder, Reagan Lee, Adjunct Assistant Professor, Art Art History, 2001 (2001); BA 1971 Bethel; MA 1985 Iowa; MFA 1987 Iowa
Yohe, William Tyson, Adjunct Assistant Professor, Pharmacy Practice and Science, 2010 (2010); PHARMD 2000 Iowa
Yoon, Sae Yeol, Lecturer, Teaching and Learning, 2013 (2013);
Yoon, Sang-Seek, Lecturer, Asian Slavic Languages Literature, 2012 (2012);
Yorek, Mark A., Professor, Internal Medicine, 1987 (2002); BS 1976 Bemidji; PHD 1981 North Dakota
York, Douglas Kent, Adjunct Instructor, Emergency Medicine, 2009 (2009); AA 1979 Des Moines Community
Yost, William J., Clinical Adjunct Professor, Internal Medicine, 1997 (2010); MD 1988 Iowa
Youness, Fadi M., Clinical Associate Professor, Radiology, 2005 (2013); MD 1996 Amer Univ of Beirut-Lebanon
Young, Dan, Adjunct Instructor, Preventive Community Dentistry, 2011 (2011); DMD 2008 Nova Southeastern
Young, Donald Carleton, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2009 (2009); BA 1981 Drake; DO 1985 Des Moines University
Young, Heather Joy, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); DO 2005 Des Moines
Young, James R., Emeritus Assistant Professor, Family Medicine, 1976 (2002); BS 1967 Iowa State; MD 1970 Iowa
Young, Joann L., Adjunct Instructor, Social Work, 1998 (1998); MA 1974 Drake
Young, Lance B., Adjunct Assistant Professor, Preventive Community Dentistry/History, 2008 (2008); BA 1989 Duke; MBA 1991 Tulane; MA 1996 West Florida
Youngblood, Dawn Michelle, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 1998 Iowa
Youngman, Christopher A., Clinical Adjunct Professor, Pediatrics, 2011 (2011); MD 2003 Wayne State
Yousufuddin, Mohammed, Clinical Adjunct Assistant Professor, Internal Medicine, 2010 (2010); MBBS 1980 Osmania Medical India
Yuen, Kee-Ho, Professor, Art Art History, 2000 (2009); BA 1983 Chinese of Hong Kong; MA 1988 Iowa; MFA 1989 Iowa
Zabner, Joseph, Professor, Pilot Studies/Internal Medicine, 1995 (2004); MD 1987 UnivCentral de Venezuela
Zadeii, Gholam Reza, Clinical Adjunct Assistant Professor, Internal Medicine, 2004 (2004); BA 1978 Incarnate Word College; MS 1980 Incarnate Word College; MD 1984 Santiago U School of Medicine
Zaharis, Catherine Ann, Adjunct Lecturer, Finance, 2010 (2010); BBA 1982 Iowa; MBA 1983 Drake
Zaheer, Asgar, Clinical Adjunct Assistant Professor, Internal Medicine, 1984 (1997); BA 1981 Colorado; MA 1985 Iowa
Zakariya, Siraj, Clinical Adjunct Assistant Professor, Obstetrics Gynecology, 2009 (2009); BA 1981 Drake; DO 1985 Des Moines University
Zalenski, Anne Whitehead, Adjunct Assistant Professor, Rehabilitation and Counselor Education, 2009 (2009); MA 1985 Iowa; PHD 2001 Iowa
Zaloznaya, Marina, Assistant Professor, Sociology, 2012 (2012);
Zamba, Gideon Kd, Associate Professor, Biostatistics, 2003 (2012); MS 1995 DU Benin; PHD 2003 Minnesota
Zavala, Donald, Emeritus Professor, Internal Medicine, 1969 (1976);
Zavazava, Nicholas, Professor, Internal Medicine/ Biomedical Engineering, 2001 (2003); BSC 1980 ZIMBABWE; MBCHB 1987 Kiel; MD 1988 Kiel; PHD 1993 Kiel
Zearley, Jennifer Rose, Adjunct Assistant Professor, Pharmacy, 2009 (2009); PHARMD 2002 Iowa
Zebrowski, Patricia, Professor, Communication Sciences and Disorders, 1988 (2009); BS 1977 State Univ of NY- Geneseo; MS 1981 Syracuse; PHD 1987 Syracuse
Zeithamel, Marcia C., Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 2005 Kansas
Zellmer, Kimberly Anna, Adjunct Assistant Professor, Pharmacy Practice and Science, 2011 (2011); PHARMD 2008 Iowa
Zeman, Christine Lynn, Adjunct Assistant Professor, Pharmacy, 2008 (2008); PHARMD 2002 Iowa
Zepeda-Orozco, Diana, Clinical Assistant Professor, Pediatrics, 2012 (2012);
Zepeski, Kay Ilene, Adjunct Instructor, Pharmacy, 1998 (1998); BS 1981 Iowa
Zhai, Guangshu, Adjunct Assistant Professor, Civil-Environmental Engineering, 2012 (2012); PHD 2008 RCEES Chinese Academy of Science
Zhan, Fenghuang, Professor, Internal Medicine, 2012 (2012);
Zhang, Hantao, Professor, Computer Science, 1988 (2000); BS 1981 Wuhan-China; PHD 1984 Nancy-France; PHD 1988 Rensselaer Polytechnic-France
Zhang, Qin, Assistant Professor, Marketing, 2009 (2009); MS 2000 Washington - St. Louis; PHD 2002 Washington - St. Louis
Zhang, Quan Jiang, Assistant Professor, Internal Medicine, 2013 (2013);
Zhang, Ting, Assistant Professor, Statistics Actuarial Science, 2012 (2012);
Zhang, Weizhou, Assistant Professor, Radiation Oncology/Pathology, 2012 (2012);
Zhang, Xiaoyi, Associate Professor, Mathematics, 2009 (2012); BA 1998 Zheng Zhou, China; PHD 2003 China Academy
Zhang, Ying J., Professor, Biostatistics, 2004 (2010); BS 1985 Fudan-China; MS 1988 Fudan-China; MS 1994 Florida State; PHD 1998 Washington
Zhang, You-Kuan, Professor, Civil-Environmental Engineering/Geoscience, 1993 (2006); BS 1978 Chamgchun Institute-China; MS 1982 Nanjing-China; PHD 1990 Arizona
Zhao, Kang, Assistant Professor, Management Sciences, 2012 (2012);
Zhao, Xiaoyuan, Lecturer, Asian Slavic Languages Literature, 2008 (2008); MA 2008 Memphis
Zhu, Xi, Assistant Professor, Health Management Policy, 2011 (2011); BS 2000 East China Univ; MS 2003 East China Univ; PHD 2011 Minnesota
Zhu, Xiaodong, Assistant Professor, Internal Medicine, 2012 (2012);
Zhang, Qin, Assistant Professor, Biostatistics, 2009 (2009); MS 2000 Washington - St. Louis; PHD 2002 Washington - St. Louis
Zhang, Quan Jiang, Assistant Professor, Internal Medicine, 2013 (2013);
Zhang, Ting, Assistant Professor, Statistics Actuarial Science, 2004 (2010); BS 1985 Fudan-China; MS 1988 Fudan-China; MS 1994 Florida State; PHD 1998 Washington
Iowa Administrative Code

The following is extracted from the Board of Regents section of the Iowa Administrative Code as of May 15, 2013.

Admission Rules Common to the Three State Universities

681--1.1(262) Admission of undergraduate students directly from high school

Students desiring admission to the University of Iowa, Iowa State University, or the University of Northern Iowa must meet the requirements of this rule and also any special requirements for the curriculum, school, or college of their choice.

1.1(1) Application

Applicants must submit a formal application for admission, together with the appropriate application fee as approved by the state board of regents pursuant to Iowa Code subsection 262.9(18) and detailed in rule 681--1.7(262), and have their secondary school provide a transcript of their academic record, including credits and grades, rank in class, and certification of graduation. Applicants must also submit SAT Reasoning Test or ACT scores. Applicants whose primary language is not English must also meet the English language proficiency requirement specified by each university. Applicants may be required to submit additional information or data to support their applications.

1.1(2) Admission criteria

a. Effective for students who seek admission prior to fall 2009. Graduates of approved Iowa high schools who have the subject matter background required by each university and who rank in the upper one-half of their graduating class will be admitted to any regent university. Applicants who are not high school graduates, and who meet the regent admission index of 245 required for automatic admission will be admitted to any regent university.

1.1(4) Applicants who are graduates of nonapproved Iowa high schools, but whose classes have graduated, may be considered for admission. These applicants will be required to submit all academic data to the extent that it exists and achieve scores on standardized examinations. The options for conditional admission or summer tryout enrollment may not necessarily be offered to these students.

1.1(5) Applicants who are not high school graduates, but whose classes have graduated, may be considered for admission. These applicants will be required to submit all academic data to the extent that it exists and achieve scores on standardized examinations which will demonstrate that they are adequately prepared for academic study.

1.1(6) Early admission

a. Students with superior academic records may be admitted, on an individual basis, for part-time university study while enrolled in high school or during the summers prior to high school graduation.

b. In rare situations, exceptional students may be admitted as full-time students to a regent university before completing high school. Early admission to a regent university is provided to serve persons whose academic achievement and personal and intellectual maturity clearly suggest readiness for collegiate level study. Each university will specify requirements and conditions for early admission.

This rule is intended to implement Iowa Code section 262.9(3).

681--1.2(262) Admission of undergraduate students by transfer from other colleges

Students desiring admission to the University of Iowa, Iowa State University, or the University of Northern Iowa must meet the requirements of this rule and also any special
requirements for the curriculum, school, or college of their choice.

Applicants must submit a formal application for admission, together with the appropriate application fee as approved by the state board of regents pursuant to Iowa Code subsection 262.9(18) and detailed in rule 681--1.7(262), and request that each college they have attended send an official transcript of record to the admissions office. High school academic records and standardized test results may also be required. The Test of English as a Foreign Language (TOEFL) is required of foreign students whose first language is not English.

1.2(1) Transfer applicants with a minimum of 24 semester hours of graded credit from regionally accredited colleges or universities, who have achieved for all college work previously attempted the grade point required by each university for specific programs, will be admitted. Higher academic standards may be required of students who are not residents of Iowa.

Applicants who have not maintained the grade point required by each university for specific programs or who are under academic suspension from the last college attended may, after a review of their academic and test records, and at the discretion of the admissions officers:

- Be admitted unconditionally,
- Be admitted conditionally,
- Be required to enroll for a tryout period during a preceding summer session, or
- Be denied admission.

1.2(2) Admission of students with fewer than 24 semester hours of college credit will be based on high school academic and standardized test records in addition to review of the college record.

1.2(3) Transfer applicants under disciplinary suspension will not be considered for admission until information concerning the reason for the suspension has been received from the college assigning the suspension. Applicants granted admission under these circumstances will be admitted on probation.

1.2(4) Transfer applicants from colleges and universities not regionally accredited will be considered for admission on an individual basis taking into account all available academic information.

This rule is intended to implement Iowa Code section 262.9(3).

681--1.3(262) Transfer credit practices

The regent universities endorse the Joint Statement on Transfer and Award of Academic Credit approved in 1978 by the American Council on Education (ACE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the Council on Postsecondary Accreditation (COPA). The current issue of Transfer Credit Practices of Selected Educational Institutions, published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and publications of the Council on Postsecondary Accreditation (COPA) are examples of references used by the universities in determining transfer credit. The acceptance and use of transfer credit is subject to limitations in accordance with the educational policies operative at each university.

1.3(1) STUDENTS FROM REGIONALLY ACCREDITED COLLEGES AND UNIVERSITIES

Credit earned at regionally accredited colleges and universities is acceptable for transfer except that credit in courses determined by the receiving university to be of a remedial, vocational, or technical nature, or credit in courses or programs in which the institution granting the credit is not directly involved, may not be accepted, or may be accepted to a limited extent.

Of the course work earned at a two-year college, students may apply up to one-half but no more than 65 hours of the credits required for a bachelor’s degree toward that degree at a regent university. This policy becomes effective September 29, 1993.

1.3(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 receiving university.

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 a regent university.

1.3(3) STUDENTS FROM COLLEGES AND UNIVERSITIES NOT REGIONALLY ACCREDITED

When students are admitted from colleges and universities not regionally accredited, they may validate portions or all of their transfer credit by satisfactory academic study in residence, or by examination. Each university will specify the amount of the 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 the institutions, evaluates the nature and standards of the academic program, faculty, student records, library, and laboratories.

In determining the acceptability of transfer credit from colleges in states other than Iowa which are not regionally accredited, acceptance practices indicated in the current issue of Transfer Credit Practices of Selected Educational Institutions will be used as a guide. For institutions not listed in the publication, guidance is requested from the designated reporting institution of the appropriate state.

1.3(4) STUDENTS FROM FOREIGN COLLEGES AND UNIVERSITIES

Transfer credit from foreign educational institutions may be granted after a determination of the type of institution involved and after an evaluation of the content, level, and comparability of the study to courses and programs at the receiving university. Credit may be granted in specific courses, but is frequently assigned to general areas of study. Extensive use is made of professional journals and references which describe the education systems and programs of individual countries.

This rule is intended to implement Iowa Code section 262.9(3).
Residence

681--1.4(262) Classification of residents and nonresidents for admission, tuition, and fee purposes

1.4(1) 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 for admission, tuition, and fee purposes.

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

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

(1) A statement from the student describing employment and expected sources of support;
(2) A statement from the student’s employer;
(3) A statement from the student’s parents verifying nonsupport and the fact that the student was not listed as a dependent on tax returns for the past year and will not be so listed in future years;
(4) 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;
(5) Supporting statements from persons who might be familiar with the family situation;
(6) Iowa state income tax return.

d. Applications for resident classification for a given semester or session are due no later than the fifteenth class day of that semester or session. Applications received after the fifteenth class day of that semester or session will be considered for the next semester or session. Appeals of any nonresident classification decision resulting from applications for resident classifications are due no later than midterm of that semester or session. Change of classification from nonresident to resident will not be made retroactive beyond the term in which application for resident classification is made.

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

f. Review Committee. These regulations shall be administered by the registrar or someone designated by the registrar. The decision of the registrar or designated person may be appealed to a university review committee.

The decision of the review committee may be appealed to the state board of regents.

1.4(2) GUIDELINES

a. The following general 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 postsecondary 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 12 months and provided domicile is reestablished. If the absence from the state is for a period exceeding 12 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 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 as evidence that the person:

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

(4) A student who moves to Iowa may be eligible for resident classification at the next registration following 12 consecutive months in the state provided the student is not enrolled as more than a half-time student (6 credits for an undergraduate or professional student, 5 credits for a graduate student) in any academic year term, is not enrolled for more than 4 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) 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 Iowa state board of regents may be accorded immediate resident status for admission, tuition, and fee purposes when the person:
1. Comes directly to the state of Iowa from a refugee facility or port of debarkation, or
2. Comes to the state of Iowa within a reasonable time and has not established domicile in another state.

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

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

(8) 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.

b. 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:

(1) 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 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.

(2) 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.

(3) 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.

(4) Persons who have attended any accredited private institution.

(5) Persons whose parents, siblings, siblings-in-law, or dependents are also residents.

(6) Persons who have been residents of the state for 12 consecutive months prior to the beginning of the term for which resident classification is sought.

(7) Persons who have been residents of the state for 12 consecutive months prior to the beginning of the term for which resident classification is sought.

The following circumstances, standing alone, do not constitute sufficient evidence of domicile to effect classification of a student as a resident under these regulations:

(1) Voting or registration for voting.
(2) Employment in any position normally filled by a student.
(3) The lease of living quarters.
(4) Admission to a licensed practicing profession in Iowa.
(5) Automobile registration.
(6) Public records, for example, birth and marriage records, Iowa driver’s license.
(7) Continuous presence in Iowa during periods when not enrolled in school.
(8) Ownership of property in Iowa, or the payment of Iowa taxes.

This rule is intended to implement Iowa Code section 262.9(3).

681--1.5(262) Registration and transcripts--general

A person may not be permitted to register for a course or courses at a state board of regents institution until any delinquent accounts owed by the person to an institution or any affiliated organization for which an institution acts as fiscal agent have been paid.

A state board of regents institution may withhold official transcripts of the academic record of a person until any delinquent accounts owed by the person to an institution or any affiliated organization for which an institution acts as fiscal agent have been paid.

This rule is intended to implement Iowa Code section 262.9.

681--1.6(262) COLLEGE-BOUND PROGRAM

1.6(1) DEFINITIONS.

"Accredited private institution" means an institution of higher education as defined in Iowa Code section 261.9, subsection 5.

"Commission" means the college aid commission.
"Financial need" means the difference between the student’s financial resources, including resources available from the student’s parents and the student, as determined by a completed parents’ financial statement and including any non-campus-administered federal or state grants and scholarships, and the student’s estimated expenses while attending the institution. A student shall accept all available federal and state grants and scholarships before being considered eligible for grants under the Iowa minority academic grants for economic success program. Financial need shall be reconsidered on at least an annual basis.

"Full-time student" means an individual who is enrolled at an accredited private institution or board of regents university for at least 12 semester hours or the trimester or quarter equivalent.

"Minority person" means an individual who is black, Hispanic, Asian, or a Pacific Islander, American Indian, or an Alaskan Native American.

"Part-time student" means an individual who is enrolled at an accredited private institution or board of regents university in a course of study including at least three semester hours or the trimester or quarter equivalent of three semester hours.

"Program" means the Iowa minority academic grants for economic success program established in this division.

1.6(2) POLICY ON COLLEGE-BOUND PROGRAM
a. The regent institutions will cooperate with other state and local agencies, including the department of education, the college aid commission, and educational institutions in implementing the college-bound program.

b. The universities will develop programs for elementary, middle and secondary school students and their families in the following areas:

1. Encouragement to consider attending a postsecondary institution;
2. Enrichment and academic preparation;
3. Information about how to apply for admission.

c. College-bound program vouchers will be awarded to students on the basis of the participation of the student and the student’s family in the college-bound program. One voucher will be awarded for participation in each college-bound program sponsored by a university.

1. Each university will maintain records concerning those students who participate in the college-bound program, according to its established policies and procedures. The records will include information on those students who have received college-bound program vouchers which are described in Iowa Code section 262.92(2). The University of Iowa will maintain a central record on all students who have received college-bound program vouchers on behalf of all regent institutions and will make appropriate information available to the college aid commission.

2. College-bound program vouchers may be used by students enrolled at a regent institution or at a private college or university in Iowa.

3. A student holding vouchers and enrolling at a regent institution will receive priority in the award of funds under the Iowa minority academic grants for economic success (IMAGES) program. Awards under the IMAGES program are made on the basis of financial need. A student may be eligible for an additional award from the institution in which the student is enrolled.

4. A student holding vouchers and enrolling at a private college or university in Iowa will receive priority in the award of funds under the Iowa minority academic grants for economic success program as provided by the rules of the college aid commission.

5. The presidents, or their designees, will administer and coordinate the college-bound program at the universities. As part of the coordination, they will establish liaison with the appropriate state and local agencies, serve as the university contact and promote collaborative efforts among the regent universities and other appropriate agencies and institutions. Annual reports to the board of regents shall be prepared by each regent university. The reports shall contain relevant information as to the accomplishments of the program in the past year and a plan of action with goals and objectives for the forthcoming year. Reports shall be submitted to the board of regents on October 1 of each year.

This rule is intended to implement Iowa Code section 262.92.

Supplemental Specific Rules to The University of Iowa

681--1.7(262) Application fees
Application fees required for admission to the University of Iowa, Iowa State University and the University of Northern Iowa are as follows (only the University of Iowa fees are listed):

UNIVERSITY OF IOWA
Undergraduate domestic student and nondegree student: $40
Undergraduate international student: $85
Graduate/professional domestic student: $60
Graduate/professional international student: $100
Pharm.D. student: $100
Reentry fee: $20

This rule is intended to implement Iowa Code section 262.9(3).

681--2.1(262) Formal application for admission

All applicants for admission to any college of the University of Iowa must submit a formal application for admission with the required official transcripts and other supporting material as required to the director of admissions. Students may not be registered until they have been issued an admission statement by the director of admissions.

681--2.3(262) College of Business Administration

2.3(1) APPLICATION FOR ADMISSION

Applications for admission to the college of business administration should be submitted to the director of admissions.

Applicants are urged to apply as early as possible, since this will give the admissions committee more time to devote to each application. Closing dates for receiving applications will be announced well in advance of the opening date of any session.
2.3(2) REQUIREMENTS FOR ADMISSION

For admission to the college of business administration an applicant must have--

a. Completed specific course work as prescribed by the faculty of the college.

b. Attained satisfactory scores on the university’s required admission examinations.

c. Maintained a satisfactory grade-point average on all courses undertaken, and on all courses undertaken at the University of Iowa, and on all courses undertaken in business and economics.

Applications from students who have minor deficiencies in meeting grade-point requirements specified above will be reviewed by the admissions committee of the college, and upon favorable recommendation of the committee, such students may be granted conditional or probationary admissions.

Fulfillment of the minimal requirements listed above, however, does not assure admission to the college of business administration. From those applicants who meet the minimum requirements, the admissions committee will select the applicants who, in their judgment, appear to be best qualified.

681--2.4(262) College of Dentistry

2.4(1) APPLICATION FOR ADMISSION

Address all inquiries regarding admission to the Director of Admissions, University of Iowa.

Applicants are urged to apply as early as possible, since this will give the admissions committee more time to devote to each application. Closing dates for receiving applications will be announced well in advance of the opening date of any session.

Applicants for admission to dentistry are encouraged to complete a program leading to a baccalaureate degree before entering dentistry. Applicants should consider a combined program of liberal arts and dentistry which would qualify them for a baccalaureate degree upon the completion of the freshman year in dentistry. Preference will be given to students who have the baccalaureate degree or who have completed the requirements for the degree in a combined program.

Fulfillment of the specific requirements for admission listed does not ensure admission to the college of dentistry. From the applicants meeting the minimum requirements, the admissions committee will select the applicants who in their judgment appear to be best qualified for the study and practice of dentistry.

Each applicant must place on file in the office of the director of admissions the completed application form and an official transcript from each college attended.

The college work outlined below will suffice to meet the minimal academic requirements for admission to the college of dentistry.

The college curriculum must include at least three academic years of accredited work comprising not less than 96 semester hours and including specific required science courses as prescribed by the faculty of the college. Electives should be chosen so as to give the applicant a well-rounded educational background.

In order to meet minimum scholarship requirements, the applicant should attain a cumulative grade-point average of 2.5. Since the quality of course work in predental science is basic to success in dentistry, special consideration to such college work is given by the admissions committee. The grade-point average is based upon the University of Iowa’s marking system in which a grade of “A” is equivalent to four points. Other marking systems will be evaluated by the office of admissions and the committee on admissions of the college of dentistry.

Applicants who have completed the requirements for admission to dentistry five or more years prior to seeking admission to this college of dentistry will be considered by the admissions committee only under exceptional conditions.

Preference will be given to applicants who are residents of Iowa, but consideration will also be given to outstanding nonresidents.

Personal interviews will be required of applicants for admission to the college of dentistry. Applicants will be notified when they should appear for the required interviews with members of the admissions committee.

All applicants must complete the dental aptitude tests sponsored by the council on dental education of the American Dental Association. Tests are given three times annually. The University of Iowa is a testing center.

To facilitate early selection, applicants for admission to the college of dentistry are urged to complete the aptitude test no later than October to enable the admissions committee to begin its selection in December.

Accepted applicants are required to make the required deposit within two weeks after notification of favorable action on their applications. This deposit is not refundable but is credited toward the first fee payment. The applicant who fails to make the deposit within the time specified forfeits a place in the entering class.

Applicants accepted for admission are required to submit a satisfactory physical examination report to the university student health service within two weeks following notification of acceptance.

All applicants must also complete, through student health service, an X-ray film of the chest and a successful vaccination against smallpox prior to registration.

2.4(2) ADVANCED STANDING

Applications for admission with advanced standing are handled as individual cases.

681--2.5(262) College of Engineering

Address all inquiries regarding admission to the Director of Admissions, University of Iowa, Iowa City, Iowa.

Closing dates for receiving applications will be announced well in advance of the opening date of any session.

2.5(1) ADMISSION OF FRESHMAN STUDENTS

The applicant must submit a formal application for admission and must have the secondary school provide a certificate of high school credits, including a complete statement of the applicant’s high school record, rank in class, scores on standardized tests, and certification of high school graduation. The applicant must also submit any other evidence such as a certificate of health that may be required by this university.
Each applicant must have attained satisfactory scores on the university’s required admission examinations, maintained a satisfactory cumulative grade-point average, achieved satisfactory rank in graduating class, and successfully completed all prerequisite courses. The university with the approval of the state board of regents shall establish and periodically review specific minimum requirements for admission to the college of engineering. Among the items to be so determined are test score, grade-point average, class rank, and prerequisite courses. These specific determinations will be published in the university catalog.

From applicants who do not meet minimum admission requirements, the director of admissions may after a review of the applicant’s record: (a) Admit unconditionally, (b) admit on probation, (c) require enrollment for a tryout period during a preceding summer session, or (d) deny admission.

2.5(2) ADMISSION OF UNDERGRADUATE STUDENTS BY TRANSFER

The applicant must submit a formal application and official transcript of college work. Each applicant should have:

a. Maintained satisfactory progress in mathematics.

b. Attained satisfactory scores on the university’s required admission examinations.

c. Maintained a satisfactory cumulative grade-point average on all college work undertaken.

From applicants who do not meet recommended requirements, the director of admissions will review individual records and may offer probationary admission.

681--2.6(262) Graduate College

Graduates of any college or university accredited by regional accrediting associations may if the academic record is satisfactory be admitted to the graduate college. Admission to the graduate college is not the equivalent of acceptance as a candidate for an advanced degree. Such acceptance is given usually after the completion in residence of work at the university and upon recommendation of the major department and approval by the dean of the graduate college. The acceptance of a student as a degree candidate is determined upon the merits of each individual case.

A student who is within four semester hours of having satisfied all the requirements for the bachelor’s degree in the University of Iowa may be given a tentative admission to the graduate college.

681--2.7(262) College of Law

2.7(1) APPLICATION FOR ADMISSION

Address all inquiries concerning admission to the Director of Admissions, University of Iowa, Iowa City, Iowa. Beginning students may enter the college of law only in the summer session or the fall semester. Closing dates for receiving applications will be announced well in advance of the opening date of any session.

To be considered for admission, an applicant should have attained a cumulative grade-point average of at least 2.3 on all college work undertaken. The grade-point average is based upon the University of Iowa’s marking system in which a grade of “A” is equivalent to four points.

Other marking systems will be evaluated by the office of admissions.

Applicants for admission must present a baccalaureate degree from an approved college or university prior to commencing work in the college of law.

Each applicant for admission must take the Law School Admission Test administered by the Educational Testing Service, Princeton, New Jersey, and have the score forwarded to the college of law. The test is given several times per year and may be taken at numerous locations in the United States and throughout the world. Applicants are urged to take the test in the fall or winter preceding the fall semester for which they are making application. Except upon a showing acceptable to it, the admissions committee will not consider applications from students who fail to take the test prior to the June 1 preceding the fall semester in which they wish to enter.

Fulfillment of the specific requirements for admission listed above does not ensure admission to the college of law. From the applicants meeting the minimum requirements, the admissions committee of the college of law will select those applicants who, in their judgment, appear to be best qualified for the study and practice of law. The law admissions committee may require personal interviews of applicants.

2.7(2) ADMISSION WITH ADVANCED STANDING

A transfer student may be eligible for admission if the student (a) has attended a school approved by the Association of American Law Schools; (b) is in good standing at the time of withdrawal (evidenced by a letter from the dean of the school from which transferring); (c) meets the admission requirements for beginning students; and (d) has done substantially above average work in the law school the student attended. Where an applicant has completed more than one year of law study, advanced standing will be permitted only in exceptional cases. Applicants for admission with advanced standing should comply with the procedures required for admission to the first-year class.

681--2.8(262) College of Medicine

2.8(1) APPLICATION FOR ADMISSION

Address all inquiries regarding admission to the Director of Admissions, University of Iowa.

Applicants are urged to apply as early as possible, since this will give the admissions committee more time to devote to each application. Closing dates for receiving applications will be announced well in advance of the opening date of any session.

Fulfillment of the specific requirements for admission listed below does not ensure admission to the college of medicine. From the applicants meeting the specific requirements, the admissions committee of the college of medicine will select those applicants who in their judgment appear to be best qualified for the study and practice of medicine.

Prior to entrance an applicant must:

a. Have received the baccalaureate degree; or

b. Have completed three years of a combined baccalaureate-medicine curriculum which qualifies the applicant to receive the baccalaureate degree on completion of the first year in medicine; or
c. Have completed three years of a baccalaureate program which includes the general graduation requirements of the college of liberal arts of the University of Iowa for the combined baccalaureate degree.

Each applicant must place on file in the office of the director of admissions the completed application form and an official transcript from each college attended.

The college work as outlined below will suffice to meet the minimal academic requirements for admission to the college of medicine.

Applicants who have completed the baccalaureate degree and required courses five or more years prior to seeking admission to this college of medicine will be considered by the admissions committee only under exceptional conditions.

The college curriculum must include at least three years (equivalent to 96 semester hours) including specific required science courses as prescribed by the faculty of the college.

Students planning to study medicine should bear in mind that other college work is required in addition to prerequisite sciences because it offers an opportunity to secure a well-rounded education, which is of special importance to those entering the medical profession. In the selection of applicants, preference will be given to those who give evidence of having obtained such a broad education.

To be considered for admission, an applicant must have attained a grade-point average of at least 2.5 for all college work undertaken. As the quality of work in premedical science is very basic to success in medicine, special attention will be given by the admissions committee to grades in science. The grade-point average is based upon the University of Iowa’s marking system in which a grade of "A" is equivalent to 4 points. Other marking systems will be evaluated by the office of admissions and the committee on admissions of the college of medicine.

Preference will be given to applicants with high scholastic standing who are residents of Iowa, and consideration will also be given to outstanding nonresidents. Applicants for admission are required to take the medical college admissions test which is administered for the Association of American Medical Colleges. Applicants are requested to complete this test in May or October of the year preceding that for which they are applying for admission. Students may make arrangements to apply for this examination through the university examination service, the University of Iowa.

Personal interviews will be required. Applicants will be contacted for the appointment for required interviews.

Applicants accepted for admission are required to submit a satisfactory physical examination report to the university student health service within two weeks following notification of acceptance.

All applicants must also complete, through student health service, an X-ray film of the chest and successful vaccination against smallpox prior to registration.

2.8(2) ADMISSION TO ADVANCED STANDING

If their work preparatory to entering a college of medicine would have met entrance requirements of this college, students from other approved medical colleges may be admitted to advanced standing according to the following conditions:

Only applicants of high scholastic standing will be considered.

They must present certificates showing that they have satisfactorily completed courses equivalent to those already pursued by the class they wish to enter.

The committee on admission to advanced standing will decide in each case whether examinations in the various subjects will be required.

Applications will be considered only upon receipt of a statement from the dean or registrar of the college from which the applicant comes, showing the actual amount of time the student has spent in the study of medicine, the courses taken, and the grades received, together with a statement of the work preparatory to entering upon the course in medicine.

No advanced standing will be granted to students from other than approved medical schools. Students may be granted subject credit upon recommendation of the head of the department concerned, for work taken in other than medical schools.

2.8(3) UNCLASSIFIED STUDENTS

Applicants for admission to the college of medicine who are not candidates for a degree but who desire to register for special subjects, will be admitted to any lecture or laboratory course only upon complying with all the regular requirements for admission to such course or by action of the faculty upon recommendation of the professor in charge of the course.

681--2.9(262) College of Nursing

Applications for admission to the college of nursing should be submitted to the Director of Admissions, University of Iowa, Iowa City, Iowa. Applicants for admission to the undergraduate program in nursing must present a minimum of 30 semester hours completed in an accredited college. For admission to the college of nursing an applicant must have:

1. Completed specific course work as prescribed by the faculty of the college. The director of admissions will provide a list of the course work required.

2. Completed the American College Tests.

3. Performed satisfactorily on all courses undertaken.

Applications from students who have minor deficiencies in meeting grade-point requirements specified above will be reviewed by the admissions committee of the college, and, upon favorable recommendation of the committee, such students may be granted conditional or probationary admissions.

Fulfillment of the minimum requirements listed above, however, does not assure admission to the college of nursing. From those applicants who meet the minimum requirements, the admissions committee will select those applicants who, in their judgment, appear to be best qualified.

681--2.10(262) College of Pharmacy

2.10(1) GENERAL BASIS FOR ADMISSION

Fulfillment of the specific requirements for admission does not ensure admission to the college of pharmacy. From
the applicants meeting the specific requirements, the admissions committee will select those applicants who in their judgment appear to be best qualified. Applicants for admission to pharmacy should have graduated from an approved high school or have an equivalent amount of training.

2.10(2) COLLEGE WORK
The college work as outlined below will meet the minimum academic requirements for admission to the college of pharmacy. The minimum should include 32 semester hours of college level work exclusive of credit in military and air science and physical education. The 32 semester hours must include:

Communication skills. Applicants must have demonstrated satisfactory achievement in communication skills according to the requirements of the college of liberal arts at the state University of Iowa. Applicants from other institutions may meet this requirement by presenting six semester hours of credit in English composition and rhetoric and two semester hours of credit in speech or an eight-semester-hour year course in communication skills.

Inorganic chemistry and qualitative analysis, eight semester hours.

College mathematics, eight semester hours.

Physics or zoology, eight semester hours.

Students from other institutions may substitute a comparable eight-semester-hour course in biology in lieu of zoology.

Military or air science (if available), zero to two semester hours.

Students who present minor deficiencies in meeting the above requirements may be admitted to the college of pharmacy upon the recommendation of the dean of admissions and the college of pharmacy.

2.10(3) SCHOLARSHIP AND APPLICATION DEADLINE
To be considered for admission to the college of pharmacy, students must have earned a 2.0 or "C" average on all collegiate work undertaken. The minimum grade-point average of 2.0 is based on the state University of Iowa’s marking system in which the grade of "A" is equivalent to four points. Applications for admission and the required official transcripts should be filed before March 1 for the class to enter pharmacy in September.

2.10(4) REQUIRED TESTS
Applicants for admission are required to take the American College Testing Program test.

2.10(5) CURRENT REQUIREMENTS
Applicants who have completed work in a college of pharmacy accredited by the American Council on Pharmaceutical Education may if their college academic average is acceptable be admitted and granted advanced standing toward the degree of bachelor of science in pharmacy.

681--2.11(262) College of Liberal Arts
Applicants for admission to liberal arts must meet the rules that are common to the three state institutions in Iowa as listed in 681--1.1(262), 1.2(262) and 1.3(262).
University Calendar

Some University Calendar dates may change; see Calendars/Deadlines on the Office of the Registrar web site for the most up-to-date academic calendar.

2013 Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 2</td>
<td>University holiday, offices closed</td>
</tr>
<tr>
<td>Nov. 24-Dec. 1</td>
<td>Thanksgiving recess</td>
</tr>
<tr>
<td>November 28-29</td>
<td>University holidays, offices closed</td>
</tr>
<tr>
<td>December 13</td>
<td>Classes end</td>
</tr>
<tr>
<td>December 16-20</td>
<td>Final exam week</td>
</tr>
<tr>
<td>December 24-25</td>
<td>University holidays, offices closed</td>
</tr>
</tbody>
</table>

Fall commencement ceremonies: dates vary by college; see Commencement on the Office of the Registrar web site.

2013-14 Winter Session

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 30</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 1</td>
<td>University holiday, offices closed</td>
</tr>
<tr>
<td>January 17</td>
<td>Classes end</td>
</tr>
</tbody>
</table>

2014 Spring Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>University holiday, offices closed</td>
</tr>
<tr>
<td>January 21</td>
<td>Classes begin</td>
</tr>
<tr>
<td>March 16-23</td>
<td>Spring break</td>
</tr>
<tr>
<td>May 9</td>
<td>Classes end</td>
</tr>
<tr>
<td>May 12-16</td>
<td>Final exam week</td>
</tr>
</tbody>
</table>

Spring commencement ceremonies: dates vary by college; see Commencement on the Office of the Registrar web site.

2014 Summer Sessions

The University of Iowa offers several summer sessions: one 12-week session, one 8-week session, two 6-week sessions, and one 4-week session. Each session is listed below in order by its starting date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 19-June 13</td>
<td>Four-week session (final exam day: June 13)</td>
</tr>
<tr>
<td>May 19-June 27</td>
<td>Six-week session I (final exam day: June 27)</td>
</tr>
<tr>
<td>May 19-August 8</td>
<td>Twelve-week session (final exam day: August 8)</td>
</tr>
<tr>
<td>May 26</td>
<td>University holiday, offices closed</td>
</tr>
<tr>
<td>June 16-August 8</td>
<td>Eight-week session (final exam day: August 8)</td>
</tr>
<tr>
<td>June 30-August 8</td>
<td>Six-week session II (final exam day: August 8)</td>
</tr>
<tr>
<td>July 4</td>
<td>University holiday, offices closed</td>
</tr>
</tbody>
</table>

Individual College Calendars

Some University of Iowa colleges have academic year schedules that are different from the one listed above. Contact the individual colleges or visit their web sites; use the A-Z Search or the Phonebook/E-mail directory on the University of Iowa home page.

Office of the Registrar Calendars

The Office of the Registrar provides additional calendars that list detailed academic deadlines, final exam schedules, and University holidays. It also publishes a five-year academic calendar (PDF file available). See Calendars/Deadlines on the Office of the Registrar web site.
Campus Visits

Each year The University of Iowa is the destination for visitors with wide-ranging interests. Prospective and new students and their parents, new faculty and staff members, fans of intercollegiate athletics, University of Iowa Health Care patients, audiences for the visual and performing arts, museum visitors, and conference and continuing education participants are among those drawn to the campus.

Prospective and New Students

Prospective and new students should come first to the Admission Visitors Center, C110 Pomerantz Center, 213 N. Clinton Street. The center is open weekdays 8:30 a.m. to 4:30 p.m. and selected Saturday mornings. It is best to visit the campus on weekdays, when classes are in session and when other University offices are open. Please call the Office of Admissions to arrange for a campus visit: 319-335-1569.

Attractions, Campus Maps, Parking

For links to campus maps, walking tours, how to arrange visits to varied attractions, and where to park on campus, see Campus Maps & Tours. For additional information about the University, use the A-Z Search on the University’s home page (http://www.uiowa.edu).
Index

A
Academics at Iowa ................................................................. 5
Accounting ............................................................................. 626
Accreditation: see Catalog Home ........................................... 4
Administrative Officers ......................................................... 1256
Aerospace Studies (Air Force ROTC) ................................. 1186
African American Studies ................................................... 25
Aging Studies ......................................................................... 31
Agricultural Safety and Health ............................................ 1140
American Indian and Native Studies ................................. 34
American Sign Language ..................................................... 38
American Studies .................................................................. 41
Anatomy and Cell Biology .................................................. 1002
Anesthesia ............................................................................ 1006
Anthropology ........................................................................ 51
Applied Mathematical and Computational Sciences ......... 908
Arabic: see French and Italian .............................................. 285
Art and Art History .............................................................. 67
Asian and Slavic Languages and Literatures ....................... 93
Astronomy: see Physics and Astronomy .............................. 490

B
Bachelor of Applied Studies ............................................... 1188
Bachelor of Business Administration ................................. 632
Bachelor of Liberal Studies .................................................. 1191
Bachelor of Liberal Studies .................................................. 1191
Bachelor of Science in Engineering ..................................... 814
Belin-Blank Center for Gifted Education ......................... 1193
Biochemistry ......................................................................... 112
Biochemistry ......................................................................... 1009
Biology ................................................................................ 118
Biomedical Engineering ...................................................... 824
Biosciences .......................................................................... 910
Biosciences Advantage, Iowa ............................................. 1206
Biostatistics .......................................................................... 1141
Business, Tippie College of ................................................. 621

C
Calendars: see University Calendar ....................................... 1400
Campus Visits ...................................................................... 1401
Cardiothoracic Surgery ...................................................... 1015
Career Center Programs ..................................................... 1195
Carver College of Medicine .................................................. 993
Center for Diversity & Enrichment (credit program) ........... 1199
Center for Diversity & Enrichment ....................................... 1199
Center for the Book (credit program) ................................. 915
Center for the Book ............................................................. 915
Certificate in Public Health .................................................. 1146
Certificates, undergraduate: see Undergraduate Study ........ 6
Chemical and Biochemical Engineering ............................. 834
Chemistry .............................................................................. 132
Chinese: see Asian and Slavic Languages and Literatures .... 93
Creative Writing--nonfiction: see English ......................... 246
Creative Writing--precocleage summer program: see Iowa Young Writers' Studio ........................................... 1210
Creative Writing--undergraduate creative writing track: see English ......................................................... 246
Critical Cultural Competence ............................................. 209
Czech: see Asian and Slavic Languages and Literatures ........ 93

D
Dean’s List ............................................................................. 237
Diversity ................................................................................ 36
Division of Continuing Education ..................................... 1253

E
Electrical and Computer Engineering ............................... 849
English .................................................................................. 247
Environmental Engineering .................................................. 849
Environmental Studies ......................................................... 849
Economics .............................................................................. 241
Economics, Department of ................................................... 241
Economics, Bachelor of Science ......................................... 241
Economics, Business Administration ................................ 241
Economics, Business Economics ........................................ 241
Economics, Economics ......................................................... 241
Economics, Finance .............................................................. 241
Economics, Marketing ......................................................... 241
Environment .......................................................................... 31
Environmental Studies .......................................................... 31
Ethics ...................................................................................... 193
Ethics ...................................................................................... 193
Evolutionary Anthropology ................................................. 157
Evolutionary Anthropology, minor ..................................... 157
Evolutionary Anthropology, program .................................. 157

F
Family, have you met our faculty? ........................................ 60
French: see Asian and Slavic Languages and Literatures ...... 93
Fulbright Scholarships .......................................................... 248
Fulbright Study Abroad .......................................................... 248
Fulbright U.S. Student Program ............................................ 248
Fulbright U.S. Study Abroad Program ................................ 248
Funeral Director ................................................................. 1257
G
Gender .......................................................... 1401
Gender, have you met our faculty? ...................................... 60
Graduate School of Public Health ....................................... 1149
Graduate Studies ................................................................. 1149
Great Plains Center for Agricultural Weather Research .... 1189

H
Housing .................................................................................. 18
Humanities .............................................................................. 18
Humanities, Bachelor of Arts .............................................. 150
Humanities, Bachelor of Science ....................................... 150
Humanities: see Liberal Arts ................................................... 150
Humanities, Bachelor of Arts .............................................. 150
Humanities, Bachelor of Science ....................................... 150

I
Index ...................................................................................... 1402
International Relations ......................................................... 234
International Relations, Bachelor of Arts ......................... 234
International Relations, Bachelor of Science .................... 234
International Relations, International Studies .................. 234
International Relations, International Studies, Bachelor of Arts 234
International Relations, International Studies, Bachelor of Science 234
International Relations, International Studies, Minor ........ 234
International Relations, International Studies, Program ..... 234
International Relations, Minor .............................................. 234
International Relations, Program ........................................ 234

J
Java: see Computer Science .................................................. 140
Japanese: see Asian and Slavic Languages and Literatures .... 93

K
Kinesiology ............................................................................. 485

L
Law ......................................................................................... 490
Latin: see Classical Languages .............................................. 490
Latin American Studies .......................................................... 490
Latinos: see Hispanic Students .............................................. 490
Latin, a language: see Classical Languages ......................... 490

M
Major, see Undergraduate Study ........................................... 140
Major, see Undergraduate Study ........................................... 140
Majors ................................................................................... 140
Major, see Undergraduate Study ........................................... 140
Majors ................................................................................... 140

N
Natural Science ..................................................................... 32
Natural Science, Bachelor of Science ................................ 32
Natural Science, Minor ........................................................... 32
Natural Science, Program ....................................................... 32

O
Office of Career Services ....................................................... 1194
Office of the Registrar ............................................................ 1255
Office of the University Registrar ........................................ 1255
Office of Student Life ............................................................ 1255

P
Pharmacy ................................................................................. 1123
Pharmacy, Bachelor of Science ........................................... 1123
Pharmacy, Doctor of Pharmacy ........................................... 1123
Pharmacy, Graduate Program ............................................. 1123

Q
Quality of Life ................................................................. 1401

R
Ragamuffins .......................................................................... 66
Radio and Television Communication .............................. 135
Radio and Television Communication, Bachelor of Arts ... 135
Radio and Television Communication, Bachelor of Science 135
Radio and Television Communication, Minor .................... 135
Radio and Television Communication, Program ............... 135
Radiology ................................................................................ 104
Radiology, Bachelor of Science ........................................... 104
Radiology, Minor ................................................................. 104
Radiology, Program ............................................................. 104

S
Safeguarding the future ...................................................... 1255
Safeguarding the future ...................................................... 1255
Safeguarding the future ...................................................... 1255
Safeguarding the future ...................................................... 1255

T
Tippie College of Business, see Business, Tippie College of 621
Tippie College of Business, see Business, Tippie College of 621
Tippie College of Business, see Business, Tippie College of 621
Tippie College of Business, see Business, Tippie College of 621

U
Undergraduate Study ............................................................. 140
Undergraduate Study ............................................................. 140
Undergraduate Study ............................................................. 140
Undergraduate Study ............................................................. 140

V
We are your home away from home ..................................... 60
Women, have you met our faculty? ...................................... 60

W
Writing: see English .............................................................. 246
Writing: see English .............................................................. 246
Writing: see English .............................................................. 246
Writing: see English .............................................................. 246

X
X-ray technology ................................................................. 104
X-ray technology ................................................................. 104
X-ray technology ................................................................. 104
X-ray technology ................................................................. 104

Y
Year in Review ....................................................................... 1401
Year in Review ....................................................................... 1401
Year in Review ....................................................................... 1401
Year in Review ....................................................................... 1401

Z
Zubin Gurdjian: see Neurology ............................................. 1016
D
Dance ................................................................. 210
Degrees offered, advanced: see Graduate and Professional Study 14
Dentistry, College of ........................................ 684
Dermatology ...................................................... 1017
Dietetic Internship ........................................... 1018
Disability Studies .......................................... 219
Distance Education: see Division of Continuing Education .... 1253
Division of Continuing Education ..................... 1253
Division of Performing Arts .............................. 221
Division of World Languages, Literatures, and Cultures ...... 222
Doctor of Dental Surgery .................................. 687
Doctor of Medicine .......................................... 1019
Doctor of Philosophy ...................................... 640
Doctor of Philosophy in business administration .............. 640

E
Earth and Environmental Sciences ...................... 224
Economics ...................................................... 236
Economics ...................................................... 641
Education, College of ...................................... 715
Educational Policy and Leadership Studies .................. 724
Electrical and Computer Engineering .................... 857
Elementary Education ...................................... 245
Emergency Medicine ....................................... 1024
Emerging Infectious Disease Epidemiology ................. 1153
Endodontics .................................................. 690
Engineering, College of .................................... 806
English ......................................................... 246
English as a Second Language ......................... 271
Entrepreneurial Management ............................ 650
Environmental Sciences ................................... 275
Epidemiology ................................................ 1154
Ethics and Public Policy ................................... 282

F
Faculty ............................................................. 1259
Family Dentistry ............................................ 692
Family Medicine ............................................ 1026
Fiction writing, graduate: see Creative Writing (Iowa Writers' Workshop) ... 207
Finance ......................................................... 654
First-Year Programs ....................................... 1201
Four-Year Graduation Plan ............................... 13

Free Radical and Radiation Biology ....................... 1029
French and Italian .......................................... 285
Fundraising and Philanthropy Communication ........... 295

G
Gender, Women's, and Sexuality Studies ................ 297
General Education Program ................................ 12
General Education Program ................................ 306
Genetics ....................................................... 922
Geographical and Sustainability Sciences ................ 315
Geriatric and Special Needs Dentistry .................... 693
German ....................................................... 330
Gifted education: see Belin-Blank Center for Gifted Education 1193
Global Health Studies ..................................... 337
Grading ....................................................... 19
Graduate and Professional Study ......................... 14
Graduate College .......................................... 888
Greek: see Classics ........................................ 149

H
Health and Human Physiology ......................... 342
Health and Physical Activity Skills courses: see Health and Human Physiology .... 342
Health Management and Policy ......................... 1164
Hebrew: see Religious Studies ......................... 530
Hindi: see Asian and Slavic Languages and Literatures .... 93
History ....................................................... 360
Honors Program, University of Iowa .................... 1247
Hospital Certificate Programs ............................. 993
Hospital General Dentistry .............................. 694
Human Rights ............................................. 1202
Human Toxicology ........................................ 925

I
Immunology .................................................. 927
Industrial engineering: see Mechanical and Industrial Engineering .......... 867
Informatics (graduate program) ......................... 929
Informatics ................................................ 929
Informatics, undergraduate program: see Computer Science ...... 192
Intercollegiate Athletic Participation ..................... 1205
Interdepartmental Studies ............................... 377
Internal Medicine ........................................ 1031
International Business .................................. 387
International Business ................................ 659
International Programs .................................. 932
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>International relations: see Political Science</td>
<td>504</td>
</tr>
<tr>
<td>International Studies</td>
<td>393</td>
</tr>
<tr>
<td>International studies-undergraduate program: see International Studies</td>
<td>393</td>
</tr>
<tr>
<td>International studies—graduate program: see International Programs</td>
<td>932</td>
</tr>
<tr>
<td>International Writing Program</td>
<td>933</td>
</tr>
<tr>
<td>Iowa Administrative Code</td>
<td>1391</td>
</tr>
<tr>
<td>Iowa Biosciences Advantage</td>
<td>1206</td>
</tr>
<tr>
<td>Iowa Lakeside Laboratory</td>
<td>1207</td>
</tr>
<tr>
<td>Iowa Young Writers’ Studio</td>
<td>1210</td>
</tr>
<tr>
<td>Italian: see French and Italian</td>
<td>285</td>
</tr>
<tr>
<td>Japanese: see Asian and Slavic Languages and Literatures</td>
<td>93</td>
</tr>
<tr>
<td>Journalism and Mass Communication</td>
<td>407</td>
</tr>
<tr>
<td>Korean: see Asian and Slavic Languages and Literatures</td>
<td>93</td>
</tr>
<tr>
<td>Lakeside Laboratory: see Iowa Lakeside Laboratory</td>
<td>1207</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>418</td>
</tr>
<tr>
<td>Latin: see Classics</td>
<td>149</td>
</tr>
<tr>
<td>Law, College of</td>
<td>962</td>
</tr>
<tr>
<td>Leadership Studies</td>
<td>1211</td>
</tr>
<tr>
<td>Leisure Studies</td>
<td>421</td>
</tr>
<tr>
<td>Liberal Arts and Sciences, College of</td>
<td>22</td>
</tr>
<tr>
<td>Library and Information Science</td>
<td>935</td>
</tr>
<tr>
<td>Lifetime Leisure Skills</td>
<td>1216</td>
</tr>
<tr>
<td>Linguistics</td>
<td>430</td>
</tr>
<tr>
<td>Literature: see English</td>
<td>246</td>
</tr>
<tr>
<td>Majors and tracks, undergraduate: see Undergraduate Study</td>
<td>6</td>
</tr>
<tr>
<td>Management and Organizations</td>
<td>664</td>
</tr>
<tr>
<td>Management Sciences</td>
<td>669</td>
</tr>
<tr>
<td>Marketing</td>
<td>673</td>
</tr>
<tr>
<td>Master of Business Administration Program</td>
<td>677</td>
</tr>
<tr>
<td>Master of Public Health Program</td>
<td>1171</td>
</tr>
<tr>
<td>Mathematics</td>
<td>436</td>
</tr>
<tr>
<td>Mechanical and Industrial Engineering</td>
<td>867</td>
</tr>
<tr>
<td>Medical Education Program</td>
<td>1035</td>
</tr>
<tr>
<td>Medical Laboratory Science</td>
<td>1037</td>
</tr>
<tr>
<td>Medical Scientist Training Program</td>
<td>1038</td>
</tr>
<tr>
<td>Medicine, Carver College of</td>
<td>993</td>
</tr>
<tr>
<td>Medieval Studies</td>
<td>448</td>
</tr>
<tr>
<td>Microbiology</td>
<td>451</td>
</tr>
<tr>
<td>Microbiology</td>
<td>1040</td>
</tr>
<tr>
<td>Military Science (Army ROTC)</td>
<td>1219</td>
</tr>
<tr>
<td>Minors, undergraduate: see Undergraduate Study</td>
<td>6</td>
</tr>
<tr>
<td>Molecular and Cellular Biology</td>
<td>942</td>
</tr>
<tr>
<td>Molecular Physiology and Biophysics</td>
<td>1046</td>
</tr>
<tr>
<td>Museum Studies</td>
<td>456</td>
</tr>
<tr>
<td>Music</td>
<td>460</td>
</tr>
<tr>
<td>Neurology</td>
<td>1049</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>945</td>
</tr>
<tr>
<td>Neurosurgery</td>
<td>1051</td>
</tr>
<tr>
<td>Nonfiction writing: see English</td>
<td>246</td>
</tr>
<tr>
<td>Nonprofit Management</td>
<td>1222</td>
</tr>
<tr>
<td>Nuclear Medicine Technology</td>
<td>1052</td>
</tr>
<tr>
<td>Nursing, College of</td>
<td>1105</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
<td>1055</td>
</tr>
<tr>
<td>Occupational and Environmental Health</td>
<td>1178</td>
</tr>
<tr>
<td>Operative Dentistry</td>
<td>695</td>
</tr>
<tr>
<td>Ophthalmology and Visual Sciences</td>
<td>1057</td>
</tr>
<tr>
<td>Oral and Maxillofacial Surgery</td>
<td>697</td>
</tr>
<tr>
<td>Oral Pathology, Radiology, and Medicine</td>
<td>699</td>
</tr>
<tr>
<td>Oral Science</td>
<td>702</td>
</tr>
<tr>
<td>Orientation Training</td>
<td>1223</td>
</tr>
<tr>
<td>Orthodontics</td>
<td>704</td>
</tr>
<tr>
<td>Orthopaedics and Rehabilitation</td>
<td>1059</td>
</tr>
<tr>
<td>Otolaryngology—Head and Neck Surgery</td>
<td>1061</td>
</tr>
<tr>
<td>Pathology</td>
<td>1063</td>
</tr>
<tr>
<td>Patient Care Practicum</td>
<td>1224</td>
</tr>
<tr>
<td>Pediatric Dentistry</td>
<td>706</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>1066</td>
</tr>
<tr>
<td>Performing Arts Entrepreneurship</td>
<td>483</td>
</tr>
<tr>
<td>Performing Arts, Division of</td>
<td>221</td>
</tr>
<tr>
<td>Periodontics</td>
<td>708</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>1070</td>
</tr>
<tr>
<td>Pharmacy, College of</td>
<td>1123</td>
</tr>
<tr>
<td>Philosophy</td>
<td>485</td>
</tr>
<tr>
<td>Physical Therapy and Rehabilitation Science</td>
<td>1073</td>
</tr>
<tr>
<td>Physician Assistant Studies and Services</td>
<td>1081</td>
</tr>
<tr>
<td>Physics and Astronomy</td>
<td>490</td>
</tr>
</tbody>
</table>
Poetry writing, graduate: see Creative Writing (Iowa Writers' Workshop) ................................................................. 207
Polish: see Asian and Slavic Languages and Literatures ........... 93
Political Science ........................................................................ 504
POROI: see Rhetorics of Inquiry (POROI) .................................. 948
Portuguese: see Spanish and Portuguese .................................... 577
Pre-majors, undergraduate: see Undergraduate Study .............. 6
Preventive and Community Dentistry ........................................ 710
Prosthodontics ........................................................................ 713
Psychiatry .................................................................................. 1087
Psychological and Quantitative Foundations ............................ 737
Psychology ................................................................................. 518
Public health certificate: see Certificate in Public Health .......... 1146
Public Health, College of ............................................................. 1138
R
Radiation Oncology ................................................................... 1089
Radiation Sciences ..................................................................... 1090
Radiology .................................................................................. 1101
Realizing Educational and Career Hopes (REACH) .................. 750
Rehabilitation and Counselor Education .................................... 755
Religious Studies ........................................................................ 530
Reserve Officers’ Training Corps, air force: see Aerospace Studies (Air Force ROTC) ...................................................... 1186
Reserve Officers’ Training Corps, army: see Military Science (Army ROTC) ................................................................. 1219
Rhetoric ...................................................................................... 541
Rhetorics of Inquiry (POROI) ....................................................... 948
Risk Management and Insurance ............................................. 682
Rules and Regulations of the Graduate College, Manual of: see Graduate College ........................................................ 888
Russian: see Asian and Slavic Languages and Literatures ......... 93
S
Sanskrit: see Asian and Slavic Languages and Literatures .......... 93
Science Education ........................................................................ 544
Science Education ...................................................................... 769
Second Language Acquisition .................................................. 549
Secondary Student Training Program ....................................... 1225
Social Work ................................................................................ 555
Sociology ..................................................................................... 568
Spanish and Portuguese ............................................................... 577
Sport Studies: see American Studies ......................................... 41
Statistics and Actuarial Science .................................................. 594
Student Information Technology Skills .................................... 1226
Student Services (credit program) ............................................. 1227
Student Services ........................................................................ 1227
Study Abroad ............................................................................. 1228
Supporting Offices (admission, equal opportunity, financial aid, housing, registrar) .................................................. 20
Supporting Offices ..................................................................... 20
Surgery ....................................................................................... 1102
Sustainability ............................................................................ 1242
Swahili: see French and Italian .................................................. 285
T
Teacher licensure/certification: see College of Education ....... 715
Teaching and Learning ............................................................... 774
Technological Entrepreneurship ............................................... 886
The University of Iowa 2013-14 General Catalog ..................... 4
Theatre Arts ................................................................................ 605
Tippie College of Business ......................................................... 621
Translation .................................................................................. 616
Translation studies: see Cinema and Comparative Literature ..... 140
Translational Biomedicine ......................................................... 951
Transportation Studies ................................................................ 953
U
Undergraduate Certificates ......................................................... 10
Undergraduate Majors and Pre-majors ....................................... 7
Undergraduate Minors ................................................................ 11
Undergraduate Research Experiences ....................................... 1245
Undergraduate Study .................................................................. 6
University Calendar .................................................................... 1400
University College ....................................................................... 1185
University Libraries (credit program) ....................................... 1246
University Libraries ................................................................. 1246
University of Iowa Honors Program ........................................ 1247
University of Iowa Upward Bound .......................................... 1252
Urban and Regional Planning .................................................... 955
Urology .................................................................................... 1104
W
Wind Energy ............................................................................. 887
Women’s Studies: see Gender, Women’s, and Sexuality Studies ... 297
World languages--Arabic, French, Italian, Swahili: see French and Italian .............................................................. 285
World languages--Chinese, Czech, Hindi, Japanese, Korean, Polish, Russian, Sanskrit: see Asian and Slavic Languages and Literatures .... 93
World Languages--German: see German ................................... 330
World languages--Greek, Latin: see Classics ......................... 149
World languages—Portuguese, Spanish: see Spanish and Portuguese .......................................................... 577

Writers' workshop: see Creative Writing (Iowa Writers' Workshop) .................................................................................................................. 207

Writing ..................................................................................................................................................... 618